

# **HAWAI‘I COMMUNITY COLLEGE UNIT COMPREHENSIVE 3-YEAR REVIEW REPORT**

## **Intensive English Program**

**November 15, 2015**

### **Review Period**

**July 1, 2012 to June 30, 2015**

**AY 2012-13, AY 2013-14, and AY2014-15**

**Initiator: Deborah Shigehara**

**Writer: Steven Clements, Estee Nathanson**

*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 assessment process supports achievement of Program/Unit 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/program-unit-review/>*

## PART I: ANALYSIS OF UNIT

**For this section, analyze your Unit for the 3 year period from July 1, 2012 through June 30, 2015. Provide a narrative analysis that, at a minimum, describes and discusses the following aspects of the Unit:**

- ARPD indicators: health factors, trends and other factors, strengths and weaknesses.  
ARPD website: <https://www.hawaii.edu/offices/cc/arpd/index.php>
- College Mission: how the Unit aligns with and supports the College Mission and the Unit's effectiveness in its support/assistance in achieving the College Mission.
- Institutional Learning Outcomes (ILOs): the Unit's effectiveness in its support/assistance in achieving the College's ILOs.  
ILO website: <http://hawaii.hawaii.edu/assessment/outcomes.php#ilo>
- 2008-2015 Strategic Plan: the Unit's alignment with the 2008-2015 Strategic Plan and the value of the Unit to the College in terms of achieving that Strategic Plan's goals and initiatives.  
[Hawaii Community College Strategic Plan: 2008-2015](#)  
[HawCC Strategic Outcomes and Performance Measures 2008-2015 listed with funding sources and responsible parties.](#)
- Assessment results: discuss how the overall results of course-level assessments during the 3-year period under review demonstrate the Unit's achievements or challenges in meeting its Unit Outcomes (UOs).
- CERC comments and feedback: based on the CERC comments and feedback from your most recent Comprehensive Review, discuss CERC's recommendations and your Unit's successes and/or challenges in implementing them.
- Other successes, challenges/barriers, concerns, and/or other issues not addressed elsewhere in this Comprehensive Report.

- 
- ARPD indicators: health factors, trends and other factors, strengths and weaknesses.  
ARPD website: <https://www.hawaii.edu/offices/cc/arpd/index.php>

Overall Health-- Healthy

Demand -- Healthy

Efficiency -- Healthy

Effectiveness -- Healthy

**Strengths** Using supporting evidence, describe why this is a strength

S1. The IEP has dedicated teachers and support staff.

The data from the instructor and program evaluations shows that the students appreciate their teachers. Our human resources along with our curriculum is our product. 88% (Table 1) of our students in the reporting period strongly agreed or agreed with the statement, "my English skills improved in the IEP." For the statement, "I learned a lot from this instructor" 92% of students chose "strongly agree" or "agree." (Table 2)

S2. The IEP has solid curriculum and assessment

Our curriculum is the result of on-going, continuous assessment. In the last couple of years, we have made several changes to improve our curriculum and the way that we assess our students. Evidence of this can be seen in the way in which the IEP has redefined its course levels and the development of rubrics for each level and course. We have also developed shared rubrics with the English department ESL strand to ensure articulation standards.

Additionally, the IEP is accredited by the Commission on English Language Program Accreditation.

S3. We provide comprehensive support services for students

Our program evaluations show that the students appreciate the support services from the coordinator and the IEP staff. The IEP Program Evaluation shows that 95% of our students rated the IEP Support Staff as helpful, and 92% rated the coordinator as helpful.

**Weaknesses** Using supporting evidence, describe why this is a Weakness

W1. No monies are allocated to recruit more aggressively to increase student numbers and diversity of students. In the reporting year, 65% of our students came from Japan.

Although the number of students in the IEP is rising very slowly, it is not a dramatic enough increase to allow us to do more aggressive recruiting. Minimally \$10,000-\$20,000 a year is needed for travel to attend recruiting fairs to meet partners and agents. This is necessary to recruit students. This travel cannot be done as a one-shot deal. To be effective, you have to travel regularly to maintain and build relationships. We are competing with schools and

colleges that spend much more than we do to bring in students. Most have a dedicated position. We would also like to increase the diversity of the students we bring in. In the last year we had a number of complaints (written comments) about Japanese students dominating the program (Japanese make up 60-75% of the IEP student body).

Last year, according to the NAFSA and Open Doors report, (<https://istart.iu.edu/nafsa/reports/district.cfm?state=HI&year=2014&district=02>), Hawai'i Community College's international students contributed over \$1.5 million to the local economy. Increasing the number of international students will not only benefit our campus, but also our local community.

