HAWAII TOKAI
INTERNATIONAL COLLEGE

Hawaii Tokai International College

December 15, 2017

Institutional Self Evaluation Report

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

SUBMITTED TO> Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

SUBMITTED BY > Hawaii Tokai International College, 91-971 Farrington Highway, Kapolei, HI 96707

Institutional Self Evaluation

Governing Board

Certification Page

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To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Naoto Yoshikawa, Chancellor (interim)
Hawaii Tokai International College (HTIC)
91-971 Farrington Hwy, Kapolei, HI 96707

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify there was effective participation by the campus community, and we believe the Self-Evaluation Report accurately reflects the nature and substance of Hawaii Tokai International College.

Signatures:

December 10, 2017
Naoto Yoshikawa, Chancellor (interim), HTIC Date

December 10, 2017
Kiyoshi Yamada, Chairperson, Board of Trustees Date

December 10, 2017
Joji Seta, Vice Chairperson, Board of Trustees Date

December 10, 2017
Bonny Amemiya, Member, Board of Trustee Date

December 10, 2017
Haruhisa Uchida, Member, Board of Trustees Date

December 10, 2017
Kyoko Kameoka, Member, Board of Trustees Date

Standards Committee Membership

A large number of individuals participated in developing this report. Members of each Standard Committee are listed below.

Standard I Team

Co-Chair: Kristy Ringor

Faculty: Lori Domingo, Rose Paradise,

Staff: Masako Xu-Sugahara, Dr.Yukari Kunisue, Kumiko Yabe Domingo, Darrell Kicker

Student: Mao Kashiwa, Yusuke Narai

College Administrator: Dr. Elizabeth Keith, Mark Anthony

Accreditation Liaison Officer: Dr. Ilaria De Santis

Standard II Team

Co-Chair: Rose Paradise

Faculty: Lori Domingo, Rose Paradise, Dr. Min Wha Han

Staff: Masako Xu-Sugahara, Dr.Yukari Kunisue, David Aller, Sachiko Stokes,

Katie Hillenhagen, Jordan Wada, Darrell Kicker

Student: Micah Matsumoto, Yutaro Yumbe

College Administrator: Dr. Elizabeth Keith, Mark Anthony

Accreditation Liaison Officer: Dr. Ilaria De Santis

Standard III Team

Co-Chair: Danilo Marrone

Faculty: Dr. Leon Watson, Christine Green, Yukiko Oki

Staff: Rosalynne Kakogawa-Wong, Ken Janson, Kumiko Yabe Domingo, Fernando Bautista, Sherwood Petersen, Asa Asasaki, Andrew Lowe, Miho Bradley, Eiko Uemura

Student: Rena Asano, Hitomi Shingai

College Administrator: Dr. Elizabeth Keith, Dr. Samantha Hume, Mark Anthony

Accreditation Liaison Officer: Dr. Ilaria De Santis

Standard IV Team

Co-Chair: Kumiko Yabe Domingo

Faculty: Dr. Ilaria De Santis

Staff: Kumiko Yabe Domingo

Student: Kayla Tacey, Wonggu Kim

College Administrator: Dr. Naoto Yoshikawa, Dr. Elizabeth Keith

Accreditation Liaison Officer: Dr. Ilaria De Santis

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Introduction and Required Components in Support of Self-Evaluation

INTRODUCTION

Hawai'i Tokai International College: History and Background

Hawai'i Tokai International College (HTIC) is an accredited American two-year College located in Kapolei on the island of O'ahu. Most HTIC students come from Japan to earn an Associate in Arts degree and improve their English, after which they may opt to continue their education by seeking a baccalaureate degree in the United States or return to Japan for further education.

While Japanese and American Colleges and universities have student exchange programs, and a number of American Colleges have campuses in Japan, HTIC is one of only a few campuses that have been established in the United States by a Japanese university. There is a unique historical reason for this, which can be traced back to World War II.

HTIC is supported by the Tokai University Educational System (TES), a comprehensive educational system comprised of elementary, secondary, and tertiary schools as well as university and graduate schools in Japan. TES was founded by Dr. Shigeyoshi Matsumae (1901-1991). Dr. Matsumae was an engineer whose invention, the non-loaded cable carrier system, revolutionized the field of communication and became one of the catalysts of today's information age. He rose through the ranks to become Director-General of Engineering in the Japanese Ministry of Communications, the highest position in communications at the time.

However, when World War II broke out, he accurately assessed Japan's wartime capabilities and urged an early end to war efforts. Matsumae was at odds with the wartime Prime Minister, General Tojo Hideki, who eventually ordered the bombing of Pearl Harbor. To punish Dr. Matsumae for his opposition to the war, General Tojo had him conscripted at the age of forty-two and sent to the front lines of the war in the Philippines. Matsumae was expected to perish, but fortunately, he survived.

After experiencing firsthand the human suffering brought on by war, and eventually witnessing the horrors of the atomic bomb in Hiroshima, Dr. Matsumae became convinced that education was the key to world peace. With a strong commitment to building Japan as a nation of science and technology to serve humankind, he established the Tokai University Educational System. He chose the name "Tokai", which refers to the Pacific Ocean, the world's largest ocean, with the hope that students will possess minds as wide open as this ocean, receptive to new possibilities and broad viewpoints. Dr. Matsumae's philosophy continues to guide all of the educational institutions in the TES organization.

The system that Dr. Matsumae established has grown into one of the largest private educational systems in Japan today. The total number of students from kindergarten through high school is approximately 30,000. The post-secondary network of research and educational institutions includes eight university campuses located throughout Japan. Tokai University has 20 schools, 84 departments, and 50 graduate programs. There are also four Tokai University hospitals located in Kanagawa, Shinjuku, Oiso, and Hachioji, which combine cutting-edge research with education and treatment to provide comprehensive medical practice. The enrollment in Tokai University in Japan totals approximately 17,000 students, bringing the total number of students served by TES at all levels to 47,000.

In addition to programs in Japan, there are seven TES educational centers located in other parts of the world. There is one in Denmark, two in Thailand, one in Austria, one in Korea, and a center opened most recently in Russia. Tokai partners with over 90 universities and institutes spread across the continents of Europe, North America, Asia, South America, Africa, Middle East, and Oceania. TES celebrated its 75th anniversary in 2017 [Tokai University Educational System 2017 Pamphlet].

Location: Establishment of The Hawai'i Campus

The establishment of a Tokai campus in Hawai'i was intentional. Hawai'i, with its multi-cultural population with no ethnic majority, and strong Asian influence, is the ideal location for students to experience diversity. Hawai'i Tokai International College is designed to be a center which promotes intercultural understanding between the eastern and western cultures.

The campus vision is “to educate students to become enlightened global citizens who contribute to world peace.” The mission statement describes HTIC as “an international gateway for students interested in education bridging diverse international perspectives, especially in the Asia-Pacific region.”

The Tokai University Pacific Center (TUPC) is a Hawai'i non-profit educational institution that opened in Honolulu in October 1990. TUPC is a multi-purpose facility that provides conferences spaces and other services to TES. Moreover, as a community service, the facilities are available for use by non-profit and educational groups from Hawai'i, the U.S. mainland, and the international community. TUPC continues to co-exist with HTIC and shares the campus facilities.

Thus, HTIC is located within the TUPC facility. Until 2015, TUPC and HTIC were located in a building near Waikiki. In 2015, the College relocated to a new campus in Kapolei, the Southwest region of the island of O'ahu, next to the University of Hawai'i-West O'ahu campus.

In December 2016, in commemoration of the 75th anniversary of Japan’s attack on Pearl Harbor, HTIC students conducted research on the school’s founder, Dr. Matsumae. In recognition of his

vision for peace, HTIC students presented 1,177 folded origami cranes to the Arizona Memorial in Pearl Harbor, one for each of the souls who perished on the *U.S.S. Arizona* on the day of the attack. Pearl Harbor, the site of Japan's attack on the United States, reminds us of the tragic consequences of escalating conflict between nations. HTIC is a manifestation of Dr. Matsumae's fervent desire for world peace by cultivating through education a sense of social responsibility to humankind and international understanding [Midweek Article Written by Dan Boylan in Jan. 2017].

HTIC celebrated its 25th year in Hawai'i in 2017 by honoring four long-serving local employees who worked for HTIC for over 20 years. The campus received congratulatory messages from Hawai'i Governor David Ige and Congresswoman Tulsi Gabbard. Mayor Kirk Caldwell declared June 16, 2017 "Hawai'i Tokai International College Day" in Honolulu, and Consul General Misawa of the Consulate General of Japan attended the festivities.

Developments at Hawai'i Tokai International College since the Submission of the 2015 Midterm Report

Description of Service Area: Move to a New Campus in Kapolei

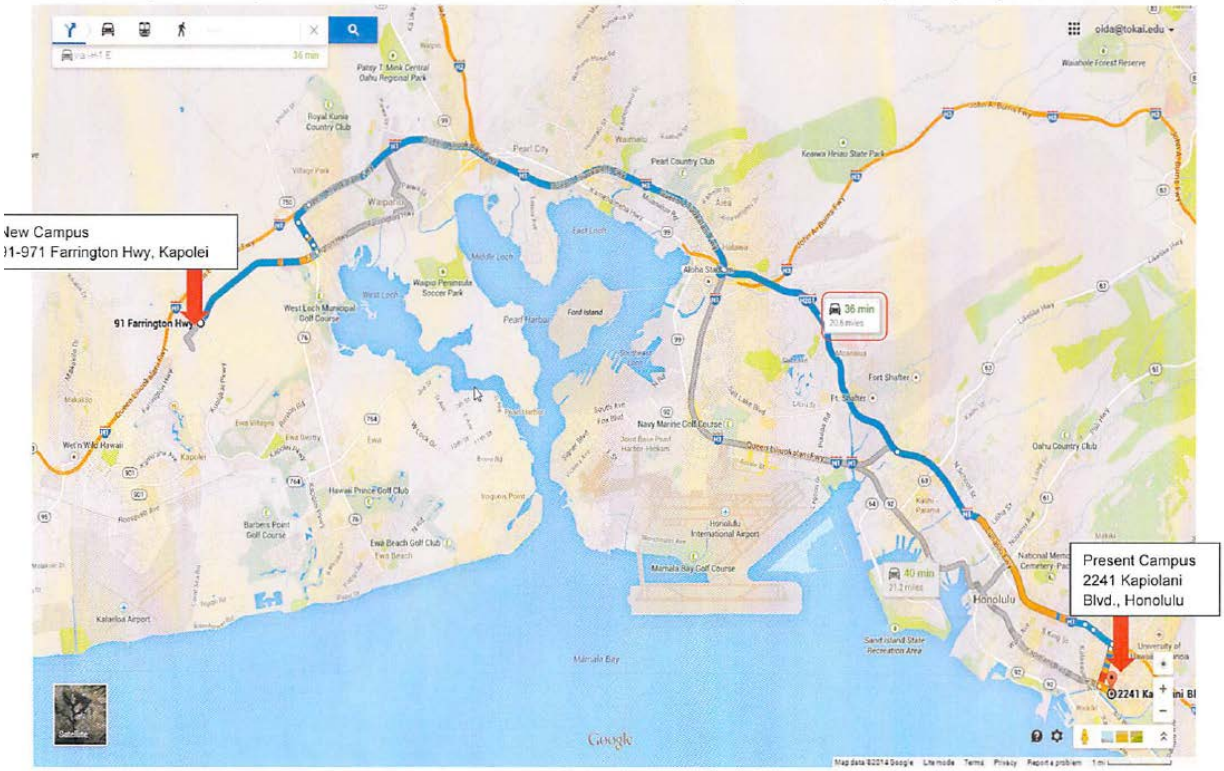
A significant development in HTIC's history occurred on April 6, 2015, with the opening of the new Kapolei campus. This was the culmination of the transition from the downtown Waikiki location at 2241 Kapiolani Boulevard to 91-971 Farrington Highway, Kapolei, adjacent to the University of Hawai'i West O'ahu campus.

On March 9, 2015, HTIC received notice from ACCJC's Committee for Substantive Change that the College's transition plan had been approved. The initial *Substantive Change Proposal: Relocation of the Campus* submitted to the ACCJC on October 20, 2014 described in detail the proposed change and its anticipated benefits. Most importantly, the proposal articulated how the proposed change would not affect the College's compliance with ACCJC's Eligibility

Requirements, Standards, or Commission Policies, but would, in some instances, enhance its compliance [Substantive Change Proposal dated October 20, 2014].

Appendix 1: Campus Relocation Map: Hawaii Tokai International College

Present Campus: 2241 Kapiolani Blvd., Honolulu, Hawaii => 20.6miles => New Campus: 91-971 Farrington Hwy, Kapolei, Hawaii



2241 Kapiolani Blvd. building

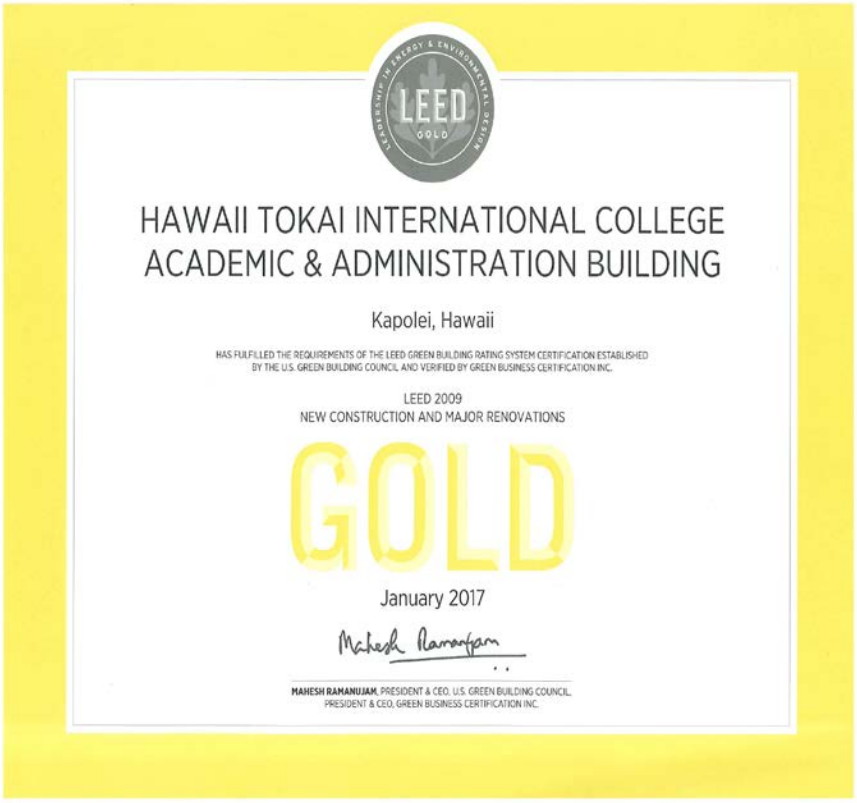
91-971 Farrington Highway, Kapolei campus

As articulated in the Substantive Change Proposal, the change of location was initiated for two primary reasons: (1) the gradual increase in the student body, and (2) the dramatic increase in utility costs in Hawai'i.

