Overview of Academic Program Planning & Development and International Education at Kapiʻolani Community College

DBEDT
October 16, 2007

Leon Richards, Chancellor
Objectives & Outcomes

• **Objective:**
  – To convey the *underlying principles and concepts* of academic program planning and development and international education at Kapiʻolani Community College (KapCC).

• **Learning Outcome:**
  – Upon completion of the campus visitation and interaction, the delegation members will have a *fundamental understanding* of KapCC’s academic program planning and development process and international education program.
Overview of Academic Program Planning & Development
Kapiʻolani CC Integrated, Purposeful Academic Pathways

- *Curriculum mapping* of industry area
• Identify job and career *Skills, Knowledge and Attitudes (SKA)* needed to be considered competent
Kapiʻolani CC Integrated, Purposeful Academic Pathways

- Use **Develop a Curriculum model (DACUM)** to assign and re-align SKA clusters
Kapiʻolani CC Integrated, Purposeful Academic Pathways

• Develop *career-laddered program sequences* at CC, CA and AS degree exit points that tie to the jobs and careers in industry
Kapiʻolani CC Integrated, Purposeful Academic Pathways

- Develop **Continuing Education & Training** and/or **Customized Contract Training Modules** to meet immediate Workforce Development needs,
  - e.g., **Rapid Response Program – Chemical Technology**.
Kapiʻolani CC Integrated, Purposeful Academic Pathways

• Develop **Student Learning Outcomes** (SLOs) at the program and course level
KCC Nursing Department Workforce Development Programs and Career Ladder

Associate in Science Degree in Nursing (ADN) with a Career Ladder (NA, LPN, ADN)

Nurse Aide-Level Training

Work in either Long Term Care facility or acute care as a Nurse Aide.

Practical Nurse-Level Training

NCLEX-PN Exam

Work in hospital or community health as a LPN

Registered Nurse-Level Training

NCLEX-RN Exam

Work as RN in acute care & community health

Surgical Tech Program

Long Term Care (LTC) Nurse Aide Program

Adult Residential Care Home Operator Program

LPN to ADN Transition Program

RN Preparation Program

Transfer to BSN Program

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Integrated International Education:

Island Roots, Global Reach
Integrated International Education

• **I. Introduction**
  – Why Integrated International Education (IIE)?
    • Working and learning environments increasingly assume *multicultural dimensions*.

• In order to prepare our students to meet the challenges and opportunities in the multicultural/Global arena, IIE established its *roots* on:
  *Hawai’i* as a(n)
    – Indigenous Community,
    – Multi-Cultural Community, and
    – Global Community.
Integrated International Education

– The Strategic Goal of Integrated International Education -

To Champion Diversity in Local, Regional, and Global Learning.
Integrated International Education

II. The Operating Principles of IIE:

- Build on and support the languages, cultures, and history of Hawai‘i;

- Develop our students’ capacity to understand and respect diverse cultures;

- Build strong and viable educational and economic partnerships;

- Strengthen the Kapi‘olani CC’s (KapCC) role as a bridge between Asia, the Pacific, the Americas, and the world.
Integrated International Education

• III. IIE Infrastructure:

• The Honda International Center (HIC) at KapCC provides the infrastructure for the IIE activities of the University of Hawaii Community College System.

• HIC’s mission is to promote, develop, and implement programs, activities and services that provide a better understanding of multiculturalism, internationalism and the interconnectedness of the global community.
Integrated International Education: *Infrastructure*

Functions and Services

- Enrollment Management & International Student Services
- International Agreements & Partnerships
- Honda International Center
- Study Abroad
- Customized Contract Training
Integrated International Education: *Infrastructure*

**Structure**

- **Honda International Center**
  - Honolulu CC
  - Kapi’olani CC
  - Windward CC
  - Hawai’i CC
  - Kauai CC
  - Maui CC
  - Leeward CC

*HIC, located on the KapCC campus, serves as the hub for activities related to international education for the University of Hawaii community colleges (UHCC).*
Integrated International Education

• IV. Operating Principles in Action
Integrated International Education: *Operating Principles*

– A. Build on and support the languages, cultures, and history of Hawai‘i:

  • Intensive and content-based English as a Second Language;
  
  • Intensive and content-based *second languages and culture studies* in Chinese, Japanese, Korean & Spanish;
  
  • Applied 1st languages and cultures via *Service Learning*;
  
  • *Second languages* for special purposes for Tourism/Hospitality, Business, leisure activities, e.g., Japanese for the business industry; and
  
  • *Academic curricular infusion*, e.g., language, and global and multicultural Foundation requirements for the AA degrees.
Integrated International Education: *Operating Principles*

– B. Develop our students’ capacity to *understand & respect diverse cultures*:

  • Academic Subject Certificate in Hawai‘i/Pacific Island Studies;

  • Academic Subject Certificates in Asian Studies and International/Global Studies;

  • Cultural Extracurricular Infusion:
    – International Education Week
    – International Festival

  • Intercultural programs:
    – International Café
    – International Service Learning
    – International Student Club
Integrated International Education: *Operating Principles*

