



**ANNUAL**  
REPORT OF PROGRAM DATA

**Office of  
International  
Programs**

UNIVERSITY of HAWAI'I  
**HAWAI'I**  
COMMUNITY COLLEGE

**Office of International Programs**  
**July 1, 2019 through June 30, 2022**

## 1. Program or Unit Description

---

Hawaii Community College welcomes international students. The Office of International Program (OIP) serves as the umbrella to:

- assist international students with achieving their academic and personal goals
- comply with their immigration status and
- serve as a clearinghouse for study abroad opportunities.

For international students, OIP provides

- new student orientation,
- advising on immigration regulations including on and off campus employment
  - while going to school
  - after graduation.
- academic advising

OIP also endorses international student travel outside of the United States. Finally, we have had a small pool of study abroad students. This represents the smallest segment of our program which declined to zero during this reporting period.

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. We also support international students in degree programs.

## 2. Analysis of the Unit

---

### [UHCC Annual Report of Program Data \(VARPD\)](#)

The Office of International Program (OIP) falls under EdVance. There is no ARPD data available during this review period. During the 2019-2022 period, there were significant internal and external factors that influenced and contributed to fluctuations of the Office of International Program (OIP):

1. Study Abroad ceased during this period.
2. The COVID pandemic upended protocols and forced changes both to course delivery mode, visa regulations, arrival processes and processing times for incoming students. These developments are reflected in the student numbers and tuition and fees collected from the pre-covid period; the disaggregated information on direct revenue for each area of OIP is below. The tables 2.1 and 2.2 show the direct economic impacts from tuition and fees; however, on campus housing is not included yet is substantial. The Department of Business, Economics, Tourism (DBET) has calculated the statewide economic impact of international students add to our economy approximately a multiplier of 1.97 (type II), or about twice the cost incurred per student. This figure includes direct, indirect, and induced effects (DBEDT, 2022).

## Intensive English Program

---

Since the last report in 2019, from Fall 2019 through Summer 2022, the [IEP](#) program collected \$341,000. Notably, this includes the 2020 spring 2 session, our first under COVID restrictions, when the program was pared to offering just one synchronous, online writing and grammar class. As a result, only \$8360 was collected for that eight-week session. In the summer 2020 session, the IEP made gains, collecting over \$32,000, as students on neighboring islands with no summer classes joined the program via the Zoom platform.

The period from Spring 2020-Summer 2022 was defined and delimited by the COVID-19 pandemic response. This impacted the IEP directly in online delivery, visa delays and shifting entry and exit protocols for travelers. Because of the small staff, we were able to adjust rapidly to these fluctuations. For example, one addition to the program in 2021 was the coordinator and instructor position was filled through a release from the English department.

International Student Revenue and Numbers (Table 2.1)

	FA 1 & 2 2019	SP 1 2020	SP 2 2020 <b>covid</b>	SM2020	FA I &2 2020	SP 1 & 2 2021	SM 2021	FA 1 & 2 2021	SP1 & 2 2022	SM20 22
Tuition Collected (Revenue)	\$56,945	\$23,055	\$8,360	\$32,425	\$57,215	\$35,905	\$15,430	\$48,775	\$39,410	\$20,120
F1/tourist	44	24	12	12	20	25	11	21	21	9
PR count	7	13	9	5	7	15	9	9	3	1

F1 = Student Visa Students, PR = Permanent Resident Students

## Degree Seeking Student Enrollment

---

Many of our students enter IEP as a first step in achieving an American degree. As a result 21 students transferred in the 2019-2022 period to Hawaii Community College while one enrolled directly in UH Hilo. Below are the credit, international (F1) student data.