Based on enrollment numbers between 2002 and 2013, the size of the student body grew from 77 to 185, a 240 percent increase. The size of the previous campus was almost filled to capacity,

and a larger space was needed. The new campus could accommodate 243 students in the dormitory and a total of 520 students in the classrooms.

In addition to the need for a bigger space to accommodate the growing student body, the utility costs of the nineteen-story building continued to increase over the years from $213,843 in 2002 to $634,027, a 300 percent increase. The new campus, designed as a self-sustaining energy efficient campus, would dramatically reduce the utility cost of operation. In fact, in July 2017, HTIC was awarded the Leadership in Energy and Environmental Design (LEED) Gold Certificate, the only educational institution in the State of Hawai'i whose entire campus is Gold certified. According to the US Green Building Council Hawai'i, LEED-certified buildings are "resource efficient…they use less water and energy and reduce greenhouse gas emissions. As an added bonus, they save money." [Appendix 2: HTIC Enrollment of Substantive Change Proposal][Appendix 3: Annual Utility Expenditure of Substantive Change Proposal].
Ms. Katrina Miller of the U.S. Green Building Council Hawai'i Chapter presented the LEED Gold Certificates to Vice Chancellor Elizabeth Keith and TES Liaison Jet Nakamura on July 27, 2017.



The new campus is located in Kapolei, a master-planned community that is growing dramatically. Decades ago, Kapolei was designated by government planners as the preferred location for a "second city" outside of Honolulu. In recent years the area has sprouted, with thousands of new homes, shops, government offices, and one of the state's largest shopping

centers. According to research conducted by Pacific Business News, the population in 2015 was 107,234 (11 percent of O'ahu's population) and is estimated to grow to 137,721 by 2025 (13 percent of O'ahu's population). Recently, the government has granted land use approval for as many as 12,000 more homes to be built by a single development company. HTIC is prepared to serve this growing community.

In addition to the ability to accommodate more students and the savings on utility costs, HTIC saw the potential of locating its campus next to the University of Hawai'i West O'ahu (UHWO) campus. This created the opportunity for cross-cultural exchange between the students of both campuses, to their mutual benefit. Due to the proximity of the two campuses, international students from HTIC are able to interact easily with the local and American students from UHWO through International Coffee Hour, intramural sports, sharing of the library, cafeteria, International Week in November, and various extracurricular club activities. This further enhances our mission:

HTIC is an international gateway for students interested in education bridging diverse international perspectives, especially in the Asia-Pacific region. HTIC graduates earn Associate in Arts degrees and emerge as lifelong learners who contribute positively to the world.

HTIC formed a cross-registration task force which continues to explore ways for both campuses to provide learning opportunities to enhance intercultural exchange.

The University of Hawai'i-West O'ahu (UHWO) is growing in enrollment. The long-term plan is for hundreds of acres on the south side of the UHWO campus to be developed as a university community, with its own mass transit rail station leading back to Honolulu. The long-term prospects are that this will continue to be a growing, vital community. HTIC will be almost literally in the middle of it.

As the time for the move approached, the Chancellor and Executive Director spearheaded a campus-wide effort to prepare the HTIC community for the transition to the new campus. For example, the Office of Student Services and other College departments introduced students to the new campus as well as University of Hawai'i West O'ahu through "sneak peek" trips. On- and off- campus housing options were arranged, and detailed information on the community of Kapolei was prepared in English and Japanese.

High Turnover between April 2015 and March 2017

While the long-term prospects for the location are promising, the move to Kapolei took a heavy toll on faculty and staff. O'ahu is not a large island, and distances are short by comparison with the U.S. mainland, but traffic is a problem. Faculty and staff members who lived in Honolulu or Kailua were now faced with a one-way drive time of 45 minutes to an hour and a half, sometimes longer, depending on traffic conditions. A few faculty and staff members moved to the Kapolei area, but others decided to look for new jobs in Honolulu.

Prior to the move, in December 2014, Chancellor Yoshikawa, the champion of the move to Kapolei, was called back to TES in Japan to serve as Vice Chancellor of International Relations for the entire TES system. Therefore, an interim Chancellor, who was a member of the Board of Trustees at the time, was appointed until a permanent Chancellor was identified. The Executive Director (whose role is to manage facilities and finance), who was also instrumental in engineering a successful campus transition, also left in March, 2016.

A new Executive Committee was eventually appointed, consisting of a new Chancellor, Vice Chancellor, and Executive Manager. Within the Program Review process, the functions of the Executive Committee are clearly articulated: the committee serves as the clearinghouse and final authority for hiring, budgeting, and policy matters after consideration by the College's departments and faculties. However, the three new leaders had little experience in American higher education administration, and two were new to Hawai'i (one was from Japan and the other was from Canada). The three served as the Executive Committee until March 2017.

The move to Kapolei and the change in leadership, coming at the same time, may be the explanation for the high turnover between April 2015, when the move occurred, and March 2017, when the three members of the Executive Committee departed. During those two years, the following positions changed:

- Five members of the Board of Trustees were replaced or resigned
- An Interim Chancellor served from January to August 2015
- A new Chancellor arrived in August 2015 and served until April 2017
- A Vice-Chancellor left in December 2015
- A new Vice-Chancellor arrived in January 2016 and served until March 2017
- The Executive Director left in March, 2016
- The Executive Manager who replaced him arrived in April 2016 and left in March 2017; the position continues to be vacant as of October, 2017
- The Dean of Instruction retired in December 2015
- A College Prep Coordinator served as Interim Dean of Instruction for 8 months
- A new Dean of Instruction arrived and began serving on a part-time basis in August 2016, becoming full-time in January 2017
- The Director of the Office of Student Services left in November 2016

- A new Director of the Office of Student Services served from November 2016 to January 2017
- Another Director of the Office of Student Services served from February to June 2017; the position continues to be vacant as of October, 2017
- Five staff members in the Office of Student Services arrived and then left at different times between April 2015 and March 2017
- Two librarians came and left between April 2015 and December 2016
- Two IT specialists came and left
- A Finance Manager left in November 2016
- A Residence Hall Manager left in April 2016
- Four full-time faculty members in the Liberal Arts program left
- Two full-time faculty members in the College Prep program left

During these major changes in staffing and leadership, faculty and staff stepped in to cover the duties of the vacant positions in order to maintain continuity of service and instruction. Due to their efforts, student achievement continued to be strong. Unfortunately, some of the data and evidence related to accreditation was lost during this period of high turnover in personnel.

The November 2016 Tragedy

While experiencing the challenges of turnover in staffing and leadership, HTIC experienced an historically tragic event. On November 29, 2016, as students, faculty and staff began arriving on campus in the morning, word spread like wildfire that the traffic accident reported on that morning's television newscast involved a vehicle belonging to an HTIC student. Immediately after the news was verified, a campus-wide assembly was called for an hour later in the auditorium. There, the Chancellor announced the gut-wrenching news that the night before, on November 28, three young men of the HTIC campus, ages 19 and 20, had died instantly in a horrific single car accident on a slippery, rain-washed road. Members of the campus community remembered the images of mangled steel that were broadcast on the TV news, and learned that they knew the three young men who died.

Immediately, grief counselors from University of Hawai'i West O'ahu were contacted, and they arrived on campus to provide comfort to the bereaved. Students were doubled over, sitting in the hallways, screaming and crying in pain. Grief-stricken faculty members could not conduct classes. Reports, final exams, projects, presentations, all of which were due at the end of the term the following week, were put on hold. The entire campus mourned as parents of the deceased, numb from the shock, arrived one after the other to collect their sons' personal belongings from campus. The last two weeks of classes of the Fall 2016 term flew by in a blur. Faculty and staff were focused on caring for the students who were devastated by this loss. As most of the students returned to their homes in Japan during the holidays, HTIC faculty and staff were left wondering how to promote healing and continue with classes after the New Year.

However, once the New Year arrived, the students showed a remarkable resilience and determination to complete their degrees. HTIC hired three counsellors to be on call every day after school, from 3:00pm-7:00pm. Throughout the Winter 2017 and Spring 2017 terms, counselors from UH West O'ahu were on call and available for faculty members who needed further grief counselling. Workshops were conducted for faculty on "secondary grief," and how to identify troubled students in the classrooms. Information was disseminated to provide additional support and counselling to staff, faculty, and students. As a result of these measures, healing slowly began to occur, and students began completing the academic work for which they had received extensions.

Most of the students who were in the same cohorts as the three deceased students were able to complete their studies and graduate in June 2017. A girlfriend of one of the victims worked hard as an intern at Hampton Inn Kapolei and became interested in a career in the hospitality industry. She graduated with honors in June 2017 and was accepted by the School of Travel Industry Management at the University of Hawai'i at Manoa, where she began her studies in Fall 2017. She told a faculty member that she was determined to succeed in her life, not only for herself, but also for the sake of those who were taken away from us too soon.

Student Achievement Data

Student Achievement has always been priority for the faculty at Hawai'i Tokai International College. The faculty work continually to improve the curriculum through established faculty meetings, Program Review, self-study, Curriculum Committee meetings, Evaluation and Assessment Committee meetings, and surveys of faculty, staff, and students. Although faculty examine student achievement data at every faculty meeting to compare results with historical data, there is more work that is needed.

For example, as a result of the program review process, the CP faculty identified the need for benchmarking to review and refine the Course Learning Outcomes and their links to Institutional Learning Outcomes. For the past two years, the CP faculty have been working on this project in an effort to obtain more meaningful data. This ongoing benchmarking project includes assessment, rubrics, and standardized English skills achievement to more effectively improve the students' English language skills for College level work in the Liberal Arts program.

Moreover, Liberal Arts faculty are working with data, both historical and current, to establish Institution-Set Standards and implement a system of standardized rubrics per course level. (Standard IIA Actionable Improvement Plan). For example, one such proposal by Liberal Arts faculty is to take the statistical average of student achievement data over the past five years, and multiply by 90% to determine the Institution-Set standard. In addition to work on Institution-Set Standards, LA faculty are working on the alignment of the Student Learning Outcomes, Course Learning Outcomes, Program Learning Outcomes with the Institutional Learning Outcomes. These are areas of ongoing review and examination by faculty members.

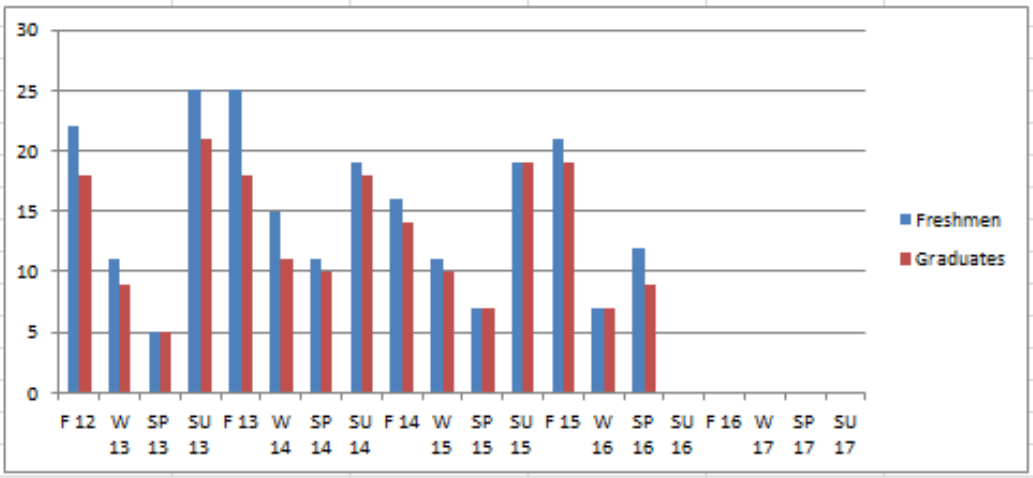
Another area of discussion in the faculty meetings is the gap in learning outcomes between the first year Liberal Arts students and the last term College Prep students in Effective Communication Skills. The rubrics charts indicate a marked difference between these two groups [HTIC Fact Book page 22, 53]. With the appointment of the new Dean of Instruction whose doctoral degree is in teaching English to non-native speakers, the faculty hope to bridge the English skills gaps between College Prep and Liberal Arts in order to better prepare non-native English speakers for College level achievement.