W2. Some of our unit functions are duplicated in Student Services. It would be more cost effective to have an International Office which handles all international student recruitment, for both credit and non-credit students.

The IEP bears the cost of a Student Services Coordinator and 2-3 student hires to handle inquiries, applications, admissions, housing support, orientation, and counseling. These are functions which could be equally shared for both credit and non-credit international students.

W3. We do not have the budget to support hiring permanent lecturers. IEP instructors are casual hires on a lower pay rate than lecturers, and without benefits.

We are not able to offer stable positions, thus the IEP has difficulty retaining qualified professional instructors. If we do get a qualified instructor, he or she usually leaves after a short time to work elsewhere, usually with the English Department at Hawai'i CC or the English Language Institute at UH Hilo. In the last year, we lost 2 instructors for this reason. It is very time consuming to hire and train new instructors. Also casual hire instructors are paid strictly by time. As IEP instructors are all lecturers, they do not get involved in college committee work, which means that the IEP Coordinator does that on behalf of the whole IEP Unit. The Faculty IEP Coordinator resigned as of August 2014. The Assistant Coordinator (an APT) assumed some of her responsibilities, however did not qualify to be a member of Academic Senate. As no IEP lecturers can be on the Academic Senate, the IEP does not currently have representation that other programs have in the decision-making process on the campus.

- College Mission: how the Unit aligns with and supports the College Mission and the Unit's effectiveness in its support/assistance in achieving the College Mission.

The IEP, through its international focus, supports the UHCC System mission statement regarding "Access," "Work Force Development," and "Diversity."

Access: To broaden access to postsecondary education in Hawai'i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.

Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs, which prepare students for immediate employment and career advancement.

Diversity: By building upon Hawai'i's unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, UHCC students' learning experiences will prepare them for the global workplace.

- Institutional Learning Outcomes (ILOs): the Unit's effectiveness in its support/assistance in achieving the College's ILOs.

ILO website: <http://hawaii.hawaii.edu/assessment/outcomes.php#ilo>

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Unit supports ILO1:

The IEP focuses on the improvement of non-native English speakers' ability to communicate.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how the Unit supports ILO 2:

The IEP assists international students with learning to live in a foreign country and culture, thus helping them learn to overcome challenges and make sound life decisions.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how the Unit supports ILO 3:

The IEP provides local students with the opportunity to get to know students from other cultures.

- 2008-2015 Strategic Plan: the Unit's alignment with the 2008-2015 Strategic Plan and the value of the Unit to the College in terms of achieving that Strategic Plan's goals and initiatives.

[Hawaii Community College Strategic Plan: 2008-2015](#)

[HawCC Strategic Outcomes and Performance Measures 2008-2015 listed with funding sources and responsible parties.](#)

B5 in the Strategic Plan is "Increase international student enrollment by 3% per year." The AMP includes strategies on how to support ELLs (English Language Learners) in items 15.1 to 15.9.

Item 15.9 is focused on the expansion of services and courses for ELLs in West Hawai'i. When the number of international students increases, we will have more resources to serve the resident ELL population.

- Assessment results: discuss how the overall results of course-level assessments during the 3-year period under review demonstrate the Unit's achievements or challenges in meeting its Unit Outcomes (UOs).

### **Assessment Strategy/Instrument**

In week 7 of each 8-week session, the IEP distributes a paper evaluation form to all students to complete anonymously without a teacher or staff member in the room. The envelopes are collected and turned in by a designated student. The forms are processed and compiled. The results of the evaluation are reviewed in IEP Team meetings, and by the instructors in the pre-session meeting following the session being reviewed. Changes, if necessary, are implemented as a result of these reviews.

The IEP has been using this type of evaluation for over 10 years, 5 times a year (March, May, July, October, and December). The results are included in annual and comprehensive program reviews, and in IEP accreditation reports to its accrediting body, the CEA. The responsible parties in the unit are Steven Clements and Eri Hall.

Note that IEP students are non-native English speakers, so the evaluation form is designed to accommodate these students.

### **Results of Unit Assessment** (Program/Course Evaluations)

Summary of results (Fall 2012 to Summer 2013) See Table 1.

