

2024 Annual Report of Program Data

International Program



1. Program or Unit Mission

The Kaula'i Community College International Program fosters cross-cultural competence and global understanding, intricately woven with a deep appreciation for traditional Hawaiian values and knowledge. The program is committed to serving the island and its people through continuous learning and unlearning about the history that has shaped these islands. Through international programs, cultures are bridged, enriching both students and the local community, while sharing the profound inspiration that Hawaii offers—a beacon for peace, wellbeing, and sustainability.

The Kaula'i CC International Program is built on four major pillars:

- Short-term customized program offered through the Office of Continuing Education and Training (OCET)
- Credit-side international enrollment and student support
- Study abroad
- Internationalization and international partnerships

And through the programs, we serve:

- Students from our international partner institutions
- Prospective and current international students
- Kaula'i CC students interested in study abroad opportunities
- Kaula'i CC students and faculty/staff

College Mission Alignment

The Kaula'i CC International Program aligns with and supports the college mission by offering international and intercultural learning opportunities to the students and community that we serve and share unique culture and knowledge that our island community have to offer with the rest of the world.

2. Program Student Learning Outcomes or Unit/Service Outcomes

In this section, Program Student Learning Outcomes (PSLO) and Program Outcomes (POs) are discussed in each of the four areas of the programs.

1. Short-term Customized Training (OCET)

- (PO) Provide quality customized training that meets the needs of our partner institutions
 - Assessed during this APRU cycle (yes or no) – YES
 - Findings - MET PO (Benchmark: 86 students / 6 faculty program evaluation show 100% overall satisfaction)
 - Improvements implemented – N/A
 - Next assessment date - AY 2025

2. International Student Recruitment and Support

- (PO) Kaula'i Community College will be visible and accessible to prospective students through our website and other marketing platforms and collaterals
 - Assessed during this APRU cycle (yes or no) – YES

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- ii. Findings - MET PO (Benchmark: Completion of updated websites, development of collateral materials)
 - 1. Website updated
 - 2. Website improvements implemented
 - 3. Partnered with Study Hawai'i Consortium to develop marketing collaterals
 - 4. Three Zoom information sessions to recruiting agents
 - iii. Next assessment date - AY 2025
 - b. (PSLO) International students will demonstrate knowledge about their immigration status and understand the requirements for maintaining their visa status in good standing.
 - i. Assessed during this APRU cycle (yes or no) – YES
 - ii. Findings - MET PO (Benchmark: 0/10 students that became out of status due to lack of knowledge about immigration requirements)
 - iii. Improvements implemented
 - 1. Online pre-departure orientation
 - 2. Improved onboarding/orientation upon arrival
 - 3. Regular email to all international students
 - 4. IS110 class through Kīpaipai program for all incoming international students
 - iv. Next assessment date - AY 2025
 - c. (PSLO) International students will demonstrate success by maintaining satisfactory academic progress
 - i. Assessed during this APRU cycle (yes or no) – YES
 - ii. Findings - MET PO (Benchmark - 0/10 students that became out of status due to poor academic performance)
 - iii. Improvements implemented - N/A
 - iv. Next assessment date - AY 2025
- 2. Study Abroad**
- a. (PO) Students are aware of study abroad programs and scholarships available
 - i. Assessed during this APRU cycle (yes or no) – Yes
 - ii. Findings – MET PO (Benchmark: 6 successful program applications and 3 scholarship applications)
 - iii. Improvements implemented – N/A
 - iv. Next assessment date – AY2025
 - b. (PO) Facilitate successful application for study abroad programs and scholarships
 - i. Assessed during this APRU cycle (yes or no) – Yes
 - ii. Findings – MET PO (Benchmark: 6 successful program application and 3 scholarship application)
 - iii. Improvements implemented – N/A
 - iv. Next assessment date – AY 2025
 - c. (PSLO) Outbound students will understand requirements for maintaining their student status while abroad, and process of transferring credits upon return
 - i. Assessed during this APRU cycle (yes or no) – Yes
 - ii. Finding – MET PO (Benchmark: 0/1 students became out of status due to lack of knowledge about immigration and academic status, successful transfer of credits)
 - iii. Improvement implemented - Pre-departure orientation / Comprehensive Support system in collaboration with host institutions
 - iv. Next assessment date – AY 2025
- 3. Internationalization and International Partnerships**
- a. (PO) Provide international resources and services to the campus community
 - i. Assessed this APRU cycle (yes or no) – Yes