As a result of the Institutional Self-Evaluation Report process, these areas emerged as issues deserving focused attention by the faculty and will be spotlighted when we launch a campus-wide SLO day in January 2018. The faculty at HTIC are committed to continuous collaborative effort to collect meaningful data, provide thoughtful analysis, improve curriculum, to advance student achievement. The following data displays the degree completion/graduation rates over the past terms:

Degree Completion / Graduation Rates

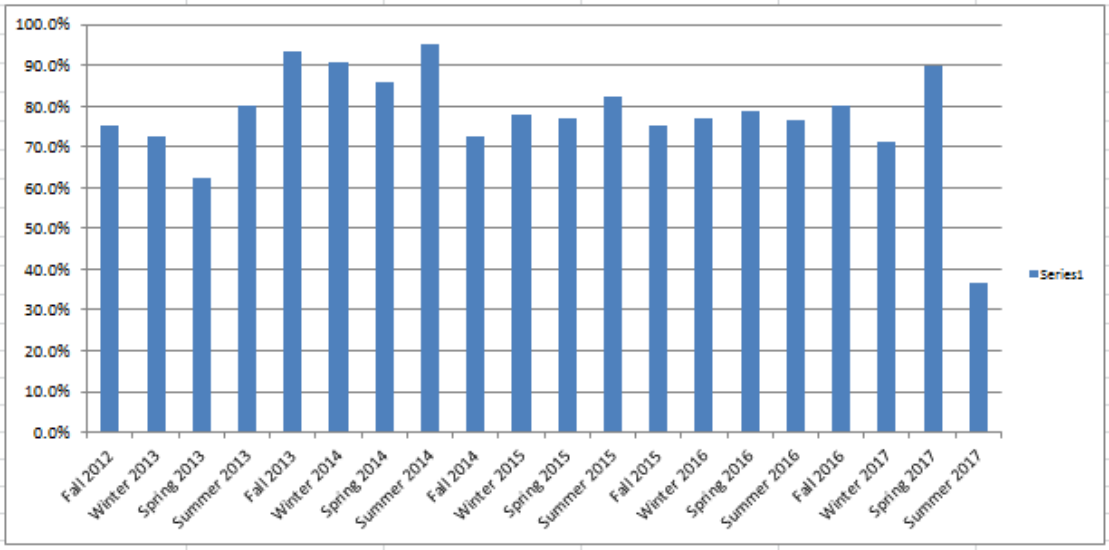
LA Graduation Rates by cohort (followed group of students came in the same term)
Data delayed because recent students are still enrolled in the program.

	Freshmen	Graduates	Graduation Rates	Average terms
F 12	22	18	81.8%	5.6
W 13	11	9	81.8%	4.8
SP 13	5	5	100.0%	5.2
SU 13	25	21	84.0%	4.9
F 13	25	18	72.0%	5.4
W 14	15	11	73.3%	5.8
SP 14	11	10	90.9%	5.5
SU 14	19	18	94.7%	5.2
F 14	16	14	87.5%	5.1
W 15	11	10	90.9%	5.1
SP 15	7	7	100.0%	5.1
SU 15	19	19	100.0%	5.1
F 15	21	19	90.5%	5.1
W 16	7	7	100.0%	4.9
SP 16	12	9	75.0%	4.8
SU 16				
F 16				
W 17				
SP 17				
SU 17				



Transfer Rates

Fall 2012	75.0%	
Winter 2013	72.7%	
Spring 2013	62.5%	
Summer 2013	80.0%	
Fall 2013	93.3%	
Winter 2014	90.9%	
Spring 2014	85.7%	
Summer 2014	95.0%	
Fall 2014	72.7%	
Winter 2015	77.8%	
Spring 2015	76.9%	
Summer 2015	82.4%	
Fall 2015	75.0%	
Winter 2016	76.9%	
Spring 2016	78.6%	
Summer 2016	76.5%	
Fall 2016	80.0%	
Winter 2017	71.4%	
Spring 2017	90.0%	
Summer 2017	36.80%	(most of students have not decided yet)

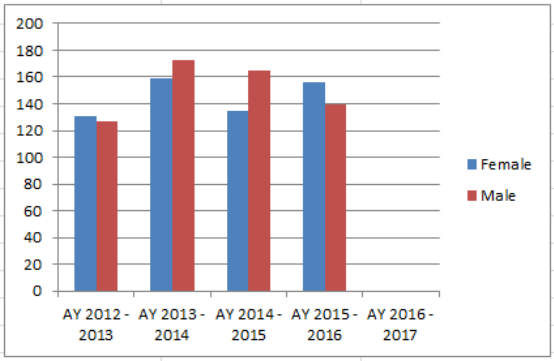


A Snapshot of HTIC Today: Enrollment Trends, Student Demographic Data

Our student demographic data shows that there is a slight decline in enrollment from 82 students in the Liberal Arts program in fall 2014 to 74 in fall 2015 to 80 in fall 2016. Spring term also saw a similar trend: 70 in spring 2015 to 69 in spring 2016 to 67 in spring 2016. Citizenship is predominantly Japanese, as shown in the data. As a result of this Institutional Self-Evaluation Report, our campus has identified increase in enrollment as one of issues addressed in the Quality Focus Essay in order to diversify our student body.

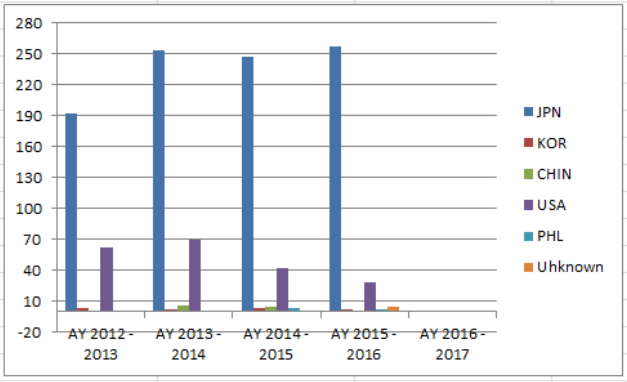
Student Gender

	AY 2012 - 2013	AY 2013 - 2014	AY 2014 - 2015	AY 2015 - 2016	AY 2016 - 2017
Female	131	159	135	156	
Male	127	173	165	139	



Students Citizenship

	AY 2012 - 2013	AY 2013 - 2014	AY 2014 - 2015	AY 2015 - 2016	AY 2016 - 2017
JPN	192	254	247	257	
KOR	4	2	3	2	
CHIN		6	5		
USA	62	70	42	29	
PHL			3	2	
Uhknown				5	



Student achievement was not affected by the turmoil of the high turnover and the campus-wide impact of the tragedy. Faculty and staff gave top priority to filling the vacancies to continue to provide emotional and academic support to the students and the effort is reflected in the data: Graduation rates continued to be strong, achieving 100 percent in Winter 2016 term, and the transfer rate for Spring 2017 was 90 percent.

While the institution suffered from the high turnover in faculty, adjuncts as well as full timers pitched in whenever they were needed and carried the programs to their completion. The ethnic and academic diversity of the faculty were recently affirmed when faculty were asked to voice-over the promotional video for HTIC, as there were eight different languages spoken on our campus. Faculty members speak Italian, Spanish, Swedish, Korean, Mandarin and Portuguese, while staff members are conversant in Ilocano, Tagalog, and Samoan.

[Chinese Video Link]
[German Video Link]
[Italian Video Link]
[Portuguese Video Link]
[Spanish Video Link]

Institutional Survey Results 2016 vs 2017

Based on the recent results of the Institutional Survey 2017, the College is improving in most areas.

The survey conducted in 2016 generated comments regarding the need for transparency in decision-making, shared governance, and more qualified leadership. Because of concerns among faculty and staff regarding anonymity, the Governance Survey of March 2017 was conducted on numbered hard copies, without names. Completed surveys were deposited in a box in the library, where they were retrieved by members of the Governance Committee, who compiled the results manually. The survey contained harsh criticisms of the Executive Committee and Human Resources staff. Since then, the members of the Executive Committee and the Human Resources Director who were criticized in the survey have left HTIC [Governance Survey of March, 2017].

The 2017 Institutional Survey showed that 100 percent of the employees either strongly agree or agree that they understand the mission statement. (In 2016, this number was 76 percent with 23.5 percent of the responses being "neutral.") In 2017, 88.9 percent responded that the mission statement influences their actions at work, while in 2016 that number was 29.4 percent neutral. In 2017, 100 percent of the employees responded that they do what they can to support student learning, while that number was 82 percent in 2016. Overall, the survey results suggest that morale has improved [Institutional Surveys: Staff, 2016] [Institutional Surveys: Faculty, 2016] [Institutional Surveys: Staff, 2017] [Institutional Survey: Faculty, 2017].

Planning for the Future: Organization Charts, Instructional Offerings, Coordinators and Subject Areas, Committees

Since March 2017, HTIC has been building a new leadership team, strengthening the Liberal Arts faculty, consolidating student services, and creating new programs.

- *New leadership*. Interim Chancellor and Vice Chancellor were appointed effective April 1, 2017. Dean of Instruction was newly appointed in September 2017. In contrast with the previous administration, these three leaders all have doctorates and extensive teaching and administrative experience in higher education. Also unlike the previous administration, all three of these key leaders have accreditation experience. Salaries of the leadership team were also returned to normal levels, significantly reducing College expenses.

- *Strengthening the Liberal Arts faculty*. *Coordinators and Subject Areas.* The number of full-time faculty declined to two by the Spring 2017 term, due to the fact that one resigned in Winter 2017 and another went on maternity leave. The new administration approved

the hiring of three additional faculty, bringing the total to six in Fall 2017. The additional full-time faculty in the fields of Math, Social Sciences, and Asian Studies are in alignment with the Program Review and Six-Year Educational Development Plan. The Director of International Programs oversees the International Programs and reports to the Vice Chancellor. The Dean of Instruction, who also reports to the Vice Chancellor, supervises the Assistant Dean for College Prep, and Assistant Dean for Liberal Arts. The Dean of Student Services oversees all non-academic programs relating to student services and reports to the Vice Chancellor.

- *Consolidating and raising the status of student services*. In the fall of 2017, the Office of Student Services and the admissions functions were combined under a new position, Dean of Student Services. The rationale was to create a team that would work with students from first contact during recruitment through admissions, academic advising, student life, graduation, and alumni relations. The Dean of Student Services position was intentionally created to be equal in stature to the Dean of Instruction position. A major focus of the newly consolidated unit is recruitment.

- *Reorganization of the Structure of HTIC.* The Interim Chancellor was appointed by the Board of Trustees effective April 1, 2017. The position of Executive Director, being advertised since April, 2017, remains vacant. In the meantime, the Interim Chancellor has been filling this role of overseeing the operations. The academic leadership team includes the Dean of Instruction, Assistant Dean for College Prep and Assistant Dean for Liberal Arts. [2017 Organizational Chart] .

- *Expanding recruitment activities*. HTIC draws most of its students from Japan. These students come to study English, improving their skills sufficiently to enter the Associate degree program in Liberal Arts. HTIC plans to recruit students from other countries for its English-language program, as well as English-speakers from the growing local communities and the mainland who would benefit from its Liberal Arts program. A Recruitment Plan was drafted which included the participation of the Director of Admissions for the first time at College Fairs in Portland and Los Angeles in October 2017. Japanese Language teachers in high schools were approached and invited to our HTIC campus. New promotional videos in six different languages were launched on YouTube and Facebook sites to attract College-age students. Faculty and staff are encouraged to take a proactive approach to recruitment by contacting the Director of Admissions to inform him of any opportunities to reach prospective students [Committee assignments and task forces 2017-2018] [2017-2023 Recruitment Plan].

- *Establishing new programs*. HTIC has polled its students to learn about new programs that would interest them. One result is the new Certificate in Hospitality, and Tourism. In addition to two introductory courses— one on customer relations and the other on the foundations of hospitality and tourism—HTIC has launched a culture-specific hospitality course that teaches students the cultural characteristics of diverse groups of customers through Comparative Culture Studies. As Hawai'i is famous for its hospitality industry, there are many individuals in Hawai'i who are willing to share their experience as well as providing internship opportunities for students. This course is currently being considered by the University of Hawai'i Manoa Travel Industry and Management school as a credit-transferable course.

- *Instructional Offerings.* The International Program, the largest program of the College, consists of approximately 800 students annually who come through the program on a short-term basis. These students come from a range of educational institutions from elementary, middle, high school, College, graduate schools to adult instructors of high school English classes. The programs are customized to meet the needs of every group. The programs average 1 month while some programs are five days, to as long as 3 months. The College Prep program consists of five levels of courses which are designed to improve English language skills such as reading, writing, speaking, and listening. Upon entry, students are tested and placed in the most appropriate English level course. Most students take the standardized TOEFL (Test of English as a Foreign Language) test and average a gain of 80 points by the time they complete the College Prep program in five 10-week terms. The Liberal Arts program is a for-credit program which consists of College-level general education courses. Upon completion of the Liberal Arts program in an average of five 10-week terms, students earn an Associate in Arts degree and gain 60 credits which are transferable to four-year Bachelor of Arts programs in the United States. The institutional schedule of course offerings is carefully planned every term with detailed consultation between the Dean and Academic Adviser. This process prioritizes the needs of the students to facilitate a smooth progression to enable graduation according to their timetable. The HTIC Fact Book provides statistical data on the students enrolled in each program [CP Winter 2017 schedule] [CP Spring 2017 Schedule] [CP Summer 2017 Schedule] [CP Fall 2017 Schedule] [LA Winter 2017 Schedule] [LA Spring 2017 Schedule] [LA Summer 2017 Schedule] [LA Fall 2017 Schedule] [HTIC Fact Book: 2012-2017]

- *Cooperation with UH-West O'ahu*. One of the reasons for moving to Kapolei was to develop cooperative programs with the University of Hawai'i –West O'ahu. Under the leadership of Dr. Maenette Benham, the newly-appointed Chancellor of UHWO, there has been renewed interest in developing cross-registration opportunities for students at both campuses. Students from UHWO come regularly to the HTIC campus to take Japanese language courses taught by an UHWO adjunct professor who also teaches for

HTIC. Six UHWO students went on the first study abroad program to the Tokai University Sapporo campus in September – December 2017, earning 3 credits as part of the UHWO curriculum. Students collaborated in the International Café to meet regularly, twice a month, for socialization between the two campuses. Two graduates of HTIC have enrolled in the newly-created Creative Media program at UHWO to great success. The UHWO Cross Registration Task Force continues to explore various ways to introduce cross-cultural experiences to students of both campuses.

REQUIRED COMPONENTS IN SUPPORT OF SELF-EVALUATION

Organization of the Self-Evaluation Process/Report Preparation:

Hawai'i Tokai International College is committed to the process of continual self-reflection and institutional improvement at all levels. This is reflected in the Comprehensive Program Review, Focused Program Reviews, Program Review Follow-Up Reports, Six-Year Educational Plan, as well as in minutes of meetings of Liberal Arts Faculty, College Prep Faculty, Committees and various Task Forces.