My English skill improved in the IEP (88%)

The IEP gave me the skills I need to live in Hilo. (80%)

I have started to make local friends. (75%)

Working with a tutor helped me with my English. (83%)

When I needed help, the IEP coordinator was helpful. (92%)

When I needed help, the IEP support staff was helpful. (95%)

The weekly newsletter was helpful. (94%)

IEP classrooms are comfortable places to study. (90%)

Last year we chose to focus on "Working with a tutor helped me with my English" because the results for this statement were very low. In the spring 2012 semester these ratings dropped to as low as 55%.

In our 2012 assessment, we reported, "Beginning in the fall 2012 semester, we are trying a radically new approach to conversation partners. Instead of having students meeting at a set time once a week to talk in small groups, we are going to have IEP students meet one-on-one with their partners with some specific tasks to cover such as discussing the book they are reading. We hope that this will improve the survey results."

We are happy to report that the results for this item have improved dramatically. Although we have not reached our benchmark of 85%, we are satisfied with the result of 83%. There were issues with communication of a new location for one of the sessions, which may have brought the average response down for this item. Overall, the rating for this item was in the high 80s.

### **Next Steps**

To address the low ratings we received for the two statements "The IEP gave me the skills I need to live in Hilo" (75%) and "I have started to make local friends" (71%), we are focusing on increasing volunteer and community-based activities for the students. As time goes by, we learn of more opportunities to share with IEP students. We hope that by increasing community and volunteer activities, our students will gain the confidence they need to practice English outside the classroom.

Every session we have a "volunteer workshop" run by Steven Clements to explain to students how to get more involved in volunteering. During this reporting period, 34 IEP students volunteered at the Visitors Centers on Mauna Kea at least once. In 2013, seven students volunteered between 25-99 hours and three students volunteered between 100-249 hours. Other volunteer activities included:

- Japanese Language classes at UH Hilo: Students volunteered as tutors weekly for 8 weeks
- IEP students volunteered for the annual Relay for Life Hilo event in 2013-15.
- Students participated in several all-day tree-planting event in the Kohala mountains
- International Education Week: all students participated
- IEP students have volunteered at the Japanese Cultural Center
- Earth Fair: all IEP students participated
- On the academic side, the instructors teaching the Listening & Speaking courses gave assignments which required the students to meet & talk to local students on the campus.

The IEP includes community-based activities as part of its regular calendar in order to integrate students into the local community. These events provide them with opportunities for authentic

conversation. This is critical for building fluency in students' listening and speaking skills. These include:

- UH Hilo Linguistics class visits
- Waiakea Elementary School Second Grade class visits
- Rotary Club visits to IEP Listening & Speaking classes
- Alpha Delta Kappa Hawaii Delta Chapter - World Understanding Event

While the questions, "The IEP gave me the skills I need to live in Hilo" and "I have started to make local friends" consistently receive lower than 85% on student evaluations, it should be noted that these questions probe areas that are not directly addressed in the IEP curriculum. They are a more subjective measure of students' confidence in their language ability, and in their ability to integrate into the community while they are students in the US. These are very important issues and have an impact on students' academic success. However, "skills for living in Hilo" and "making friends" are not things that can be taught in the classroom. We do take seriously the need for international students to become integrated into the community.

Our volunteer program seeks to address these important issues indirectly, through involving the students with their American peers and others in the community. However, many students refuse to volunteer at all, and remain isolated socially as a result. We are considering a requirement of a certain amount of outside activity, so that all students will have a minimum amount of exposure to community-based experiences. There are many social and psychological issues that have to be overcome in order for students to succeed in these areas. By mandating community-based activities as a part of the program, we hope to see students having more success at making friends and developing the skills that they need to thrive while studying abroad.

Finally, in addition to student evaluations of the program and courses, the IEP conducts assessment of student achievement. In May of 2014, the IEP conducted assessments of student achievement for the three levels of Listening and Speaking courses: ESOL30B, ESOL30C, ESOL30D (Listening & Speaking 2, 3, 4).

### **Results, Evaluation, Conclusions**

Outcome assessed:

Apply listening and speaking skills to lectures, presentations, and in-class discussions.

Ten audio samples from the summary of the final test were randomly selected from each level for a total of 30 samples. According to the plan we were going to also rate samples from the speaking test, but this would have generated much more data than necessary.



A team of evaluators met on May 7, 2014 to rate and discuss the samples. There were 3 IEP instructors (Karen Riley, Gleah Rider, and Cybele Stevens), the former IEP Coordinator (Sherri Fujita), IEP Assistant Coordinator (Steven Clements), the ESL Coordinator from the HawCC English Department (Carrie Mospens) and UHH English Language Institute Director (Julie Mowrer).

Rubrics were used to rate the samples.