Credit Student Tuition and Numbers (Table 2.2)

<b>Fall 2020</b>	<b>Manono</b>	<b>Palamanui</b>	<b>OPT</b>
	26	2	2
Tuition	\$107,640	\$8,280	
<b>Spring 2021</b>	<b>Manono</b>	<b>Palamanui</b>	<b>OPT</b>
	21	2	3
Tuition	\$86,940	\$8,280	
<b>Fall 2021</b>	<b>Manono</b>	<b>Palamanui</b>	<b>OPT</b>
	21	2	6
Tuition	\$86,940	\$8,280	
<b>Spring 2022</b>	<b>Manono</b>	<b>Palamanui</b>	<b>OPT</b>
	21	3	7
Tuition	\$86,940	\$12,420	

## Residential Student Enrollment

---

Since the advent of the “acceleration” initiative in 2017, there are fewer low-level language classes offered at the college for resident students. As a result, ESOL also serves local students who need to improve their academic language skills. English language learners from the high schools on the Big Island see value in our program. In the 2019-2021 period 84 resident students have enrolled in IEP and most of these students intend to continue their studies in a degree seeking capacity.

## Study Abroad

---

Study abroad at Hawai'i Community College has been the smallest component of our International Program. The reasons for low participation in study abroad are multifaceted. Oftentimes non-traditional students perceive barriers such as finances and family commitments, while others have never considered study abroad. This population can benefit from understanding the advantages study abroad and the opportunities for funding.

Study Abroad is an important and aspirational opportunity that research shows has the greatest transformational impact on non-traditional students. In fact, research suggests

that study abroad participation is highly correlated with higher graduation rates among under-prepared, at-risk undergraduates, and students of color (Malmgren, 2008). Moreover, according to the Consortium for Analysis of Student Success through International Education, only eight percent of first-generation students study abroad, yet those who do are more likely to graduate within six years and have higher GPAs at graduation (qtd. in Mason & Garcia, 2022). As a higher education institution whose Institutional Learning Outcomes includes global awareness, we must offer this critical component of 21st century education. Therefore, study abroad should not only remain but expand to give equitable access to experiences which are impactful far longer than the months the student remain overseas. The Institute of International Education (IIE) annual report (2007) states “to succeed in a global economy and interconnected world, U.S. students need international knowledge, intercultural communication skills, and global perspectives” (p. 6).

## **Marketing and Recruitment**

---

The Office of International Programs is a self-sustaining program, targeting specific international populations or regions for incoming (and outgoing) international education. This is a vital area any college should welcome in our increasingly interconnected world. All of our staff have been international students, expatriates, second language speakers and long-time international education advocates. We know our target populations and recruit these students through various study abroad fairs, campaigns and agencies from across the globe.

The pandemic drastically affected how IEP was able to market and recruit students. The partnerships we have developed continue, but international forces relentlessly buffet recruitment: closed embassies and ensuing delays in visa procurement, national limits on countries of F1 students are among the factors which conspire to reduce student numbers. For example, in the 2022 year, 35 F1 student applications were received and 21 visas were denied; indeed, seven remain pending, thus denial by attrition. This has resulted in about a three-fifths rejection rate and is an example of but among the many international forces which affect student mobility.

In addition to agents in Japan, our current recruitment avenues include social media, ads in various study abroad newsletters and periodicals, virtual exchange fairs, campus tours for potential students, and system-level exchanges. We are currently applying to reestablish our credentials with Saudi Arabia to allow student exchange to be fully transferable.

## Short Term Programs

---

The short term programs had been a relatively lucrative niche for the OIP. These typically last 1-3 weeks and include language, culture and tourism destinations. Often these college groups stay on campus using the dorm and dining facilities.

While most short term programs ceased during the COVID era, now that restrictions have eased and we should be able to return to coordinating these programs, other factors have stymied us. Japanese colleges and universities are some of our most active clients. However, the precipitous fall in the value of the yen has reduced travelers' buying power by more than 30%. Nevertheless, we continue to plan for upcoming sessions. Below are the various sessions arranged with our partners since 2020

1/2023	Sponsoring College Ahuntsic group's dormitory
08/2022	Nagoya college and university teachers <b>Canceled due to Covid and currency exchange</b>
08/2021	Quoted for Osaka Jogakuin College's 2022 visit -> <b>Canceled due to Covid</b>
03/2020	Josai University 1 day visit <b>canceled due to Covid</b>
02/2020	Hosted Osaka Jogakuin College & Tokyo Kasei University