The process of ISER preparation began with evidence collection by the previous administration and the previous ALO. However, documentation of the writing assignments began in February 2017 as evidenced in the chart and timelines below:

ACCREDITATION STANDARDS ASSIGNMENTS (2-7-17):

STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Co-Chair Kristy Ringor (Chair, Evaluation & Assessment Committee)

I.A. Mission (Executive Committee, reviewed by Evaluation & Assessment Committee)

I.B. Assuring Academic Quality and Institutional Effectiveness (Planning Committee or Steering Committee and reviewed by Evaluation & Assessment Committee)

I.C. Institutional Integrity (feedback from across the institution, reviewed by Evaluation & Assessment Committee)

STANDARD II: Student Learning Programs and Services

Co-Chair Rosalie Paradise (Chair, Curriculum Committee)

II. A. Instructional Programs (Curriculum Committee (Rose), reviewed by Evaluation & Assessment Committee)

II.B. Library and Learning Support Services (Library: Katie, reviewed by Evaluation & Assessment Committee)

II.C. Student Support Services (Sachiko, David, Darrell Student Affairs Task Force and reviewed by Evaluation & Assessment Committee)

STANDARD III: Resources

Co-Chair Yoshi Tsurumi (Executive Director)

III.A. Human Resources (Nilo, Jeremy. Personnel Development Committee, reviewed by Evaluation & Assessment Committee)

III.B. Physical Resources (Yoshi, Safety Task Force and reviewed by Evaluation & Assessment Committee)

III.C. Technology Resources (Chie, Information and Technology Task Force, reviewed by Evaluation & Assessment Committee)

III.D. Financial Resources (Chie, Yoshi, Fiscal Office, reviewed by Evaluation & Assessment Committee)

Standard IV: Leadership and Governance

Co-Chair Kumiko Yabe-Domingo (Governance Committee)

IV. A. Decision-Making Roles and Processes (David Aller, Governance Committee, reviewed by Planning Committee)

IV. B. Chief Executive Officer (Kumiko Yabe-Domingo, Governance Committee, reviewed by Planning Committee)

IV. C. Governing Board (Kumiko Yabe-Domingo, Governance Committee, reviewed by Planning Committee)

IV. D. Multi-College Districts or Systems (Kumiko Yabe-Domingo, reviewed by Executive Committee, Planning Committee)

OTHER ACCREDITATION TEAM MEMBERS:

Accreditation Liaison Officer: Dr. Ilaria DeSantis

Institutional Research and Academic Services: Masako Xu-Sugahara

Consultant: Dr. Marcia Roberts-Deutsch

Volunteer Reviewer: Dr. Robin Fujikawa

ACCREDITATION INSTITUTIONAL SELF-EVALUATION REPORT SUBMISSION TIMELINE (2-8-17)

TASK	LEAD BY	WORKING DAYS	CALENDAR DAYS	START DATE	DEADLINE	NOTES
Standard Co-chairs announced; Standard I-IV writing assignments reviewed	**Elizabeth with consultation with committees**				**Faculty Form Feb. 8, 2017**	
Standard I – IV cmtes prepare Draft 1 for submission to co-chairs	**Various committees assigned to each standard**	**27 days**	**37 days**	**Feb. 9, 2017**	**March 17, 2017**	

Standard I – IV submitted to Co-Chairs; Co-chairs review, revise, edit, Draft 1 for submission to Marcia;	**Co-Chairs**	**10 days**	**14 days**	**March 20, 2017**	**March 31, 2017**	
Marcia reviews Standards I – IV Draft 1; provides comment; identifies gaps	**Elizabeth and Marcia (Robin?)**	**10 days**	**14 days**	**Apr 3, 2017**	**April 14, 2017**	
Standard I-IV cmtes review Draft 1 with Marcia's comments; revise Draft 1 for submission as Draft 2	**Various committees assigned to each standard**	**25 days**	**19 days**	**April 17, 2017**	**May 5, 2017**	
Standard I- IV cmtes submit Draft 2 to Co-Chairs; Co-Chairs review, revise, edit Draft 2 for submission to Marcia	**Co-Chairs**	**10 days**	**12 days**	**May 8, 2017**	**May 19, 2017**	
Marcia reviews Standards I – IV Draft 2; provides comment; identifies gaps	**Elizabeth and Marcia (Robin?)**	**10 days**	**12 days**	**May 22, 2017**	**June 2, 2017**	

Standard I – IV cmtes review Draft 2 with Marcia's comments; revise Draft 2 for submission as Draft 3	**Various committees assigned to each standard**	**23 days**	**33 days**	**June 5, 2017**	**July 7, 2017**	
Standard I – IV cmtes submit Draft 3 to Co-chairs; co-Chairs review, revise, edit Draft 3 for submission to Marcia	**Co-chairs**	**10 days**	**12 days**	**July 10, 2017**	**July 21, 2017**	
Marcia reviews Standards I- IV Draft 3; provides comment; identifies gaps	**Elizabeth and Marcia (Robin?)**	**10 days**	**12 days**	**July 24, 2017**	**August 4, 2017**	
Standard I – IV cmtes review Draft 3 with Marcia's comments; revise draft 3 for submission as Draft 4	**Various committees assigned to each standard**	**24 days**	**33 days**	**August 7, 2017**	**September 8, 2017**	
All other sections of the ISER (i.e. introduction, table of contents, organizational chart, certificate of compliance, etc.)	**Elizabeth, Ilaria and Marcia (Robin?)**	**10 days**	**12 days**	**Sept. 11, 2017**	**Sept. 22, 2017**	

due for submission to Co-Chairs						
All other sections reviewed by Co-Chairs for submission to Marcia	**Co-Chairs**	**10 days**	**12 days**	**Sept. 25, 2017**	**Oct. 6, 2017**	
All other sections reviewed by Marcia	**Elizabeth, Ilaria and Marcia, (Robin?)**	**10 days**	**12 days**	**Oct. 9, 2017**	**Oct. 20, 2017**	
Marcia reviews Draft 4 (complete) of ISER for final comments; minor revisions	**Elizabeth, Ilaria and Marcia (Robin?)**	**20 days**	**26 days**	**Oct. 23, 2017**	**Nov. 17, 2017**	
ISER Sent to EC, BOT in Hawai'i and Japan for approval	**EC , BOT**	**18 days**	**26 days**	**Nov. 20, 2017**	**Dec. 15, 2017**	
Final ISER submitted to printer	**Ilaria**		**14 days**	**Dec. 18, 2017**	**Dec. 31, 2017**	
Final ISER mailed to ACCJC	**Ilaria**				**Jan. 2018**	

List of Contracts with Third Party Providers and Non-Regionally Accredited Organization

Hawai'i Tokai International College maintains contractual agreements with third party providers. Copies of these contracts are listed as evidence in Standard III.D, but are listed below. HTIC does not have contractual relationships with non-regionally accredited organizations.

Hawai'i Tokai International College Contractual Agreements:

Elevator Maintenance	Otis Elevator Company [OTIS Contract]
Landscape Maintenance	Tony's General Services [TGS Proposal]
Copier Lease	Ricoh [Ricoh Agreement]
Fire Alarm System Maintenance	SimplexGrinnell LP [Simplex Agreement 1] [Simplex Agreement 2]
Refuse Disposal	Honolulu Disposal Services, Inc. [HDS Agreement]
Shuttle Service	Trans Quality, Inc. [TQI Agreement]
Cleaning Contract	Lions' Cleaning & Maintenance [Lion Proposal] Aloha Dry Cleaners and Laundry [Aloha Proposal]
Security Contract	Star Protection Agency LLC [SPA Quotation]
Housing Contracted_Pest Control	Terminix Commercial

	[Terminix Agreement]
Professional Services_Legal	Damon Key Leong Kupchak Hastert [DKLK Agreement]
Professional Services_CPA	CW Associates, CPAs Corp. [CWA Agreement]
Professional Services_HR	ALTRES [Altres Agreement]
Professional Services	Pension Services Corporation [401(k) Retirement Plan] [Pension Services Agreement]

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

HTIC is an educational institution with the authority to award the associate in Arts degree in accordance with the laws of the State of Hawai'i. It is reviewed by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC) and has been recognized by ACCJC-WASC as a degree granting institution since June 1994.

[Articles of Incorporation] [By-Laws] [Certificate of Accreditation] [Reauthorization from the State of Hawaii]

2. Operational Status
The institution is operational, with students actively pursuing its degree programs.

HTIC has offered classes since 1992 and is fully operational, with students actively pursuing their educational goals in the College Preparatory and Liberal Arts Program. Based on L.A. graduation rates by cohort, a total of 55 students completed their Associate in Arts degrees between AY 2015-2016 with an average graduation rate of 90 percent per term.

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The majority of the students at Hawai'i Tokai International College are enrolled in the Liberal Arts program which awards the Associate in Arts degree. Those students enrolled in the College Preparatory program, a pre-collegiate English language program, generally entire HTIC with the intent to continue into the Liberal Arts program.

- Degree offered, course credit requirements, length of study for the program are listed in the HTIC Catalog [HTIC Catalog]
- General education courses and requirements for degree [HTIC Catalog]
- Catalog designation of College level courses for which degree credit is granted [HTIC Catalog]
- Data describing student enrollment in L.A. program and in CP program (see Appendix C) [HTIC Fact Book LA] [HTIC Fact Book CP]

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

HTIC's Chancellor was unanimously appointed to his position by the Board of Trustees on April 1, 2017. His full-time responsibility is to the institution and he possesses the requisite authority to administer board policies.

- CEO's Curriculum Vitae [Chancellor CV]
- Certification of the Chancellor's full-time responsibility to the institution was approved by the Board of Trustees on April 21, 2017 [BOT meeting minutes 4-21-2017 appendix II].

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.
To insure fiscal integrity, HTIC conducts an independent audit on a yearly basis. Copies of the audit report are submitted to ACCJC as part of the school's annual report. HTIC is not subject to compliance with federal financial requirements as the College does not participate in federal loan programs or receive any public funding for its programs.

- Past, current, and proposed budgets (See Standard III.D.)
- Certified independent audits, including management letters (See Standard III.D.)

Remaining Eligibility Requirements

HTIC continues to be in compliance with the remaining eligibility requirements as demonstrated within the responses to the Standards.

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Policy on Rights and Responsibilities of the Commission and Member Institutions:

Hawai'i Tokai International College complies with the policy on rights and responsibilities of the commission and member institutions in the following manners:

The ALO immediately notifies the Chancellor and Vice Chancellor on any communication from ACCJC, and as necessary, notifies the HTIC community. The ALO also seeks feedback from the campus-wide community as necessary to provide information back to ACCJC. The public is informed of accreditation communication and status through the accreditation status page on the HTIC webpage.

The ALO also keeps the HTIC campus informed on opportunities for workshops and training for accreditation purposes. The ALO and the Vice Chancellor were instrumental in organizing the production of the Institutional Self-Evaluation Report with collaborative input from the campus-side community. The ACCJC workshop on accreditation was conducted at the HTIC campus in October 2016 with presentations by Dr. Richard Winn and Vice President Jack Pond. The Vice Chancellor met with Commissioner Dr. John Morton in April 2017 and shared information from the meeting on member responsibilities with the rest of the campus community. Commissioner Dr. Mary Okada visited the HTIC campus in December 2017 and met with the leadership on campus.

The ALO has informed the campus and encouraged participation in the workshops held by ACCJC at Kapiolani Community College in November, 2017. After the workshops, Dr. Steve Reynolds and Dr. Stephanie Droker visited the HTIC campus and met with the campus leaders to discuss current developments at ACCJC.

The Vice Chancellor and ALO participated in and presented a paper at the ACCJC annual conference at Irvine, California, in April 2017. The Vice Chancellor joined an Evaluation Team training session in October 2016, September 2017, and was part of the Evaluation Team in October, 2017 for Columbia College. Since then, the Vice Chancellor has conducted two campus-wide presentations on the Evaluation Team Visit so that the HTIC community remains informed of the responsibilities of member institutions.

In July, 2017, the Chancellor and Vice Chancellor flew to the ACCJC headquarters in Novato, California in an effort to learn and confirm firsthand the responsibilities of HTIC as a member institution.

In April 2017 and November 2017, the Vice Chancellor reported to the Board of Trustees at their meetings to keep the Board informed and current of the accreditation activities of HTIC. This includes the effort by the Board and the rest of the HTIC community to seek third party comments in advance of the comprehensive evaluation visit. The Board of Trustees have been informed of the Evaluation Team visit in March 5-8, 2018, and will travel from Japan to be available to answer questions from the Evaluation Team.

The final ISER, after approval by the Board of Trustees will be posted on the HTIC webpage. Third party comments will be posted on the webpage five weeks prior to the arrival of the Evaluation Team, and parties will also be invited to share their comments at the Open Forum.

HTIC will cooperate fully with the upcoming Evaluation Team visit and will provide full and complete access to the campus and other relevant groups as requested. To that end, the ALO has contacted the Team Chair to coordinate the preliminary site visit in January 2018 so that the Chancellor will be sure to be present to address any needs that may be expressed by the Team Chair. After the Evaluation Team Visit, HTIC will post the commission's action letter on its webpage for public view [HTIC Webpage on Accreditation] [BOT April 2017 Meeting Agenda] [BOT November 2017 Meeting Agenda] [Vice Chancellor's Evaluation Team Visit PPT Presentation] [ALO email to Evaluation Team Chair]

[Regulation citation: 602.23(b)]

Policy on Institutional Degrees and Credits:

Hawai'i Tokai International College complies with the policy on institutional degrees and credits in the following manner:

Students are required to complete a minimum of 60 degree-applicable credits to earn an Associate in Arts degree. Based on the Carnegie credit hour definition used by the Department of Education, each term consists of four 65 minute classes a week, which results in 260 minutes of in-class contact hours, or (2,600 divided by 60) 43.3 and an additional 3-hour student presentation day. This totals 46.3 contact hours per term. Hours lost on vacation days are made up by field trips on weekends and independent study sessions. Each course syllabus is reviewed by the Dean of Instruction and Curriculum Committee to ensure that the required units, class time and learning outcomes are included. Classes are offered throughout the year:

2017 Winter Term: January 12 - March 24
2017 Spring Term: April 6 - June 16
2017 Summer Session I: July 3 - August 8
2017 Summer Session II: August 10 - September 15
2017 Fall Term: September 28 - December 8

By offering classes throughout the year, students are able to complete their degrees in a timely manner, in an average of five terms. Schedule of classes offered are determined by the Dean of Instruction upon consultation with the Academic Adviser to ensure that courses necessary for graduation are offered in a timely manner.