- C. Build strong and viable educational and economic *partnerships* -

Examples of these active partnerships include:
Honda International Center

- Cosmetology Training programs with Takahashi Gakuen
- EMS training with Jikei Gakuen Group and Hong Kong Medical Group
- ESL Rainbow program with the Fukuyama Chamber of Commerce Group
- Outstanding Education Abroad programs
- Nursing program with the Okinawa Prefectural College of Nursing

- Honolulu CC
- Kapiʻolani CC
- Maui CC
- Windward CC
- Hawaiʻi CC
- Leeward CC
- Kauai CC

- Agricultural Technology Program with Naruken Nogyo Daigaku
- Hawaiian Culture Program with the Japan Horticultural Council
- EMS training with Jikei Gakuen Group and Hong Kong Medical Group
- ESL Rainbow program with the Fukuyama Chamber of Commerce Group
- Outstanding Education Abroad programs
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Integrated International Education Opportunities

- **Customized Contract Training**
  - 2005: 1,299
  - 2006: 1,484
  - Total: 2,783
  - (40 Contracts)

- **Students Study Abroad**
  - 2005: 199
  - 2006: 236
  - Total: 435

- **Faculty/Staff Exchanges**
  - 2005: 215
  - 2006: 116
  - Total: 331
  - (29 Exchanges)

- **Teacher/Staff Training**
  - 2005: 78
  - 2006: 162
  - Total: 240
  - (9 Training Events)
2006 Distribution of International Students by Semester and Visa Type

- **Spring 2006**: 1,343 (Visa), 764 (Non-Visa)
- **Summer 2006**: 506 (Visa), 431 (Non-Visa)
- **Fall 2006**: 1,384 (Visa), 805 (Non-Visa)
Integrated International Education: *Operating Principles*

- The UHCCs, with *Honolulu CC* as the lead campus, are working with other CCs and governmental organizations to *create, develop and sustain* 10 new CCs in the rural areas of Thailand.

- The flavor, taste and skills of Hawai‘i’s Regional Cuisine via *Culinary Arts programs* at Hawai‘i CC, Maui CC, Kauai‘i CC, Leeward CC, and Kapi‘olani CC are being experienced on 6 of the 7 continents.

- Due to the international education and training programs at Hawai‘i CC, Kaua‘i CC, Maui CC, and Kapi‘olani CC, local nursing, Health Science and EMS protocols are now being practiced in Okinawa/Japan, the Philippines, Korea, Hong Kong/ China, Northern Marianas, & Am. Samoa.
V. Financial/Economic Impact

Aside from the multicultural benefits to our local community, international students also present a financial benefit to our colleges.
Financial Impact of International Students at Kapi’olani CC

- % Student Body: 91.4%
  - International Students: 8.6%
  - Hawai’i Students and Other Non-Resident Students: 91.4%

- % Tuition: 60%
  - International Students: 40%
  - Hawai’i Students and Other Non-Resident Students: 60%
Integrated International Education

• VI. Challenges
  – Marketing and Recruitment Strategies
  – Housing
  – Infrastructure Development
  – Rising Competition & the use of agents
Integrated International Education

• VII. Accolades and Honors

  – Integrated International Education Program, “Island Roots, Global Reach,” has received various awards & recognitions.

• A. Funding:

  – $2.4 million from the Freeman Foundation for Scholarships for Community College Students Intensive Language Training, Study Abroad and Service Learning.

  – $1.0 million from Paul S. Honda to provide international opportunities for University of Hawaii Community College students who show promise in and commitment to study and work in fields that contribute to international awareness and promotes cross-cultural understanding.
2000 ACE’s initiative, **Promising Practices in Institutionalizing International Education**.

2002-03 NAFSA award profiled in **Internationalizing the Campus: A NAFSA Report on International Education Today**.

2003 ACIIE International Intercultural Achievement Award for its comprehensive **International Café Program**.

2004 ACIIE Award for comprehensive **Internationalization and Globalization of the campus**.
C. National Recognition through publications – research and studies:

- Profiled (2001) in John Levin’s, *Globalizing the Community Colleges: Strategies for Change in the Twenty-First Century*, as one of the seven case studies on how U.S. and Canadian community colleges are using international education to re-invent themselves in the global age.

- *Island Roots, Global Reach: A Case Study in Internationalizing Kapi’olani Community College*, published (7/1/07) in *New Directions in Community Colleges: International Reform Efforts and Challenges in Community Colleges*.

Integrated International Education

VIII. What we have/need to accomplish through IIE:

- In internationalizing our campuses and curricula, the UH community colleges have:
  
  • honored their *multicultural roots*, cultivated and sustained *strategic partnerships*, and
  
  • adopted an administration-supported, faculty-driven and student-centered *Integrated International Education Emphasis* that has extended faculty and student learning beyond the classroom, making deeply reflective connections to campus, community, and cyberspace, and through education abroad, to the world.

  • As institutions serving an island people, we recognize that our students, faculty, staff and administration must develop a special sense of *internationalism, built on multiculturalism*, as well as the *skills necessary to thrive in a rapidly evolving global economy*.
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