### 3. Program Student Learning Outcomes or Unit/Service Outcome

---

The IEP offers three levels of instruction in practical English language skills to prepare for college transfer or the workplace. Second language acquisition is a recursive and intensive process. Students arrive to class at various proficiency levels, and many require multiple eight-week sessions to progress to the next level, complete the program or transfer to credit classes. As such, there are students who make incredible progress but do not pass the class in a term. Promotion to the next level requires a 75% pass at levels 2 and 3 while it requires 80% in all three courses to complete IEP and transfer to credit-bearing classes. It is usual for a student to repeat a level two or three times before being ready to move on; therefore, credit-level learning outcomes are less relevant to our students in any one term. By the time they leave our program, a student should demonstrate our learning outcomes before going on to ESL classes at Hawaii Community College.

As such, a formal assessment project, as found in transfer level courses, is inappropriate as students may be at various stages of language development when they arrive and our student numbers do not allow specific, discrete competency levels. Nevertheless, the most useful tool to measure student satisfaction is the evaluations at midterm and the last week



of classes. Whether a student perceives both language gain and course utility is ultimately the only measure for success.

	Speak/Listen	Reading/Vocab.	Writing/Grammar
<b>Program Learning Outcomes</b>	Can converse with a degree of fluency and spontaneity appropriate for academic and personal contexts/settings.	Can analyze, evaluate and respond to the main ideas of text on both concrete and abstract topics.	Can produce clear, detailed text using academic conventions and appropriate grammar on a range of subjects.

Qualitative Evaluation of Services (Table 3.1)

	2019	2020	2021	2022
<b>English Improved</b>	76%	91%	90%	86%
<b>Confidence Improved</b>	65%	7%2	90%	86%
<b>Would Recommend</b>	77%	80%	90%	91%

Success at Next-level English Class (Table 3.2)

<b>Credit-level Success Rates</b>			
<b>2019-2020</b>	<b>ESL 21</b>	<b>ESL 22W</b>	<b>ESL 22G</b>
<b>Student 1</b>	B	A	B
<b>Student 2</b>	B	A	B
<b>Student 3</b>	B	A	A
<b>Student 4</b>	A	A	A
<b>Student 5</b>	A	A	A
<b>Student 6</b>	B	A	B
<b>Student 7</b>	A	A	A
<b>Student 8</b>	B	A	B
<b>Student 9</b>	N	D	N
<b>Student 10</b>	NC	NC	C
<b>2020-2021</b>	<b>ESL 21</b>	<b>ESL 22</b>	<b>ESL 22G</b>

<b>Student 1</b>	D	N	B
<b>Student 2</b>	A	A	A
<b>Student 3</b>	A	A	A
<b>Student 4</b>	A	A	A
<b>2021-2022</b>	<b>ESL 21</b>	<b>ESL 22</b>	<b>ESL 22G</b>
<b>Student 1</b>	C	B	C
<b>Student 2</b>	A	A	A
<b>Student 3</b>	B	B	B
<b>Student 4</b>	-	-	F
<b>Student 5</b>	B	B	B
<b>Student 6</b>	C	N	N
<b>Student 7</b>	-	C	D

The tables above assess the effectiveness of IEP by observing how students fare in their next credit class at HCC or UHH. In 2019-2020 academic year, 10 students took three classes each for a total of 30 classes with three classes not earning credit or a 90% success rate. The following year, with far fewer students, had four students taking 12 classes for credit, two of which did not pass, or an 80% success rate. Finally, last year saw seven students transfer with 18 classes taken, two not passing or about a 90% success rate.

### **Analysis of internal and externalities**

---

**Strengths** of the program include its:

- Location. Hawaii is a desirable destination in the minds of many international students and adds value to the program.
- Price. Our tuition rates are approximately the same as mainland community college IEP programs. However, when compared to Oahu, our cost of living is considerably lower.
- Small size. The IEP is able to adapt quickly to changes--adding or removing classes and instructors, switching modes of delivery-- and offer attractive one-on-one attention for students by the faculty and staff.