The final requirement for graduation is a capstone independent study project, IS 200. This course consists of a 12-15 page research paper on a topic selected by the student, and an oral 15-minute presentation on that topic. This subject consists of individual one-on-one mentoring by the faculty member throughout the term to guide the students. These presentations, each scored by three members of the HTIC community, are open to the entire campus and is a measure of the student learning outcome. This is a requirement for successful completion of an Associate in Arts degree. Thus, in policy, procedure, and in practice, HTIC complies with good practice in higher education [Academic Calendar] [IS 200 Rubric] [IS 200 syllabus] [IS 200 Video Recording] [class schedule sample]

[Regulation citations: 602.16 (a)(1)(i); 602.17 (f); 602.19 (a-e)]
[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii);602.24(e)(f); 668.2; 668.9]

Policy on Transfer of Credit:

Hawai'i Tokai International College complies with the policy on transfer of credit in the following manner:

On the HTIC website, there is a tab for "Transfer" which is further divided into "Transfer to U.S. Universities" "Transfer to Japan and other Universities" and "Transfer Q & A." Transfer information is clearly posted with a list of Colleges and universities with which HTIC has an articulation agreement or memorandum of understanding.

There is also a section on "Transfer" in the HTIC catalog posted on the website, which provides the procedure and information on transfer of credits.

The Academic Adviser in the Office of Student Services also provides counseling and guidance to students who request transfer to other academic institutions. These accredited institutions provide HTIC with a list of comparable courses which will be applicable for credit transfer. Topics, objectives, course hours, credits, prerequisites are reviewed on a case-by-case basis to determine alignment with courses offered at HTIC. Students transferring to universities in the Tokai system are assisted by staff in Tokai University's Office of International Affairs who will ensure a smooth transition from HTIC to Tokai Japan Students transferring to other international institutions, such as four-year universities in Japan, will be assisted by bilingual staff in HTIC's Office of Student Services to communicate with the target institution to ensure a smooth transfer of credit from HTIC [HPU Articulation Agreement] [UH System MOU] [Transfer Documentation to Tokai Japan] [Transfer Documentation to Temple University, Japan].

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)]

Policy on Distance Education and on Correspondence Education (not applicable):

Hawai'i Tokai International College does not offer Distance or Correspondence Education classes.

Policy on Representation of Accredited Status:

Hawai'i Tokai International College complies with the policy on representation of accredited status by posting on the website all reports and pertinent correspondence with ACCJC for public view. HTIC adheres to the policy of transparency and makes available to the public its accreditation status on the HTIC webpage under "About" and "Accreditation and Statistics." [Link to Accreditation page on website].

Policy on Student and Public Complaints against Institutions:

Hawai'i Tokai International College complies with the policy on student and public complaints against institutions in the following manner:

The HTIC catalog posted on the website, clearly addresses processes for students to file academic and non-academic grievances on the section entitled "Student Rights and Responsibilities" (p.34) [Student Rights and Responsibilities]. Students are also provided a copy of the Student Handbook which describes procedures for filing complaints under "Code of Student Conduct."

Procedures for employees to file complaints against HTIC are addressed in both the staff and faculty handbooks. The Human Resource Specialist also arranges for annual workshops by experts to speak on topics relating to rights of employees and workplace violations. These workshops include "Diversity and Sensitivity Training" (October 26, 2016) and "Sexual Harassment" conducted on December 6, 2017.

Complaints filed by the public are brought to the attention of the Chancellor who reviews them and addresses the parties involved immediately.

HTIC's policies on student and public complaints are transparent, clearly administered, and addressed expediently. When the complaints are filed, the Chancellor, Vice Chancellor and Dean of Instruction immediately review these complaints and take swift action to address them [HTIC Catalog] [Student Handbook] [Staff Handbook] [Faculty Handbook].

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status:

Hawai'i Tokai International College complies with the policy on institutional advertising, student recruitment, and representation of accredited status in the following manner:

Institutional advertising efforts by HTIC are designed to increase the visibility of HTIC's educational programs in the community. A television ad campaign was conducted in 2016 to inform the public of the new location of the HTIC campus in Kapolei. Other advertisements include College fair publications, local newspapers and magazines. Student recruitment activities, undertaken primarily by the Director of International Programs and Director of Admissions, consist of travelling to high schools in Japan, Hawai'i, and U.S. mainland, as well as participation in College fairs in Hawai'i and on the west coast of the United States mainland. Open campus events are also ways to promote HTIC to the local community. Recently these included "Kimono Day", "Kapolei Chamber Pau Hana Event", "Pathways to Sustainable Peace", "U.S. Navy Concert - Open Campus" and "International Education Week."

At such events, brochures, pamphlets, flyers, such as the Gateway catalog are made available. The Gateway catalog provides clear information to the public on: contact information, mission, requirement for admission, tuition, residential dorm fees, meal plans, transfer requirements, educational programs, and program completion requirements.

HTIC’s accredited status is made available to the public through its website [HTIC Catalog] [HTIC Marketing Plan 2017-2023].

Policy on Contractual Relationships with Non-Regionally Accredited Organizations (not applicable):

Hawai'i Tokai International College does not have contractual relationships with non-regionally accredited organizations.

Policy on Institutional Compliance with Title IV (not applicable):

Hawai'i Tokai International College does not receive federal financial aid and Title IV is not applicable.

STANDARD I

Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I: Student Voice

Could you describe the mission of HTIC?

The College allows students to become involved in global citizenship throughout the interaction with other students. Global citizenship, accelerated programs which allow us to complete a degree in five terms, and the history lessons on Matsumae's principles of world peace as the founding principle for the school, are the major takeaways we remember. The latter item was one of the most compelling reasons to attend the College, regardless of the mission statement. In addition, the cooperation between Japanese and American students in learning each other's languages is another evidence of a multicultural environment, exposure to another culture in the small island of O'ahu. We would like to see more STEM courses, western language courses, and business courses, similar to the offering of other local Colleges. In the end, the cross-cultural studies, the bridging between eastern and western cultures are other examples of multiculturalism that frame the College's mission.

Standard I.A Mission

I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

ER.6 Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

Evidence of Meeting the Standard

Hawai'i Tokai International College (HTIC), although Japanese-owned, is an American two-year Liberal Arts College accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. HTIC offers two academic programs, an A.A. degree in the Liberal Arts (LA Program) and the College Preparatory Program (CP Program). HTIC reflects the educational philosophies of its founders, Dr. Shigeyoshi Matsumae, and Dr. Richard Kosaki, University of Hawai'i Chancellor Emeritus, former professor and founder of the UH Community College System, who shared a belief in education

as a channel for developing critical thinking, communication skills, and intellectual curiosity to become lifelong learners. In founding HTIC, Dr. Kosaki drew upon the Tokai mission of world peace and set as the College's goal an international student body that would study and live together in a learning community. Hawai'i Tokai International College is part of the Tokai University Educational System (TES), an extensive network of educational and research institutions throughout Japan, with facilities also located in Thailand, South Korea, Denmark and Austria and, most recently, Russia.

All students at HTIC are encouraged to participate in the local community and over the years have volunteered at community centers, schools, daycare facilities, farmers markets, beach cleanups and at events such as the Hawai'i International Film Festival, the Great Aloha Run, the Honolulu Marathon, the Ukulele Club and other activities [Ukulele Club] [Gen's Peace Bowl and Peace Garden ceremony]. Opportunities for firsthand observation and participation in the business community and local government exist as well.

In addition to HTIC's educational programs, the College participates in the life of the community by sharing its facilities with groups wishing to hold workshops, seminars, conferences and training. HTIC hosted the NAFSA: Association of International Educators Region XII Hawai'i & Pacific District Spring Conference on Friday, April 28, 2017 [NAFSA Conference] and will host the Hawai'i TESOL (HITESOL) conference in Spring 2018.

> Hawai'i Tokai International College (HTIC) continues to ensure that the ideals of the Mission Statement are understood throughout the learning community, including approval by the Board of Trustees, and that these ideals are reflected in all academic programs by introducing and discussing the mission at new student orientation, new faculty orientations, annual Program Review forums and at all meetings that impact curricula or any aspect of the Liberal Arts, College Preparatory, or International Programs [Faculty Orientation] [Vision and Mission Statement].

From the time of the College's first Program Review Report, completed for Calendar Year (CY) 2007, the College noted that the percentage of student awareness and clear understanding of its mission statement was relatively low due to its length [Program Review 2007]. Therefore, in 2013 the College rephrased the mission statement into a Vision Statement, Mission Statement, and iteration of the College's Institutional Learning Outcomes. The rephrased Mission Statement, which is clearer and easier for students and all members of the Learning Community to understand, was approved at the Board of Trustees Meeting on October 3, 2013 and distributed

and explained to all students, faculty, and staff at the Town Hall Meeting held on Jan. 29, 2014 [BOT Meeting 2013] [Town Hall Meeting 2014].

The mission statement of Hawai'i Tokai International College is:

Hawai'i Tokai International College (HTIC) is an international gateway for students interested in education bridging diverse international perspectives, especially in the Asia-Pacific region. HTIC graduates earn Associate in Arts degrees and emerge as lifelong learners who contribute positively to the world.

The vision statement is:
To educate students to become enlightened global citizens who contribute to world peace.
[HTIC Mission and Vision Statements]

HTIC's mission is linked to the achievement of three Institutional Learning Outcomes (ILOs) described as follows:

1. Effective Communication Skills

Students read analytically, listen discerningly, and communicate clearly, effectively, and creatively in both written and oral forms in a manner appropriate to the audience, situation, and context.

2. Global Citizenship

Students demonstrate a sense of awareness beyond the self that includes an appreciation of diversity and multilingualism. Students also practice cooperation, ethical behavior, and other behaviors that contribute to global understanding and peace.

3. Intellectual and Practical skills

Students demonstrate intellectual and practical skills in different contexts and fields, interpreting and offering reasoned situations to problems encountered both in the classroom and beyond. Students conduct quantitative and scientific analyses, and evaluate reasoning, claims, or information. Students also demonstrate creativity and an informed appreciation of the arts [HTIC Mission and ILOs].

The College's Mission and Vision were reviewed in a Program Review Forum held on May 22, 2016 and discussed during a Governance Workshop held on March 15, 2017 [Program Review Forum][Governance Workshop March 15, 2017].

While revisiting the mission in 2016 and examining it through the lens of the revised language in ACCJC standard I.A.1, the Planning Committee noted that HTIC's mission met most of what is outlined in the standards; however, it did not meet one part of the standard as it is now stated: "The mission describes… the types of degrees and other credentials it offers."

It was proposed to change the mission statement to read "*HTIC graduates earn an Associate in*

Arts degree and emerge as lifelong learners who contribute positively to the world" and this change was discussed with all constituents in a Participatory Governance Workshop on March 15, 2017 [Governance Workshop]. The proposed revision was presented to the Board of Trustees on April 21, 2017 and approved [BOT Meeting 2017].

Analysis and Evaluation

The College meets Standard I.A.1

Regarding three of the four areas outlined in Standard I.A.1:

- The institution's broad educational purposes are to "*educate students to become enlightened global citizens who contribute to world peace" and to provide "an international gateway for students" who "emerge as lifelong learners who contribute positively to the world."*

- The institution's intended student population are "*students interested in education bridging diverse international perspectives, especially in the Asia-Pacific region."* Students joining HTIC belong to a multicultural milieu, coming from Japanese, Korean, Chinese, and other Asian countries. HTIC is dedicated to fostering an environment where students of different backgrounds and needs can find personalized attention. We believe that education is not only achieved in the classroom but also through the personal and social connections that are made within the learning community. To that end, the staff of the College Preparatory and Liberal Arts Programs are committed to assisting students in making their experience at HTIC a meaningful and unforgettable period of personal discovery.

- The institution's commitment to student learning and student achievement are embedded in the goal to have "*graduates emerge as lifelong learners who contribute positively to the world."*

Commitment to student achievement in the form of purposeful, and meaningful learning is the reason for the College's choice of name and where its students are expected to engage in learning. Achievement of engaged learning in a broad view toward world peace is the vision of its founding father that is embedded in the name, Hawai'i Tokai International College. The word "Tokai" in Chinese characters can be translated as "Oceans to the East of our land", and may reference a proprioceptive view beyond limited horizons; "International" in the name points to the transcendence of language, culture, and political boundaries that characterizes the kind of learning that takes place here. HTIC students physically and geographically move outside of family circumstances to study in a world that is larger than classroom and home nation. Informed by these larger contexts, student learning becomes global, achievement-oriented, and hence greater in meaning. Statements of this dedication to aimed learning are published on the College

website, printed on brochures, and prominently posted at various places on campus.

List of Evidence

BOT Meeting 2013
BOT Meeting 2017
Faculty Orientation
Gen's Peace Bowl and Peace Garden ceremony
Governance Workshop
HTIC Mission and ILOs
NAFSA Conference
Program Review 2007
Program Review Forum
Town Hall Meeting 2014
Ukulele Club
Vision and Mission Statement

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

In order to fulfill the educational mission of the College, the institution is committed to ongoing assessment, evaluation and planning. Accordingly, HTIC completes annual Program Reviews and develops a Five-Year Educational Development Plan (EDP) that outlines the College's strategic vision for institutional progress and student achievement. The program review process at HTIC provides the College with regular feedback on the effectiveness of its academic, student affairs, learning resources, and administration divisions. The data collected in the process is critical for successful implementation of the EDP.