We set the performance rate at 80% (80% of the samples will meet or exceed the standard required for each level).

The results are as follows:

<b>Performance rate</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Exceeds</b>	0	0	1
<b>Meets</b>	6	9	9
<b>Does not meet</b>	4	1	0
	<b>60%</b>	<b>90%</b>	<b>100%</b>

Performance by item

<b>Item</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Content	3.7	4.5	4.6
Organization	2.8	3.7	3.8
Fluency	3.9	5.1	5.3
Accuracy	3.6	4.6	4.8
Vocabulary	2.9	3.5	3.6

Out of the 3 levels assessed level 2 was the only level that did not meet the benchmark of 85%. Level 2 was only able to get 60%. Level 4 was the only level to have a student scored in the “exceeds” range.

Of the five rubric items, students tended to score the lowest in “organization” and “vocabulary.” This was true in all 3 levels.

### **Strengths**

Fluency and accuracy tended to get the highest scores. Students in level 4 seem to be the most successful in their speaking assignment. This could be for a number of reasons. Level 4 students are more likely to have studied with the IEP previously and have had time to develop the skills they need to success on such an assignment. Also, level 4, as the highest level in the program, is more likely to have students who are higher than level 4, since there is no Level 5.

### **Weaknesses**

Level 2 students did not make the benchmark of 85% meeting or exceeding expectations. This is probably because level 2 typically has students who should have been placed in level 1. But

since level 1 rarely runs in IEP because of the additional cost of the instructor (and low number of enrolled students), these students are placed in level 2. Our experience has shown that these students do make progress and succeed in the IEP, moving up through the levels and eventually completing the program.

IEP students are required to achieve scores of 80% on the final exam as well as on their course work throughout the session in order to pass and move up to the next level, or, in the case of Level 4 students, to complete the IEP. The 80% passing requirement is typical in IEP programs across the US. Most students need two sessions in each level in order to move up to the next level, or complete Level 4 and graduate from the IEP. This is stated in our student handbook, and in our orientation for new students.

In the fall of 2015, the IEP will assess student achievement in Writing & Grammar courses.

In addition to the Program/Course Evaluations and assessment of student achievement, we have been assessing our program testing materials. These are and Mid-term and Final exams that are used for each level (currently Levels 2, 3 & 4) and for each course offered in the program: Writing & Grammar, Reading & Vocabulary, and Listening & Speaking. Using rubrics as a guide to our expected levels of student skill and achievement, we adjusted the exams to more evenly match the achievement expected. Weighting of scores on each exam were adjusted to create a more uniform assessment across the levels. Sections that were found to be ineffective in the exams were eliminated and replaced with more useful measures.

- CERC comments and feedback: based on the CERC comments and feedback from your most recent Comprehensive Review, discuss CERC's recommendations and your Unit's successes and/or challenges in implementing them.

N/A – CERC began providing written feedback from 2011. The last IEP Comprehensive was in 2009.

- Other successes, challenges/barriers, concerns, and/or other issues not addressed elsewhere in this Comprehensive Report.

The IEP is a self-supporting unit, meaning that it must pay salaries and all program expenses from tuition revenue. In addition, the IEP must engage in ongoing international marketing in order to recruit new students to keep our program afloat. Our primary marketing tool for many years has been our website. However, there are many problems related to the website, and these problems may have had a negative impact on recruitment. Although enrollment levels are at an all-time high in the reporting period, these numbers reflect aggressive marketing and recruitment through scholarship programs, and through local alliances. Agents have increased the number of students they sent to study in the IEP. Those students who find the IEP on their own through the internet and our website have remained stable, or even decreased. There are

many aspects to internet marketing that need to be investigated and a new marketing plan developed. This is urgent, as the proprietary software used to build the IEP website is obsolete, is not being updated, and our website has begun to crash. We are no longer able to make simple updates to our website: [iephawaii.com](http://iephawaii.com). The HawaiiCC webmaster is unable to assist with the IEP website due to time constraints.

In addition, the Hawaii CC Business Office has a strict interpretation of the \$2500 procurement limit for agents. This has resulted in successful agents, who have recruited many students to the IEP, not being paid the commissions owed to them by the IEP and Hawaii CC. This policy is interpreted differently on other campuses. Leeward and Kapiolani CC's pay all agent commissions regardless of the \$2500 limit. Agents may be reluctant to send students knowing that they cannot receive the commissions they earn. The International Education Committee is working toward addressing this issue.