- ii. Findings – MET PO (Benchmark: The campus community was informed of 6 international events via email and website as shown by a total of 260 participation in international events)
- iii. Improvements implemented – N/A
- iv. Next assessment date – AY 2025

3. Analysis of the Program/Unit

The following analysis is organized around the four pillars of the Kaua'i CC International Program: 1) short-term customized training programs offered through OCET; 2) credit-side international enrollment and student support; 3) study abroad; and 4) internationalization and international partnerships. Data is provided for a 5-year cycle (FY/AY 2020 to FY/AY 2024) to contextualize the analysis for 2024. Please note that data in the first pillar (short-term, customized training offered through OCET) are provided based on the fiscal year (July 1 - June 31) rather than the academic year, as OCET programs follow the fiscal year. The academic year (fall and spring semesters) is used to assess the other three areas of the International Program.

1. Short-term Customized Program

DEMAND	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
# of groups served	7	2	3	4	5
# of students served	100	17	36	96	86
EFFICIENCY	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
# of community partnerships	39	8	10	21	35
Percentage of successful homestay placements	100%	N/A	N/A	N/A	N/A
Total # of weeks groups are on island	12.5	0	0	2.5	7
EFFECTIVENESS	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Program Evaluation Overall Satisfaction	100%	100%	100%	100%	100%
Revenues Generated	\$50,680	\$3,602	\$4,664	\$46,867	\$ 74,365

- **FY 2024 APRU Summary and Highlights**

Key Words: New Possibility, Sister-City Relationships, Partnerships with Indigenous-Serving Institutions.

Summary: While long-standing partner schools from Japan work to bring groups back to Kaua'i, new challenges including inflation and currency exchange proved insurmountable this cycle. However, this period is also marked by characteristics of new possibilities and new directions for growth. Emerging areas of opportunity include Kaua'i's sister-city relationships and partnerships with other indigenous-serving institutions. With access to government funds, sister-city based programs can overcome some of the financial challenges that partner schools from Japan are encountering.

Demand:

- o **The weakening yen and inflation posed significant challenges** for the longstanding Japanese partner schools in sending groups to Kaua'i. Across Hawai'i schools collaborating with Japanese institutions, this trend was palpable. With the Japanese yen hitting record lows against the US dollar, program costs surged by 40% compared to 2020. Additionally, inflation in the US and rising hotel accommodation expenses in Hawai'i further inflated program costs by an additional 10-15%. Consequently, two enduring partner schools—Okinawa Christian University and Okinawa Prefectural College of Nursing—chose not to participate in 2023 and 2024.
- o **COVID-19 presented new opportunities for online programs.** In 2023, as the program navigated the pandemic's aftermath by offering two online programs for five partner schools. In 2024, the online program was continued. Also, the model of online programs developed during the pandemic is now integrated into the in-person program as a pre-departure module.
- o **Humber College—an indigenous-serving institution in Canada—as a new partner school.** Collaboration focused on sustainability and indigenous education. In both FY 2023 and 2024, the program welcomed Humber College students for a two-week program.

Efficiency:

- o While the number of groups served remained lower than pre-pandemic levels, **the total student count rebounded.** Closer collaboration with partner schools facilitated increased student recruitment.
- o **Community partnerships also returned to pre-pandemic levels,** ensuring visiting students engage deeply with the local community.
- o Due to COVID restrictions and the University of Hawai'i's policy on minors, **homestay experiences were temporarily suspended.** However, the program will resume homestays in FY 2024 for students over the age of 18.

Effectiveness:

- o Despite fewer groups served, **this shift freed up time for the international program coordinator to explore new projects and partnerships.**
- o **Program evaluations revealed 100% overall satisfaction**—a testament to the value-added programs and partner schools' contentment.
- o Remarkably, despite serving fewer groups in 2024 than pre-pandemic level, **the total revenue reached a historic high.** This success reflects the enhanced program value and partners' satisfaction.

2. Credit-side International Enrollment and Student Support

DEMAND	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
# of International student (System definition*)	29/34	24/ no data	23/no data	27/no data	20/no data
# of international student (F-1 visa holders*)	11/8	3/3	8/10	13 /10	10/8
EFFICIENCY	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
# of recruiting agents	3	3	3	3	3
# of recruitment partnerships (RP)	6	6	7	8	9
# of recruitment outreach	7	6	7	8	9

# of international student office visits/virtual meetings	Approx. 400 visits	Approx. 20 visits	Approx. 300 visits	Approx. 400 visits	Approx. 400 visits
EFFECTIVENESS	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
# of F-1 students matriculate through RA*	1/1	0	4	1	0
# of F-1 students matriculate through RP	5/3	0	2	8	6
# of students placed into housing through our resources	5/3	0	5	9	8

● **FY 2024 APRU Summary and Highlights**

Key Words: New Market Development, Comprehensive International Student Support Framework.