In order to reflect on accomplishment of mission and to collect data the College conducts annual program reviews and administers institutional surveys of students, faculty, and staff that address all aspects of the College environment. The following tools are used to collect data:

1. Institutional Survey
2. Annual Academic Reports

3. Program Review
4. Educational Development Plan

1. Institutional Survey

The institutional survey is conducted once a year (fall Term). This survey has been separately conducted by students, faculty, and staff in order to assess the overall performance of the institution; i.e., whether HTIC is assisting the students to realize the College's mission. This survey is now administered online through Google Forms allowing easy access for survey takers and easier data compilation for the Institutional Researcher and HTIC administrators [Institutional Survey 2017].

2. Annual Academic Reports

Each program including Liberal Arts, College Preparatory, International Programs and the Office of Student Services prepares an annual Academic Report to present to the Board of Trustees in April.

The Liberal Arts Program (LA) places a strong emphasis on the development of learning, critical thinking, and communication skills, and fosters in students a broad intellectual understanding of the individual and society, the natural environment, issues in the arts and humanities, and self-awareness. LA has also adopted the Institutional Learning Outcomes (ILOs) as its Program Learning Outcomes (PLOs):

Effective Communication Skills

Students read analytically, listen discerningly, and communicate clearly, effectively, and creatively in both written and oral forms in a manner appropriate to the audience, situation, and context.

Global Citizenship

Students demonstrate a sense of awareness beyond the self that includes an appreciation of diversity and multilingualism. Students also practice cooperation, ethical behavior, and other behaviors that contribute to global understanding and world peace.

Intellectual and Practical Skills

Students demonstrate intellectual and practical skills in different contexts and fields, interpreting and offering reasoned solutions to problems encountered both in the classroom and beyond. Students conduct quantitative and scientific analyses, and evaluate reasoning, claims, or information. Students also demonstrate creativity and an informed appreciation of the arts.

Core Body of Knowledge

HTIC's faculty determines the appropriateness of courses for inclusion in the College's curricula based on each course's stated learning outcomes. Comprehensive learning outcomes ensure that

students achieve an understanding of the Core Body of Knowledge or key concepts of knowledge in a discipline, including Language Arts and Literature, Arts and Humanities, Mathematics and Science, Social Sciences, and Interdisciplinary Studies [Program Review Cycle pp. 6-7].

The College Preparatory (CP) program and mission are to prepare non-native English speakers for College-level study. Since 2011, the department had established ties with the LA program in terms of Student Learning Outcomes (SLOs), specifically Oral and Written Communication as parts of the shared Program Learning Outcome (PLO) "Effective Communication Skills". The CP program created more detailed Speaking and Writing Rubrics in order to meet these PLOs [Program Review CP pp. 26-28].

The International Programs Department (IP) coordinates short-term English programs for student groups from institutions within the Tokai University Educational System (TES) in Japan as well as from non-TES institutions. Its Program Learning Outcomes (PLOs) are "Second Language Acquisition" and "Cross-Cultural Understanding" based on the IP program's mission "to foster second language acquisition through hands-on experience and encourage lifelong learning." The oral presentation rubric was implemented in December 2011 and went through a revision in 2012. The second revision, completed and implemented in January, 2014, was to eliminate the emphasis on memorization as a part of Second Language Acquisition. Additionally, in 2014, the second Test Of English for International Communication (TOEIC) was added to the beginning and end of the Hawai'i Outreach Program for English Studies (HOPES) program to gauge the improvement in participants' English language learning. These TOEIC scores were discussed in the AY 2013–14 Program Review, which revealed that 86 percent of the participants improved their scores during the second testing period by an average of 63 points [Program Review IP Mission and Cross Cultural Awareness pp. 30-31 and 37].

Hawai'i Tokai International College's (HTIC) Office of Student Services (OSS) established the following Administrative Unit Outcomes (AUO):

1. To provide comprehensive services, including but not limited to, orientations, counseling, transfer advising, and to meeting the unique personal educational needs and goals of students at HTIC.

2. To educate prospective students about the learning community at HTIC. The IP program's Student Learning Outcomes (SLOs) are tied to HTIC mission and educational vision:

#1: Students demonstrate competency as leaders by participating in HTIC's student government, peer mentoring program and receiving positive feedback regarding the roles they play.

#2: Students demonstrate knowledge of HTIC's certificate and degree program requirements.

#3: Students demonstrate the ability to apply to a higher degree program.

#4: Students demonstrate cross-cultural understanding through community service, cross-cultural living, and other cross-cultural experience offered through HTIC.

The implementation of a web-based database (Populi), the establishment of in-house counseling and advising services, and the clarification of departmental procedures and objectives are the highlights of recent OSS accomplishments that have enhanced effectiveness and efficiency. OSS provided Leadership through Student Government, student clubs, orientations and workshops, volunteer and community service experiences [Student Services Activities].

3. Program Review

The 2016 Program Review established freshmen, outcome, and capstone-level assessments consistent with HTIC's mission and ILOs. The IS100 course "Introduction to Higher Education" included focused assignments and lessons for freshmen to introduce students to HTIC mission and educational vision [IS100 Syllabus ILOs]. The PLO sub-categories and definitions have been simplified and tied to the Institutional Learning Objectives (ILOs).

The LA department has implemented SLO assessments for every course in the program, every term, by all instructors whether full time or adjunct. The revised PLOs are aligned with the ILOs, and the program assessment rubrics break down each outcome into shared points for courses across the program, which allows us to track student learning and identify trends in students' academic strengths and weaknesses on a variety of points, skills, and attitudes within the three measurable program outcomes: Effective Communication Skills, Intellectual and Practical Skills, and Global Citizenship [Program Review Cycle 2011-2015, p.7]. The Capstone-Level Assessment & IS 200 incorporated a generic Assessment Rubric for the paper to increase consistency and to give students a clear set of expectations linked to the College mission and learning/institutional standards [IS200 Bibliography Rubric]**.**

4. Educational Development Plan

The Six-Year Educational Development Plan (EDP 2017-2022) was designed to align with the next accreditation cycle and is embedded in the educational mission and vision of HTIC. Among the institutional and strategic planning outlined in the document, the EDP contemplated the reaffirmation and strengthening of HTIC's mission and roles, by ensuring that the ideals of the mission are understood throughout the learning community, including the Board of Trustees, and that these ideals are reflected in all academic programs. This is accomplished by introducing and discussing the mission at new student orientations, new faculty orientations, annual program

review forums and corresponding meetings [Six-Year EDP 2017-2022, p.3].

Analysis and Evaluation

The College meets Standard I.A.2
HTIC's mission is central to its institutional planning and decision-making. The College's institutional plans to meet the goals of its mission are detailed in its Six Year EDP, which in turn guides institutional decision-making. The Program Review process and institutional surveys provide data that allow the HTIC community to evaluate the effectiveness with which it met the goals of the EDP in the prior academic year, and then to work on formulating an updated plan of action and decision-making. The ultimate goal of this cycle is student success.

List of Evidence

Comprehensive Program Review
Institutional Survey 2017
IS100 Syllabus ILOs
IS200 Bibliography Rubric
Program Review CP pp. 26-28
Program Review Cycle 2011-2015, p.7
Program Review Cycle pp. 6-7
Program Review IP Mission and Cross Cultural Awareness pp. 30-31 and 37
Six-Year EDP 2017-2022, p.3
Six-Year EDP 2017-2022
Student Services Activities

I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

There are currently three closely interrelated academic programs provided at HTIC. These are (1) the College Preparatory program (CP), (2) the Associate of Arts degree granted upon completion of the Liberal Arts (LA) program, and (3) International Programs (IP). In combination, these distinct programs are responsible for creating an enriching environment for students. The first of these components, the CP program, is an intensive English as a Second Language (ESL) program designed to help international students achieve the proficiency necessary to succeed in HTIC's Associate in Arts degree program. International students lacking the English proficiency necessary to enter directly into the Associate in Arts degree program are first enrolled in CP. Upon successful completion of College Prep, these students are then

admitted into HTIC's Associate in Arts program. College Prep is designed specifically for students wishing to attain U.S. associate or baccalaureate degrees.

HTIC's main program is its Associate in Arts degree program in the Liberal Arts (LA program). The Liberal Arts curriculum is designed to create a learning community with active learning with the purpose of "not covering subjects, but uncovering minds" as well [HTIC's Motto]. An important feature of the learning community is that it is a "school without walls," and, for this purpose, Wednesdays are reserved for off-campus field trips and activities that enhance the classroom curriculum [Field Trip SLOs].

HTIC continues to ensure that a commitment to the mission is very much part of the daily operations of the College. Carefully reviewing the educational mission of HTIC, the College's administration, faculty, staff and students all engage in a dynamic process to identify the important goals of the College and develop a Six-Year vision for action. This process was most recently completed to plan for academic years 2017-2022 in accordance with the mission of the College, ensuring the College's capability to assist students in achieving the Institutional Learning Outcomes [Six-Year EDP 2017-2022].

This Six-Year Strategic EDP, created to align with the next Accreditation cycle for HTIC, sets goals that the College believes will strengthen its effectiveness as an educational institution and equip it to provide better support to students. To achieve the mission, the College set the following specific goals:

1. The development of measurable, mission-based learning outcomes that ensure student success in developing essential knowledge, skills and values, and that provide for the compilation of appropriate data so the College can continually make improvements to its programs and services.

2. Personnel development at all levels to improve support of student learning and success, including a planned personnel development plan for faculty/staff and for the Board of Trustees.

3. Continued commitment to diversity of students, faculty, and staff in light of HTIC's goal to provide an international gateway that promotes global citizenship and a commitment to peace.

4. Development and embedding of appropriate institutional evaluation and assessment processes to ensure continual scrutiny of courses, programs, successful student learning, and effectiveness of institutional policies and governance [Six-Year EDP 2017-2022].

In short, the EDP was designed to reinforce the spirit of the mission by integrating it into the

daily operations of the College in order to achieve the agreed upon goals.

To facilitate the accomplishment of the goals of the mission statement, HTIC has eleven Institutional Learning Outcomes (ILOs). These ILO's are an integral part of the courses, programs and services of HTIC's learning community.

Following our Comprehensive Program Review in 2016, follow-up meetings were held with each Program/Department Director to discuss resource allocation. Budget proposal forms include a section that directly ties each request to the mission.

The fiscal office, in response to the evaluation report, added to the budget process a request that each department indicate how funds are to be used to improve student learning. At the end of the year, if the result of the program review shows that the fund is required in order to improve students' learning, the fund (budget) is requested from the relevant department. Each department prepares a short assessment which includes the above-mentioned results from the program review as to whether the expenditure enabled the department to meet its prescribed goals and how the expenditures supported student success [HTIC Follow-Up Report 2013] [Budget Forms] In December 2016 in commencement of 75th Anniversary of the Attack on Pearl Harbor HTIC students conducted a multi-disciplinary project entitle, Pathways to Sustainable Peace"[Pathways to Sustainable Peace].

Programs and activities align with the overall purpose of the College's mission statement. In November 2017, HTIC launched International Education Week, a campus-wide event celebrating multiculturalism, diversity, and global mission as reflections of its mission. As part of a symposium on sustainable peace, two guest speakers were invited to elaborate on the topic [Lecture Series] [International Week Flyer].

Analysis and Evaluation

The College meets Standard I.A.3
The mission guides our Strategic Educational Development Plan, Program Review, and Budget Planning, as well as HTIC's goal for student learning and achievement. All the activities at HTIC are linked to the College's mission. Each program (CP, LA, IP) has specific learning outcomes aimed at increasing student proficiency in the English language, awareness of cultural differences, and participation in multicultural activities, all consistent with the overarching mission. The program review and educational development plan emphasized the support to these activities as a reflection of the educational philosophy and allocated the necessary resources for curricular and extracurricular activities displaying examples of global citizenship.

List of Evidence
Pathways to Sustainable Peace
Budget Forms

Field Trip SLOs
HTIC's Motto
HTIC Follow-Up Report 2013
International Week Flyer
Lecture Series
Six-Year EDP 2017-2022

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

ER.6 Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

Evidence of Meeting the Standard

The mission statement is widely published in the following resources and locations:
HTIC's website, College Catalog, Employee Policy Handbook, Student Handbook, Educational Development Plan [HTIC Mission Statement] [College Catalog, p.3] [Faculty Handbook, p.3] [Student Handbook [Six Year EDP].

Framed posters were printed to display in all departments and prominent areas of the school as well as printed on large banners on the walls in our centrally located common space outside the Library Learning Center [HTIC Vision and Mission Poster].

The Mission Statement and the Institutional Learning Outcomes have been printed, laminated and posted in each classroom [HTIC Vision and Mission Poster] [Institutional Learning Outcomes Poster].

Students, faculty, and staff have access to the mission statement and institutional learning outcomes in the catalog, and they are discussed in both student and faculty orientations and in the IS 100 Freshman Seminar. In response to the surveys that demonstrated low levels of awareness of the mission statement on the part of students, posters highlighting our mission statement have been placed in each classroom and conference room. Additional discussions regarding the creation of greater awareness of the mission statement are held at other institutional meetings including faculty-staff meetings and faculty forums. Despite student inability to articulate the tenets of the mission or list the learning outcomes, their education

at HTIC is imbued with both—without meeting the mission- based outcomes, students cannot pass their classes and graduate.

The mission was also shared and discussed at campus events, such as new faculty orientation, freshmen/transfer student orientation, and Town Hall meetings [Graduation Program] [New Faculty Orientation, p.5] [Town Hall Meetings]. HTIC continues to discuss how best to share HTIC's mission with the whole HTIC community, and how to keep HTIC's shared vision in focus when making planning decisions in the Planning Committee, Faculty-Staff, and Program Review meetings.

As noted above in I.A.1, the mission statement was approved by the Board of Trustees on October 3, 2013. The percentage of students' awareness and clear understanding for the College's mission statement were relatively low since its mission statements were relatively long and complex. This was identified by the program review from 2007 and inspired the College to rephrase the mission statement. It was broken-down to a Vision Statement, and Mission and Institutional Learning Outcomes. It became very clear and precise and easy for students to understand. The Mission Statement was approved at the Board of Trustee Meeting on October 3, 2013. Subsequently, the "Quantitative Measuring of Institutional Learning Outcomes" was created and used for the program review. The rephrased Mission Statement was distributed and explained to all students, faculty and staff at the Town Hall Meeting on Jan. 29, 2014 [BOT Minutes, p. 5] [Town Hall Meeting Minutes].