Despite the difficulties with the website, and the lack of funding for marketing, the enrollment in the IEP increased by 11.5% in the annual reporting period: July 1, 2014-June 30, 2015. This reflects positive results achieved through the efforts of our international education recruiting agents, participation in the Proyecta 100,000 Scholarship Program in Mexico, and our partnership with St. Joseph's High School in Hilo. The table below shows this period, as well as the comprehensive review reporting period, **July 1, 2012 to June 30, 2015**, and averages from all years starting with 2008-9.

#### IEP Enrollment for July 1, 2014 to June 30, 2015

	New Students	Completed IEP	Total enrollment / Average	Report Period Increase
Fall I 2014	21	2	31	
Fall II 2014	16	7	40	
Spring I 2015	13	5	28	
Spring II 2015	14	6	33	
Summer 2015	21	4	42	
<b>Totals /</b>				
<b>Average</b>	<b>85</b>	<b>24</b>	<b>35</b>	
Average	17	Report Period Total	<b>174</b>	
		Previous Period	156	
		<b>Difference</b>		
		<b>(increase)</b>	<b>18</b>	<b>11.5%</b>

<b>5-Session Averages</b>	<b>Total Students/Session</b>	<b>New Students</b>
2008-9	31	13
2009-10	22	11
2010-11	32	15
2011-12	30	16
2012-13	30	11
2013-14	29	13
Total	<b>175</b>	<b>79</b>
<b>Averages</b>	<b>29</b>	<b>13</b>
2014-2015	35	17
Increase	<b>6</b>	6

The table shows the comprehensive review reporting period, **July 1, 2012 to June 30, 2015**, as well as averages from all years starting with 2008-9. Over this 7- year span, IEP enrollment has remained relatively stable, despite a dip after the financial crisis in 2009-10. There has also been a significant increase in 2014-2015 enrollment, up 11.5% from the previous year.

The IEP has been able to maintain a balanced budget due to increased 2014-2015 enrollment. Expenses for the 2014-2015 fiscal year were \$209,754.03 with revenue of \$297,011.57, resulting in a positive balance of \$87,257.54 in the IEP account. There was a balance of \$55,367.94 at the end of FY 2013-2014.

## **PART II: ACTION PLAN**

**For this section, describe and discuss your Unit's Action Plan for the 3 year period from July 1, 2015 through June 30, 2018. For each action strategy or tactic, provide details about the goal, expected level of success, implementation timeline, and any challenges or barriers you anticipate may affect implementation or success.**

**Action Plans must align with the new Hawai'i Community College 2015-2021 Strategic Plan. Discuss how the Unit's Action Plan aligns with and supports the 2015-2021 Strategic Plan's Initiatives, Strategies, and Tactics.**

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

### **Action Plan**

Previous Goals (Unit Actions) & Planning

**Goal 1: Establish a Multicultural/International Office.**

This initiative is one that requires funding from the College and the support of the administration. There has been no progress made since a plan was submitted by the campus International Education Committee in spring 2013.

**Goal 2: Increase the number of IEP students in underserved populations.**

IEP classes were cross-listed with credit ESL classes as a pilot initiative in order to allow ELL resident students to study with the support of financial aid. The cross-listing was discontinued by administration due to high costs. The IEP has continued to recruit students among resident ELL students and have increased enrollment modestly, but none are able to take advantage of financial aid.

**Goal 3: IEP instructors hired as lecturers.**

There was an agreement between the IEP coordinator and Hawaii CC Administration to hire IEP instructors as lecturers. This plan was announced to the IEP instructors in the summer of 2014. Considerations from the pilot initiative are being explored for future partnership.

**New Goals (Action Strategies) and Alignment**

**Goal 1: Expand short-term international programs under IEP.**

Strategic Plan Alignment:

- Hawaii Innovation Initiative (HII) Action Strategy 3: Continue to support programs that suit Hawai'i Island location and environment as well as address critical gaps.
- High Performance Mission-Driven System (HPMS) Action Strategy 3 Tactics:
  - Continue to integrate place-based learning and partnerships on Hawai'i Island.
  - Continue to develop learning strategies and programs that promote Native Hawaiian indigenous learning, history, and language.

Programming of international short-term training was assumed from OCET by IEP staff during summer 2014. Since the IEP routinely coordinates housing, field trips, and elective courses for IEP students, managing these functions for short-term international programs was strategically decided to be more easily handled as part of the IEP. This change also improved efficiency in the development and facilitation of these programs since most short-term programs originate in Japan. The IEP has bilingual Japanese/English speaking staff, so communications with overseas clients is more efficient. The goal for the next three years will be to increase the number of short-term international programs provided and generate more revenue supporting further IEP programming. There may also be interest generated in the IEP and College classes with some of the visiting students in these short-term programs. In order to expand international training, additional staff will be required.