Summary: In recruitment, this year saw the fruition of past efforts in the Japanese market and the identification of a new market for future focus. In student support, a comprehensive student support framework was implemented, with data indicating its success.

Demand:

- The international enrollment (F-1 visa holder students) inevitably dropped during the pandemic years (AY 2021), but **it quickly bounced back in AY 2022 and continued through AY 2024** due to continued engagement with recruiting agents and recruitment partners.
- In AY 2023, the number of F-1 international students **hit a record high in the history of Kaua'i Community College with 13 students in the Fall.**
- **Weakening yen put a damper** on the expected growth in enrollment of students from Japan in AY 2024.

Efficiency:

- **The number of recruiting partnerships as well as recruitment outreach steadily grew** after the pandemic, setting the foundation for future enrollment growth.
- In AY 2024, the **International Program Office had daily visits by international students.** This is a welcome trend as it was one of the program goals to create a space dedicated to them where they feel comfortable and feel that they belong.

Effectiveness:

- **In 2024, we had no students that matriculated through a recruiting agency.** We had student inquiries through our recruiting agencies but they didn't lead to matriculation due to weakening yen, which brought the cost of education in the USA 30% - 40% higher plus the inflation in the USA.
- In AY 2024, 9 students out of 10 enrolled through our recruitment partnership, **indicating success of our recruitment strategy.**
- **All students (8 students in AY 2024) who were seeking housing successfully found housing utilizing our housing resources.**

3. Study Abroad

DEMAND	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
Total # of studied abroad	4	2	9	6	3
# of students on KCC exchange program	3	0	3	3	1

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# of students on UHCC study abroad programs	no data	no data	no data	no data	no data
# of students on other programs	1	2	6*	3	2
# of students in faculty-led programs	0	0	0	0	0
# of faculty-led programs	0	0	0	0	0
EFFICIENCY	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
# of outreach (events, workshops, class visits, social media posts)	7	4	8	10	8
# of office visits, virtual mtg, email inquiries by KCC students	48	30	65	80	62
EFFECTIVENESS	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
Post program essay/presentations				Yes	Yes

- **2024 APRU Summary and Highlights**

Keywords: Addressing Mental Health, Developing a Model of Study Abroad for Underrepresented Students.

Summary: While implementing student exchange and short-term study abroad programs, the focus was placed on establishing a comprehensive support framework to address students' mental health while abroad. This was achieved through close communication and collaboration with study abroad partner institutions. Additionally, developing a model of study abroad for underrepresented students has been identified as a future area of focus.

Demand:

- We have **three student exchange agreements** (University of the Ryukyus, Yamaguchi University, and University of Niigata Prefecture). We have **a total of six slots available every year** for a year-long study abroad experience.
- In AY 2024, **we sent one student** on a year-long exchange program. We didn't recruit for the University of the Ryukyus exchange program as we needed to balance the number of outbound and inbound students this year.
- In AY 2024, **we signed a MOU with Jeju National University in Jeju, South Korea, paving the path for student exchange with the University** starting in Fall 2025 at the earliest.
- Every year, we have several students who are interested, however, **money, and family responsibilities are the two major reasons that prevent our students from taking advantage of study abroad opportunities.**
- In AY 2024, **we sent one student on a partially funded study abroad program** offered by our partner school, **Humber College**, and **another student on a fully-funded program offered by the University of the Ryukyus.**
- Until 2018, we had approximately two faculty-led study abroad programs led by our nursing as well as Japanese language faculty members. When the key faculty members retired, the study tours stopped. In the hopes of re-starting our faculty-led study abroad, In AY2023, we sent one nursing faculty to Okinawa to explore possibilities for faculty-led study tours for nursing students. We attempted to send a group of nursing students in AY2024, however, we didn't have enough applicants and thus didn't run the program.

Efficiency:

- o Study abroad opportunities were announced via email, website, KCC social media posts, as well as opportunities for students to inquire with the coordinator about detailed information.