The mission is reviewed annually. While re-examining the mission according to the revised language in ACCJC standard I.A.1, the Planning Committee noticed that HTIC's mission does not fully meet one part of the revised standard. In order to reflect the types of degrees and other credentials it offers, it has been proposed to change the mission statement to read "*HTIC graduates earn an Associate in Arts degree and emerge as lifelong learners who contribute positively to the world.*" This change was discussed with all constituents in a Participatory Governance Workshop on March 15, 2017[Governance Workshop Minutes]. The proposed revision was presented to the Board of Trustees on April 21, 2017 for approval [BOT Meeting].

Analysis and Evaluation

The College meets Standard I.A.4
The Mission Statement has been discussed and revised in consultation with all stakeholders, approved by the Board of Trustees, shared with our learning community through various modes and means, and displayed in prominent locations on campus. The institution has published its mission throughout the campus in frames placed in each classroom and conference room and on banners placed in the Lobby area. In addition, students receive information about the educational philosophy of the institution by visiting the HTIC's website and by consulting the student catalog. The mission is also highlighted in employee handbooks (i.e. faculty/staff handbooks). The mission and vision statements are reiterated at Town Hall meetings, Convocation and

Commencement ceremonies, and at Faculty Orientation Training for new-hire. The mission has been approved and revised with the support of the entire institution, from student government to faculty, staff, administration, and the governing board. Overall, HTIC's mission statement is student-centered and focuses on their learning and achievement in a global world.

List of Evidence

BOT Meeting
BOT Minutes, p. 5
HTIC Catalog, p.3
Faculty Handbook, p.3
Governance Workshop Minutes
HTIC Mission Statement
HTIC Vision and Mission Poster
Institutional Learning Outcomes Poster
Graduation Program
New Faculty Orientation, p.5
Six Year EDP
Student Handbook
Town Hall Meeting Minutes
Town Hall Meetings

Standard I. B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

At Hawai'i Tokai International College (HTIC) faculty, staff, students, and administrators consistently communicate academic and institutional proposals to evaluate the efficacy and effectiveness with which the College and its programs and services support student success. The purpose of this ongoing communication is to place student achievement first and support cohesiveness and collegiality among HTIC community to guarantee continuous improvement. Communication is delivered through the channels of Student Government, shared governance and program review process [HTIC Governance Breakdown of Committee Responsibilities]. As

illustrated in the charts for Shared Governance, discussion begins at a department level, including College Preparatory (CP) meetings, Liberal Arts (LA) faculty meetings, and faculty forums where the two collegiate programs discuss shared concerns on student achievements and learning. Periodically, the CP program evaluates options to adequately prepare students to access the LA program [LA Meeting, Dec. 2016] [CP Meeting, July 2016].

The administration and student services regularly hold departmental meetings to discuss any area of concern/improvement regarding student learning. Additional opportunities for student-centered discussions are Town Hall meetings held on every third Wednesday of each academic term and Planning Committee meetings. CP holds faculty meetings three times a term to discuss various CP, LA, and institutional issues. As a result of these meetings [CP Faculty Minutes] and as part of HTIC's ongoing efforts to assure academic quality for its students, two full-time faculty from the CP program have been working on a long-term benchmarking project based on scaffolding linguistic competencies of ESL students. The purpose was to create consistent rubrics and assessments allowing students to undergo a consistent transition to the LA program and ensure continuity between the two departments. At each stage of the benchmarking project, information is shared with all CP faculty by email and/or in CP meetings so that all faculty members are involved in the process [CP Meeting Minutes 01/10/17] [Email 10/18/16].

The two faculty members began by clearly outlining the benchmarks for each course to ensure that each course reinforces and builds the skills that students need to enter an American College [CP Writing Benchmarks] [CP Reading Benchmarks] [CP Content Benchmarks]. Subsequently, they created program wide rubrics for each level that are linked to final exams or assessments to assess how well students are achieving the benchmarks [CP Writing Rubrics] The data from these rubrics is collected at the end of each term [CP Level 5 Writing Rubric Data]. The two faculty members have completed the writing program and have partially completed the reading program and content courses. As part of the review of the reading program, CP instituted a program wide reading survey in spring 2017 to ascertain the kind of reading strategies that different levels of CP students employ [CP1 Reading Surveys SU17]. By identifying which strategies are being used at each level, CP can revise the reading program to improve student learning. CP has not gathered enough data to confidently make changes to the courses yet. However, the most recent results suggest that most students are progressing as predicted, but at certain levels, particularly level 5, some changes may be needed [CP Reading Surveys Analysis SU17]. They are making very good headway with the project, and it is due to be completed in fall 2020. The writing and reading courses are due to be reviewed by all full time CP faculty in the upcoming fall 2017 Program Review.

The Standing Committees gathers faculty, staff and students in engaged dialogue concerning each committee's responsibility. Committee membership is changed annually and structured in Curriculum Committee, Evaluation and Assessment Committee, Planning Committee, Governance Committee, Professional Development Committee. Faculty and staff may indicate

which committees they wish to serve on, two committees for each faculty member, and one for each full-time staff member. Decision-making dialogues are held during the Executive Committee meetings, every other Tuesday, where recommendations regarding academics and students are further discussed. The IT Task Force discusses human, physical, and technological resources so the campus runs smoothly, thus creating an environment intended to support student success.

HTIC's monthly faculty-staff meeting also facilitates open campus communication and is an opportunity to engage all faculty and staff in dialogue on issues of concern. In certain instances, a standing committee brings forth an issue for wider discussion and input for more informed committee decision-making. Still other issues are brought by a standing committee to the entire faculty-staff for a community vote. In addition, the various departments also share information at the faculty-staff meeting and ask for input on issues of concern, where an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes can take place [Faculty Staff Meeting Minutes]. Continuous discussions on institutional effectiveness take place during departmental meetings, as evident in the meeting minutes recorded during each session [LA Faculty Minutes] [CP Faculty Minutes]. For example, recent discussions on credit hours prompted the need to make up for a loss of face-to-face instructional time due to holidays: Each term needs to be 45 hours of face-to-face instruction; therefore, 65- minute classes, 4x/week, for 10 weeks = 2,600 divided by 60 = 43.3 hours. From this discussion emerged that faculty are responsible for making up time loss for the holidays with additional activities combined with reflective papers, workshops, and other means of collaboration [LA Faculty Meeting April 2017].

The Planning Committee, which is composed of the Chancellor, Vice Chancellor, Executive Director, Dean of Instruction, Assistant Dean for CP, and the Director of International Programs, Dean of OSS, Head Librarian of Library and Learning Center and ALO, recieves many of the concerns of the standing committees and departments for additional discussion and decision-making [Planning Committee Minutes]. Some of the topics of discussion and responsibility of the Planning Committee include the program review process, which analyzes institutional and departmental progress discussed in the current Educational Development Plan (EDP) and advances budgetary recommendations based upon program review [PC Meeting Agenda] .

The Executive Committee, composed of the Chancellor, Vice Chancellor and Executive Director is responsible for final decision-making. In addition, the College evaluates its overall institutional effectiveness and integrity through its program review process. The College reviews the progress it has made in achieving the stated goals of the Six-Year EDP, and it assesses the success with which the academic programs and support services assist students in learning as demonstrated by their achievement of the College's ILOs and completing their course of study. Using all available data, the LA faculty, College Prep faculty, International Program (IP) staff, Learning Center staff, Student Services staff, Administrative Support staff, and Chancellor's office discuss and evaluate the effectiveness with which student learning has been supported and

the College has achieved the prescribed annual goals of its mission-driven EDP.

Hawai'i Tokai International College includes three distinct educational programs: The Associate in Arts granting Liberal Arts Program (LA), the English as a Second Language College Preparatory Program (College Prep), and the International Programs (IP), which provide short term language and culture studies programs for international students. Each of the programs has a distinct purpose, but all are linked by the mission statement that defines the purpose and nature of the College, and all have curricula that are shaped by the shared institutional program learning outcomes, which are derived from the mission statement. HTIC's programs are designed to build upon the competencies developed in each of these programs, as many international students who attend IP programs return as College Prep students and then enter the LA program to earn Associate in Arts degrees before transferring to baccalaureate granting institutions or entering the job market. The College Prep is therefore designed as a pre-collegiate, English as a Second Language program that prepares students for College as it helps them develop their English abilities. Each program has clearly defined learning outcomes that the students must achieve to successfully complete their course of study and receive the relevant certificate of achievement or the Associate in Arts degree

Analysis and Evaluation

The College meets Standard I.B.1
Dialogue is an institutionalized, ongoing process at HTIC. Since its last self-study report the College has completed four program review cycles and was engaged in its fifth cycle as this Institutional Self-Evaluation Report (ISER) is being completed. With each program review cycle, the use of data to inform the dialogue has improved as the institution considered Taskstream software to disaggregate data for institutional effectiveness, although pricing and budgetary costs deterred the initiative. The faculty and staff recognize that data is integral to the evaluation of HTIC's effectiveness in supporting student learning and, in addition to using the information compiled by the Institutional Research (IR) coordinator at the direction of the Vice Chancellor, are now making requests for additional data for use in assessing HTIC's programs and services.

In the years since its last self-evaluation, HTIC has worked diligently to establish and refine its program review process. The process is parallel to the development of the new College's mission-based Six Year Educational Development Plan (EDP) 2017-2022. HTIC's program review annually evaluates the progress the College has made in achieving the prescribed goals of the EDP. Each department also discusses the effectiveness with which it has supported student learning. In its program review report, the Planning Committee also evaluates the program review process, making recommendations for improvements. Those suggestions for improvements to the program review process are added to the list of proposed amendments to the EDP, which has been revised for implementation by each department.

List of Evidence

CP Faculty Minutes
CP Meeting, December 2016
CP Reading Benchmark
CP Writing Benchmark
Faculty Staff Meeting Minutes
HTIC Governance Breakdown of Committee Responsibilities
LA Faculty Meeting April 2017
LA Meeting, Dec. 2016
PC Meeting Agenda

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

ER.11 Student Learning and Student Achievement
The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.1)

Evidence of Meeting the Standard

HTIC sets attainable goals with the purpose of supporting constant institutional and academic improvement, then goals are aligning to the College's purpose in its mission statement reflected through institutional learning outcomes. The pathway for these measurable and achievable standards was recently outlined in the HTIC's 2017-2022 Strategic Educational Development Plan (EDP) [Six-Year EDP]. The Educational Plan is embedded in the core mission of HTIC and was developed by the entire HTIC community through careful planning and open dialogue thus ensuring broad-based input and understanding [Faculty-Staff Meeting, Summer 2017].

A final discussion of the EDP took place at the Planning Committee, after the Vice Chancellor had individually met with all the academic departments and task forces to assess needs and improvements. The completed EDP was presented to the Board of Trustees at its meeting where it was unanimously approved.

The EDP has four general goals, each with specific sub-goals as follows:

I. Reaffirm HTIC's Mission
A. Strengthen HTIC's role as an institutional gateway
B. Foster active and lifelong learners
C. Develop global citizens

II. Create Excellence in Student Learning and Services
A. Improve the quality of programs and the learning environment
B. Foster a student-centered environment
C. Provide resources to support student learning

III. Sustain the Operational Integrity of HTIC
A. Insure personnel development plan
B. Maintain and improve the physical environment
C. Commitment to Diversity

IV. Benchmark on Student Achievements
A. Achieve higher academic standards in CP and LA program
B. Improve Institutional Effectiveness with efficiency of data management system

In addition, the EDP specified that HTIC would implement the established Governance Evaluation System to assure institutional effectiveness, and maintain employee morale by committing to open, transparent communication among all constituencies to enable participatory governance.

The task of developing and defining student learning outcomes was completed with the development of a program review process submitted in August 2016, assigned to the Vice Chancellor as the chief academic officer. In order to structure the program review process, the Vice Chancellor designed a set of templates based upon the EDP. Those templates were used by the various standing committees, departments, and programs to conduct the program review. To facilitate the process, workshops were held on May 2016 so the faculty and staff would know how to use the templates. In its program review reports of 2016-2017, the College's success in achieving the goals of the EDP and the effectiveness of the College in supporting student learning are discussed in detail. Also included are recommendations for improvements to the program review process, and, most importantly, recommendations for changes to be implemented that should lead to improvement in student learning.

Analysis and Evaluation

The College meets Standard I.B.2
The College sets goals to improve its effectiveness consistent with its stated purposes as outlined

in its mission statement and the institutional learning outcomes derived from the mission. These goals and objectives are outlined in measurable terms in HTIC's Six-Year Educational Development Plan so that the degree to which they are achieved can be determined and widely discussed. The faculty and staff understand these goals and have worked collaboratively toward their achievement. The College has also developed a program review process to assess its efficiency in meeting the goals of the EDP and its effectiveness in supporting student learning.

As the College completed its Six-Year EDP it soon realized that although measurable, some of the goals were unrealistic or did not adequately assist HTIC in demonstrating institutional effectiveness. As an example, increasing the amount of students transferring to a four-year institution was not reflective of the effectiveness of HTIC's programs in supporting student learning. Noting this in the Planning Committee meeting, the College continues to measure the goals for the sake of consistency but with the understanding that changes that would result in more meaningful assessment would be incorporated into the next EDP. In general, however, the College has developed the need for planning and goal setting to drive the College forward in meeting its mission, and realizes the importance of program review to assess whether the College is achieving its stated goals in meaningful fashion. There is an understanding that institutional planning and program review are necessary and result in continuous institutional improvement and increased student success.

The College implements a system of creating excellence in the student learning environment by recruiting a diverse student population, including students from the local Hawai'i community, U.S. mainland, and Asian countries. In addition, the College establishes a five-year Professional (faculty and staff) Development Plan and Technology Development Plan with transparency and participatory decision-making system. Over the five years of striving to comply with its EDP, the faculty and staff realized that some of the numerical goals set out in the EDP were arbitrary and not achievable. In some instances, for example with regard to student transfer to baccalaureate-granting institutions, the numbers were slightly lowered. For the most part, however, the College continued to strive to meet the goals prescribed, noting that more care would be taken in the next EDP to set ambitious but realistic goals.