This goal supports the above Action Strategies by inviting international students on campus and teaching them about Hawai'i and Hawaiian culture, which contributes financially to the College as well as the local economy. This brings awareness to University of Hawaii programs and offerings and hopefully inspires them to return as students or residents. Short-term international programs include such training as Hawaiian culture, geology, biology, and business. Areas that support the type of programs identified in the aforementioned Action Strategies.

**Goal 2: Increase international (F1 visa) student enrollment by 10%.**

Strategic Plan Alignment:

- Hawaii Performance Mission-Driven System (HPMS) Action Strategy 5: Diversify resource base beyond state appropriations and tuition to support public education in Hawai'i.
  - Tactic: Ensure that international students receive English language support, housing support, and advising and assistance with transitioning and adapting to a new environment.

Strategies:

- Increased tuition revenues will stabilize the IEP financially. There will be a significant impact on Hawaii CC enrollment as more IEP students transfer into credit programs, paying non-resident tuition for the duration of their studies.
- Re-design & re-launch the IEP website with new language translations: Fall 2015 - Spring 2016.
- Recruit new educational agents in underrepresented countries (e.g., attend NAFSA conference annually).
- Make selected visits for promotion of the IEP with the assistance of our educational agents in Japan and Korea.
- UH System Collaboration: The IEP Coordinator has been a member of the UH System International Education Committee, the UHCC International Education Committee, as well as the Study Hawaii Consortium, all of which seek to promote Hawaii as a study destination to international students.
- Work with IEP alumni to recruit new students.

This goal supports the above action strategy by bring international tuition dollars to the College, diversifying tuition to support public education. These international students receive support through the IEP office to transition to living here and adapting to living on the island. This in turn supports the local economy with international dollars.

### PART III: Budget Items

For this section, describe and discuss your Unit's cost-item "budget asks" for the 3 year period from July 1, 2015 through June 30, 2018. For each budget item, describe the needed item in detail, including cost(s) and timeline(s).

Budget asks for all categories of cost items may be included in the 3-year Comprehensive Review. Explain how the item aligns with the Hawai'i Community College 2015-2021 Strategic Plan (see link above in Part II). Identify and discuss how each item aligns with the Strategic Plans Initiatives, Goals, Action Strategies, and Tactics.

---

#### Cost Item 1

Classroom chairs

18 cushioned office-type chairs are urgently needed for IEP classrooms.

Facilities, Health & Safety

Cost: 18 chairs x \$100/chair = \$1,800.00

Timeline: As soon as possible

The furniture in the IEP classrooms is very old. The computer lab chairs are labeled "Territory of Hawaii" indicating their vintage. The chairs in the classrooms are more modern, but continually break. As time has passed, we have been left with fewer and fewer safe and properly functioning classroom chairs. As students spend upwards of 5-6 hours per day in the IEP classrooms, this is a health and safety issue. Twice, students have fallen to the floor when these old chairs collapsed due to wear and damaged parts. Luckily, no one was injured.

When enrollment increased in the fall of 2014, the IEP classrooms were short of chairs for all of the students who were enrolled. We had to borrow chairs from other offices and classrooms. We had to ask for metal folding chairs from POM. Although they were inadequate, this was all that we could find available on the campus. Our tuition is high and due to the intensive nature of the IEP program, students spend long hours sitting in the IEP classrooms. Two of our students have had serious back problems. It is important for the **health and safety** of our students that they are provided with safe and comfortable seating in the IEP classrooms.

This budget request aligns with Goal 2 of increasing international student enrollment. Thus, HPMS Action Strategy 5 supports this request. As it is, the current chairs are not sufficient. If IEP is to increase enrollment, new chairs will be even more vital than ever before as the current chairs continue to deteriorate.

## **Cost Item 2**

Recruitment Budget for the IEP, including upgrading the webpage, marketing and agent fairs

Cost: \$10,000.00 annually; plus \$3500 one-time expense for redesign of the IEP website.

Timeline: Webpage upgrade Fall 2015 – Spring 2016

Cost: \$3500

Marketing and agent fairs annually Fall 2015 through Spring 2018.