- Dorm. On-campus accommodation at UH Hilo offers housing not available to language students on the neighboring islands.
- Knowledgeable faculty and staff: Hilo is a bridge between the mainland and Asia. As such, the town attracts a diverse, educated population, many of whom have extensive international experience; thus, this pool allows us to focus on the student experience and enhance the learning milieu.
- UH Hilo offers a TESOL training program with a constant supply of well-trained applicants.

### **Weaknesses**

- Small size. The paradox of size: While it allows for greater flexibility and personalized service, it does not give us a margin to cover low enrolled periods/ maintain continuity. The loss of one student can be 20% loss in revenue. Without a larger base of students, our existence is untenable. This small size contributes to our inability to make the sudden changes which may be necessary.
- Recruiting. We must attract more diversity in our population so we are not dependent on one country or demographic. This requires not only Zoom but in-person opportunities to meet and promote the program.

### **Opportunities**

- Post-covid demand may open new doors for recruitment and a more diverse student body.
  - Tre Roma University
  - Reinstatement of English certificate with Saudi Education Department
  - MOU with Nagoya University of Foreign Studies
- Study-Away programs have held interest for some HawCC students not ready to commit to foreign study
- "Sustainability" trend. HawCC has had a sustainability ASC. As a leader in this movement, HawCC is positioned to offer trainings on our approval process, lectures and other sustainability-focused activities for international faculty and staff wanting to adopt these principles at home.

### **Threats**

- General lack of understanding of the importance of internationalization and global perspective in education. This may be especially true for underserved or non-traditional students who may have a narrower view of higher education.
- Low student numbers risk ending a program which would negatively impact a campus committed to diversity and intercultural learning (ILO 3).
- Strong dollar raises the cost of studying in the USA.
- Over reliance on single market.

## 4. Action Plan

---

- A. Continue to seek new avenues for revenue
  - Find new partner institutions for reliable revenue stream
  - Look at Study Away options as a first step to international travel
  - Increase Study Abroad recruitment: Diversify our recruiting pool
    - Join professional organizations focusing on recruiting an expanding capacity. Perhaps creating a poster session at one of the following:
      - CCID
      - NAFSA
      - JALT
      - IATEFL
  - Network with colleagues across the globe
  - Cross-reference credit and non-credit ESL classes (if tuition supports IEP)
  
- B. Promote international education in the institution
  - Internationalize the curriculum through instructor education or trainings
  - Seek out and encourage Collaborative Online International Learning (COIL) opportunities across disciplines

## 5. Resource Implications

**\* Special Resource Requests not included in operating “B” budget \***

---

**I am NOT requesting additional resources for my program/unit.  
I AM requesting additional resources for my unit  
Total number of items being requested: 1 (one)**

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 1-4 casual hire teachers. Among the duties of the full-time members are: teaching (half-time), supporting students and international programming on Manono and Palamanui campuses and recruiting. To better support Global learning across campus, there is a need to institutionalize positions.

Specifically, the APT band A 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 following position is requested to support ongoing and new program development.

### **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
- Seek and maintain relationships with agents and partners outside of the US
- Provide support to ESL teachers.

[Hawaii CC - Program & Unit Review Submission portal](https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)  
<https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

## **References**

---

DBEDT (2022) *The Economic Impact of International Students on Hawaii, 2021*. Retrieved from <https://files.hawaii.gov/dbedt/economic/reports/2022-12-foreign-student.pdf>

Institute for International Education (2007) *Current Trends in U.S. Study Abroad and the Impact of Strategic Diversity Initiatives*. Retrieved from <https://www.iie.org/Research-and-Insights/Publications/Current-Trends-in-US-Study-Abroad-and-The-Impact-of-Strategic-Diversity-Initiatives>

Malmgren, J. (Sp 2008) *Effects of Study Abroad Participation on Student Graduation Rates: A Study of Three Incoming Freshman Cohorts at the University of Minnesota, Twin Cities*. *NACADA Journal*. v28 n1. p29-42

Mason, L & Garcia, V. (2022) *Supporting Pathways for First Generation Students to Study Abroad*. Institute for International Education. *AIFS Foundation*. v5. Retrieved from <https://www.iie.org/Research-and-Insights/Publications/AIFS-IIE-Supporting-Study-Abroad-for-First-Gen-Students>