Effectiveness:

- o Upon return, students are required to share their experience either via presentation or reflection essays and are encouraged to share their experience with prospective study abroad students.

4. International Partnership and Internationalization

DEMAND	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
Total # of international events	6	7	4	5	6
Total # of event participants	365	425	222	312	260
Total # of active international partnerships and agreements	27	29	19	23	26
# of international guests	23	13	0*	3	7
EFFICIENCY	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
# of international meeting via teleconferencing technologies	N/A	N/A	24	30	45
EFFECTIVENESS	AY 2020	AY 2021	AY 2022	AY 2023	AY 2024
To be developed					

● **2024 APRU Summary and Highlights**

Keywords: Fruits of Longstanding Partnerships, New Partnership with Indigenous serving Institution

Summary: This year, we reaped the benefits of longstanding partnerships with two collaboration opportunities presented by our partner institutions, greatly benefiting our students and partnerships. Additionally, an exciting partnership with indigenous-serving institutions highlighted the potential of our island community to serve other indigenous communities.

Demand:

- o We **hosted international events with a total of 260 participants.**
- o **The pandemic fostered collaboration between UHCC and the UH system,** enabling more international events through online and hybrid modalities.
- o Attracting students to campus events across UH campuses has become increasingly challenging. **Offering online and hybrid events, along with collaborating with other UH campuses, are key strategies to boost attendance and provide diverse programming.** Additionally, **partnering with campus student government and activities has significantly boosted event participation.**
- o **The pandemic led to a decline in active partnerships and agreements** due to fewer short-term programs.
- o **The number of active international partnerships and agreements rebounded in AY2023 and AY2024,** with new partnerships established with University of Niigata Prefecture (Niigata, Japan), Yamaguchi Prefectural University (Yamaguchi, Japan), and Humber

College (Toronto, Canada).

Efficiency:

- o The global prevalence of teleconferencing technology during the pandemic has facilitated meetings with global partners for brainstorming, planning, and reflection. **The use of Zoom and Microsoft Teams has significantly increased since FY2020, strengthening communication with partner schools.**

4. Action Plan

Below are the focused action plans for the coming year, aligned with the five-year action plan for our program published in the [2023 CPR](#).

Key factors will continue to negatively impact short-term customized training programs and international enrollment from Japan, including a weak yen, inflation, and the high cost of living in Hawaii. While no easy solution exists for these challenges, nurturing longstanding partnerships in Japan until the situation improves, exploring new markets, and diversifying partners' countries of origin can help hedge future risks. Another focus is developing more study abroad scholarships and enhancing the capacity to better serve and advise international students.

Short-term Customized Training Programs / International Recruitment:

- **Develop New Markets:** Research new markets resilient to emerging economic and political situations using credible resources such as OpenDoor reports and US Commercial Services resources. Develop relationships with new agents and institutions in these markets to diversify our international student population and partners.

International Recruitment and Student Support:

- **Develop Capacity to Better Serve and Advise International Students:** With the growth of the international student population, individual cases arise that require detailed knowledge of various laws, policies, and guidelines for F-1 students. This will be addressed by accessing the Advisor's Manual published by NAFSA and attending workshops and conferences.

Study Abroad:

- **Develop New Study Abroad Scholarships:** As highlighted in section 3, one area we were unable to accomplish was developing new study abroad scholarships, especially for underrepresented students. This coming year, concentrated efforts will be made to develop these scholarships by working closely with the Associate Director of Development for Kauai Community College and potential donors.

5. Resource Implications

Program Goal	Ensure successful integration of F-1 students to US and local culture, lifestyle, and academic environment
Resource Requested*	Subscription to NAFSA International Student Advisor's Manual

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Program: Enter Program or Unit Name

Cost and Vendor	\$435/individual per year, Vendor NAFSA
Annual Recurring Cost	\$435
Useful Life of Resource	One year
Person(s) Responsible and Collaborators	Kailana Soto, Shaunte Sadora, Kyoko Ikeda-Chun
Timeline	Purchase as soon as it is approved and subscription is good for a year from the date of purchase

Program Goal	Increase F-1 international student enrollment by 10% every year
Resource Requested*	Budget for international recruitment and marketing
Cost and Vendor	International travel (\$5000), participation in recruitment and international education fairs (\$5000)
Annual Recurring Cost	\$10,000
Useful Life of Resource	One year
Person(s) Responsible and Collaborators	Kyoko Ikeda-Chun
Timeline	

I am NOT requesting additional resources for my program/unit.