Cost: \$6500 annually

Advertising through selected marketers targeting English language learners globally, e.g., *Study in the USA*. 2015-2016

Cost: \$3500 annually

This budget request underpins the success of the unit, and the growth of international students on our campus. Increasing the number of international students taking credit courses will increase revenue to the college and our community. In alignment with Goal 2, IEP seeks to increase international student enrollment as supported by HPMS Action Strategy 5 (Diversify resource base beyond state appropriations and tuition to support public education in Hawai'i.) The IEP has the capacity to take on an additional 15 students without needing to hire more lecturers or use an additional classroom. An additional 15 international students taking 12 credits each (the minimum number allowed for F1 students) would generate an additional \$108,000 in tuition revenue for the college. With a 10% investment, we could see a genuine return on our investment. The IEP can use its S-funds to match the amount contributed by the college since most of these students would probably go through the IEP before beginning a degree program.

## **Cost Item 3**

APT, Band A (International Education Assistant Coordinator)

Cost: \$39,696.00 + Fringe

Timeline: As soon as possible

In August of 2014, the IEP Coordinator of seven years resigned, with the Assistant Coordinator assuming her responsibilities. As a trickle-down effect, the casual hire Educational Specialist assumed the Assistant Coordinator responsibilities and so the staffing structure remains today, with two individuals handling most day-to-day operations of the whole IEP program (there is some administrative support provided by OCET staff). IEP functions with the additional help of student assistants. The current staffing structure makes the additional duties required for short-term international programs a strain on the current Assistant Coordinator. In order to increase marketing and outreach and provide more short-term international training, additional



staff will be required to handle these responsibilities. A new APT will provide the staff necessary to be successful and lucrative in expanding this type of training.

This budget request is supported by the Action Strategies and Tactics stated in Goal 1:

- Hawaii Innovation Initiative (HII) Action Strategy 3: Continue to support programs that suit Hawai'i Island location and environment as well as address critical gaps.
- High Performance Mission-Driven System (HPMS) Action Strategy 3 Tactics:
  - Continue to integrate place-based learning and partnerships on Hawai'i Island.
  - Continue to develop learning strategies and programs that promote Native Hawaiian indigenous learning, history, and language.

Focusing on the unique culture and landscape present on Hawai'i Island, short-term programs are a natural way to invite international students and groups and share our resources. There is much more interest in this area than what we are able to both seek out and deliver. Additional staff would allow this important program to grow.

### **Justification for Unit Existence**

The Intensive English Program plays a significant role in supporting the language development needs of not only international students attending Hawai'i Community College, but also resident immigrants and underserved populations, such as Pacific Islanders in East Hawaii.

The IEP recruits 95% of the international students taking credit classes on the Hawaii CC campus. They contributed more than \$300,000 in tuition revenues in 2013-14 to the college.

Noteworthy are two recent developments which position the state to attract increased numbers of international students. The first development pertains to the creation of Study Hawai'i, an educational consortium that has been "established to promote the State of Hawai'i as a study destination." (studyhawaii.org) In addition, a new legislative bill has been introduced to the state House of Representatives for the purpose of funding the recruitment of international students to Hawai'i. As a result, there is likely to be an increasing demand for the language training that the IEP provides.

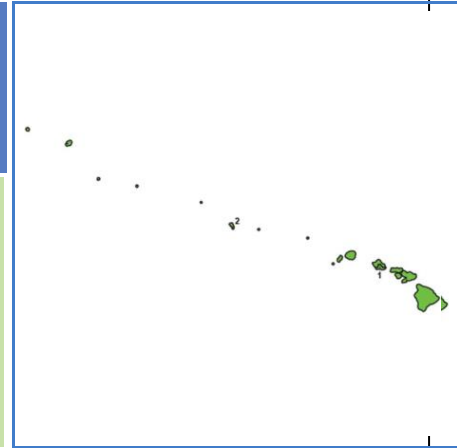
In addition, there are currently no other resources in the community for individuals who are non-native English speakers and need to improve their English language skills. The IEP is the only non-credit, open enrollment program currently available for adult ESL learners in Hilo.

For these reasons, we believe the Intensive English Program is justified and sustainable. See the financial report below from NAFSA on the ***Benefits from International Students to Hawaii:***

# HAWAII

## Benefits from International Students

FINANCIAL CONTRIBUTION	\$104.5 million
JOBS SUPPORTED	966
INTERNATIONAL STUDENTS ENROLLED	4,035



### TOP HIGHER EDUCATION INSTITUTIONS (DOLLARS AND JOBS)

1 University of Hawaii - Manoa, Honolulu \$37.8 million supporting 551 jobs	6 Leeward Community College, Pearl City \$2.5 million supporting 15 jobs
2 Hawaii Pacific University, Honolulu \$25.6 million supporting 162 jobs	7 University of Hawai'i Maui College, Kahului \$1.6 million supporting 10 jobs
3 Kapiolani Community College, Honolulu \$18.2 million supporting 111 jobs	8 Chaminade University of Honolulu, Honolulu \$1.3 million supporting 9 jobs
4 Brigham Young University - Hawaii Campus, Laie, Oahu \$11.9 million supporting 73 jobs	9 Hawaii Community College, Hilo \$826,023 supporting 5 jobs
5 University of Hawaii - Hilo, Hilo \$4.6 million supporting 29 jobs	10 Kauai Community College, Lihue \$150,725 supporting 1 jobs

### THE NATIONAL BENEFITS BEYOND HAWAII

International students studying at U.S. colleges and universities contribute **\$30.5 billion** and support **373,381 jobs** to the U.S. economy.\* **For every seven international students enrolled, three U.S. jobs are created**

The economic contributions of international students are in addition to the immeasurable academic and cultural value these students bring to our campuses and local communities. For a more detailed analysis, access NAFSA's *International Student Economic Value Tool* at [nafsa.org/economicvalue](http://nafsa.org/economicvalue).

CONTACT  
Rachel Banks  
Director, Public Policy  
202.737.3699 x 2556  
[rachelb@nafsa.org](mailto:rachelb@nafsa.org)

\* Sources used in NAFSA economic analysis: U.S. Department of Education, U.S. Department of Commerce, and Institute of International Education for 2014-2015 Academic Year.

## Results of Unit Assessment (Program/Course Evaluations)

### Summary of results (Fall 2012 to Summer 2013) **Table 1**

#### IEP Program Evaluation Summaries (Fall I 2012 - Summer 2014)

##### Scale

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Agree	0. I don't know
-------------------	----------	-------------	-------------------	-----------------

##### Section 1.

Fall I 2012 - Summer 2013	Total # of Responses	Strongly Agree & Agree Responses	% Strongly Agree & Agree
My English skill improved in the IEP.	122	107	88%
I feel more confident speaking English	122	98	80%
The IEP gave me the skills I need to live in Hilo.	123	92	75%
I have started to make local friends.	119	85	71%
Working with a tutor helped me with my English.	120	99	83%
When I needed help, the IEP coordinator was helpful.	120	110	92%
When I needed help, the IEP support staff was helpful.	122	116	95%
The weekly newsletter was helpful.	121	114	94%
IEP classrooms are comfortable places to study.	122	110	90%
	301	276	

Fall I 2012 - Summer 2013	4	3	2	1	0
I learned a lot from this instructor	153	123	19	2	4
	51%	41%	6%	1%	1%

##### Section 2.

Fall I 2013 - Summer 2014	Total # of Responses	Strongly Agree & Agree Responses	% Strongly Agree & Agree
My English skill improved in the IEP.	125	100	80%
I feel more confident speaking English	123	93	76%
The IEP gave me the skills I need to live in Hilo.	120	96	80%
I have started to make local friends.	125	77	62%
Working with a tutor helped me with my English.	122	99	81%
When I needed help, the IEP coordinator was helpful.	124	104	84%
When I needed help, the IEP support staff was helpful.	121	102	84%
The weekly newsletter was helpful.	121	112	93%
IEP classrooms are comfortable places to study.	123	98	80%

Fall I 2013 - Summer 2014	4	3	2	1	0
I learned a lot from this instructor	141	135	19	3	6
	46%	44%	6%	1%	2%

## IEP Program Evaluation Summaries (Fall I 2014 - Summer 2015)

### Scale

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Agree	0. I don't know
-------------------	----------	-------------	-------------------	-----------------

### Section 3.

Fall I 2014 - Summer 2015	Total # of Responses	Strongly Agree & Agree Responses	% Strongly Agree & Agree
My English skill improved in the IEP.	133	115	86%
I feel more confident speaking English	134	101	75%
The IEP gave me the skills I need to live in Hilo.	72	61	85%
I have started to make local friends.	21	13	62%
Working with a tutor helped me with my English.	134	116	87%
When I needed help, the IEP coordinator was helpful.	134	126	94%
When I needed help, the IEP support staff was helpful.	134	129	96%
The weekly newsletter was helpful.	134	129	96%
IEP classrooms are comfortable places to study.	134	120	90%

Fall I 2014 - Summer 2015	4	3	2	1	0
I learned a lot from this instructor	191	144	18	3	1
	54%	40%	5%	1%	0%