The College began discussion regarding its 2017-2022 EDP while completing the self-study. The new EDP based upon a rephrased mission statement for the College, although the fundamental values that define the College are the same. The goals will be measurable and more meaningfully tied to demonstrating student achievement of the institutional learning outcomes. The intended contributions of each department and section of the College to student learning and success will also be included and will be stated in measurable terms.

List of Evidence

Six-Year EDP
Faculty-Staff Meeting, Summer 2017

I.B.3 The institution establishes institution set-standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER. 11)

ER.11 Student Learning and Student Achievement The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.1)

Evidence of Meeting the Standard

The College's benchmarks in relation to student learning are defined in the Six-Year EDP. For example, in 2017 HTIC projected 81 percent of student transfer to a four-year College, 86 percent of student graduation rate for the LA program in 2017 and, in the same year, a projected TOEFL achievement of 460. These and all the other benchmarks set for the measurable standards are included in the latest Six-Year EDP [Six-Year EDP, pp. 8-9].

HTIC determines its progress toward achieving the goals of its EDP through its program review process, which is ongoing and cyclical [Six-Year EDP]. One purpose of the program review includes the assessment of College goals reflecting its EDP [Planning Committee Minutes]. Once the evaluation is made, the College determines possible ways to resolve perceived gaps or weaknesses, and then implements the changes that will be added to the next program review cycle [Planning Committee Minutes]. The College asks that departments analyze data to determine whether or not they are meeting their program goals. To that end, an institutional research coordinator works with the Vice Chancellor to compile relevant data for use by the College. The faculty and staff are encouraged to request additional types of data from the researcher that would help them in the evaluative process. They are also encouraged to develop and collect data for analysis within their respective departments.

The Liberal Arts program encompasses three Program Learning Outcomes (i.e. Global Citizenship, Effective Communication Skills, Intellectual and Practical Skills), that assess student learning in relation to the Institutional-Set Standards. For instance, upon successful completion of the A.A. in Liberal Arts, students will be able to:

- Communicate effectively by means of listening, speaking, reading and writing in varied situations

- Apply symbolic reasoning skills to solve problems, evaluate arguments and chains of reasoning, and interpret information.
- Achieve second-language proficiency
- Develop cross-cultural awareness
- Demonstrate knowledge of computer literacy
- Demonstrate effective/active reading skills
- Establish cooperative learning
- Demonstrate a core body of knowledge [PLOs Liberal Arts Program]

These student learning objectives are in alignment with the three core competencies of the Institutional Learning Outcomes (ILOs):

1. Effective Communication Skills

2. Global Citizenship

3. Intellectual and Practical Skills

Course level achievements are correlated to the program level with a matrix assessing which course meets a specific program learning outcome [PLO-ILO Alignment, p.2]. Based on this reflection, the institution developed a tracking form to verify that course learning outcomes correspond to student learning outcomes [Tracking Learning Outcomes]. Therefore, all the courses in the LA program present one or more outcomes reflecting a linkage between the program learning and institutional learning standards.

The Liberal Arts program has implemented Student Learning Outcomes (SLOs) assessment for every course in the program, every term, by all instructors whether full time or adjunct. The revised PLOs are aligned with the ILOs, and the program assessment rubrics break down each outcome into shared points for courses across the program, which allows to track student learning and identify trends in students' academic strengths and weaknesses on a variety of points, skills, and attitudes within the three measurable program outcomes: Effective Communication Skills, Intellectual and Practical Skills, and Global Citizenship [Program Review]. Instructors received detailed instructions on how to complete ILOs rubrics and course assessment forms at the end of each term [Directions on ILO Rubrics]. Guidelines contain explanations on course level (e.g. 100-200 level) along with narrative assessing whether or not students meet course requirements specific to the institutional learning outcomes [Rubric for Effective Communication Skills] [Rubric for Global Citizenship] [Rubric for Intellectual and Practical Skills]. Upon receiving the assessment material, faculty write information in the blank spaces of a rubric specifically designed for each course, matching the Course Level Outcomes with the Institutional Learning Outcomes [Sample Rubric HUM 100] [Sample Rubric MATH 115] [Sample Rubric ART 101] [Sample Rubric POLSCI 222].

The collected quantitative data has been examined to help faculty confirm individual observation and assessment of student performance in the classroom on a broader spectrum. For instance, in response to the data feedback of students' weaknesses in critical thinking skill relating to the use of sources, the LA program took action to emphasize academic research by creating the Research Intensive course designation in the spring of 2015 as a way to set aspirational and ground objectives [Follow Up Report 2015-2016, pp. 3-7]. Courses with the new designation appeared in the fall 2015 schedule of courses. Another action is an IS 200 workshop [Follow Up Report 2015-2016, pp. 3-7].The faculty also reviewed the Writing Intensive, Oral Intensive, and Cooperative Learning Intensive definitions and slightly revised the definitions of the latter two with the assistance and approval of the Evaluation and Assessment Committee (EAC) [Follow Up Report 2015-2016, p.6]. In addition, all course syllabi are reviewed by the Curriculum Committee, with a particularly close eye on courses that were newly created or taught by a new instructor, or when there are changes to Course Learning Outcomes. The LA Course Completion Rates for the four years covered in the latest Comprehensive Program Review has been above 95 percent all 16 terms. Given HTIC's status as a private institution of higher education, students receive enough guidance and support from faculty, library, and student services to overcome obstacles they may face during a term [LA Data, pp. 14-15].

HTIC assessed the efficiency of Institutional Learning Outcomes embedded in the Program Learning Outcomes in the latest Program Review, published on August 2016 [Program Review Table pp. 14-15].

Data Analysis for Liberal Arts (LA)

Institutional data are regularly collected, compiled and organized by the Institutional Research office and divided in two major categories: student demographics and student achievement data. Graduation rates are calculated as a cohort (i.e. winter term, spring term, summer term, fall term). The analysis of the past five year data (2013-2017) revealed an increase in course success rates in the LA program, from 94.9 percent to 98.3 percent in spring 2017 [Course Success Rates, p. 12]. Specifically, in winter 2013, from a sample of 313 students, 15 students did not achieve a passing grade for their classes, while 297 successfully completed the course learning outcomes to complete the course. The number of students unable to fulfill course requirements increased in winter and spring 2014, respectively 20 and 24 students. Nonetheless, from summer 2015 the institution experienced a significant decrease in students struggling with course completion, as data revealed that an average of 5 to 7 students did not achieve a grade of C above, including C-

[Course Success Rates]. Overall, the high percentage of course success rates is reflective of rates of completion aligning with the Institution Set Standards.

Degree completion and graduation rates include cohort of students; the datasets start from fall 2012 until spring 2016 as recent students are currently still enrolled in the LA program for the

AY 2017. A consistent graduation rate is evident in the average terms spent prior to graduation (i.e. 4.8 to 5.1 terms). Graduation rates in the LA program have been extremely high from spring 2014 to spring 2016, with an average of 90-95 percent of graduates, compared to 80 percent in winter 2013. The institution attributes these success rates to positive aspects of programs, such as small class sizes, with a maximum of 15 students per class, peer support counseling, and directed/focused instructor-student relations, reflecting the commitment of a private two-year institution [Graduation Rates]. Upon graduation, the transfer to four-year institutions is varied and consistent with the support students receive from the Office of Student Services providing counseling and information regarding transfer, as discussed in Standard II.C. Transfer to four-year institutions increased from winter 2013 with nine students transferring to other institutions, to fall 2016 with 16 students. Less than 1 percent of students joined the workforce, as the majority of students pursued a baccalaureate degree in the U.S., Japan, or the Hawaiian islands. In the Academic Year (AY) 2013-2014, an average of 49 students transferred to other institutions of higher education, followed by 40 students in the AY 2014-2015 [Transfer Rates]. Although the transfer rates appear to be quite low as the office of student services did not receive transfer information from students once they left the institution, the College is implementing a system of alumni groups to maintain a connection with former students [Alumni Stories] [Alumni Survey].

The number decreased in the AY 2015-2016 to 11 students, attributed to the loss of a Director of Student Services which supervised the transfer process. Nonetheless, student services staff actively informs students of internship and transfer opportunities well ahead of graduation, proposing a variety of universities and majors [Graduates Information]. In the AY 2015-2016, the number of students awarded a degree certificate was 56, in the AY 2016-2017, the number of students recent graduates reached 37, although this is not complete data from summer-fall 2017 on graduation rates have not yet been compiled, as the cohort will leave in December 2017. According to enrollment/graduation data, students spend an average of 5.2 terms before graduating [Fact Book, p.15]. According to institutional data, student retention rates and term-to-term re-enrollment remain high ranging from 98.1 percent during winter-spring 2012-13 up to 96.7 percent in winter-spring 2016-17 [Fact Book, p. 17].
The reason for high retention rates and re-enrollment is attributed to the small average class size, with 10-11 students in each course, ensuring effective teaching and learning practices.

CP Data Analysis

The CP Benchmarking and Assessment Project began in winter 2015. To begin with, writing course outcomes were discussed and finalized by CP faculty. In spring 2016, those writing objectives began to be used in all levels of CP syllabi. This move has provided students and teachers with clear benchmarks for student writing. During spring and summer 2016, rubrics for writing assessment were revised to clearly and directly measure outcomes. The rubrics were tested for validity at every level of CP in the final in-class writing assignment of fall 2016. CP faculty continue to collaborate on the comprehensive CP Program-wide Benchmarking and Assessment Project which was part of the 2015-2016 Program Review. [Program Review]. In

subsequent terms, as the next phase of the benchmarking and assessment cycle, they have been gathering and assessing the feedback from the CP writing faculty, which has led to revisions of both the benchmarks and the rubric. The data gathered from the writing rubric for the final in-class writing is currently being analyzed to improve student outcomes in the CP writing courses by way of revising the benchmarks and evaluation points in the writing rubric. CP faculty have also began revising the benchmarks and assessments for the reading courses and the content courses.

In the Comprehensive Program Review Follow-Up Report 2017 the College Preparatory Program identified seven areas in which they would like to set program standards for student achievement. The CP faculty is currently in the process of analyzing data from the past five years, 2012 until 2017, in order to set standards. The program set standards will define the minimal level of acceptable performance. If the CP Program drops below the standard, the program will take action to determine the reason and a solution if necessary. The measurable standards are divided as follows:

1. Retention rates (the percentage of non-completing students who return to the program in the following term) [CP enrollment 2012-2016] [CP Fact Book]

Academic Year	Average CP Retention Rate
AY 2012-2013	96.0%
AY 2013-2014	92.1%
AY 2014-2015	91.7%
AY 2015-2016	94.1%
	93.5% (Average 2012-2016)

The CP Program averaged a 93.5 percent retention rate from 2012 to 2016. The CP faculty will discuss these numbers and decide on a program standard in the next Program Review Cycle.

2. Enrollment numbers/recruitment [CP enrollment 2012-2016] [CP Fact Book]

Academic Year	Fall	Winter	Spring	Summer	TOTAL

AY 2012-2013	67	56	126	99	**348**
AY 2013-2014	96	72	132	99	**399**
AY 2014-2015	87	66	113	91	**357**
AY 2015-2016	74	65	119	93	**351**

CP enrollment aligns with the Japanese educational system. Therefore, CP's main cohort enters the program in spring. The majority of that cohort complete the program in 5 terms, so they complete the program at the end of the following spring. Therefore, CP has the highest enrollment in spring. The CP faculty will analyze these numbers in the next Program Review to determine a program standard. However, a quick analysis shows that there has been a gradual decline in total enrollment since 2013. HTIC has responded by continuing its recruitment efforts in Japan.

3. Time to completion (Institutional Researcher putting together data for 2015 cohort)
4. Level completion rates
    a. Course completion [CP Fact Book]

Completion Rate of the CP Program						
AY	2012	2013	2014	2015	2016	Average
Achievement	81.82%	53.95%	68.92%	Not complete	Not complete	**68.23%**

CP has not been able to collect data for 2015 and 2016 yet because several students from those cohorts have not yet completed the program. However, the average completion rate for 2012 to 2014 is 68.23%. CP will wait until it has more data to set a program standard.

b. TOEFL achievement [CP TOEFL Longitudinal Study]

Students' Average Increase in TOEFL Score

AY	2012	2013	2014	2015	2016	Average
Points	95	64	85	No data	No data	**81**

CP has not been able to collect data for 2015 and 2016 yet because several students from those cohorts have not yet completed the program. However, the average increase in TOEFL score for 2012 to 2014 is 81 points. CP will wait until it has more data to set a program standard.

5. Student satisfaction (CP Surveys) [CP Surveys Sum 17] CP students complete three CP surveys throughout the program: one survey in Core 1, one survey in Core 3, and one survey in Core 5. Most questions are answered on a scale of 1 to 5. The standard changes depending on the question. For some questions, if the result drops below three, it raises a red flag, and for other questions, if the result exceeds three, a red flag is raised. At the end of each term, the Assistant Dean of CP compiles the results, prints them out, and distributes them amongst CP faculty for review, analysis, and comments. After CP faculty and the Assistant Dean of CP have reviewed the results, the results are discussed and could be used in conjunction with other data to make program or course changes. So far, no changes have been made as a result of CP surveys.

6. The College Preparatory Program has also implemented Student Learning Outcomes (SLOs) assessment for every course in the program, every term, by all instructors whether full time or adjunct. The CP curriculum map shows which ILOs are linked to each course and at what level. "Pre-CP" is level 1; "Introduce" is levels 2 and 3; "Competent" is levels 4 and 5 [CP Curriculum Map] [CP Effective Communication Skills Rubric] [CP Global Citizenship Rubric] [CP Intellectual and Practical Skills Rubric]. Instructors are given detailed directions explaining how to complete the rubric answer sheets in order to maintain consistency. [CP Rubric Directions] Instructors complete the answer sheets with a number ranging from 0 to 5, which shows to what degree the students are meeting the outcomes (3 is meeting the outcome) [Core 1 LS/W Sample Rubric Answer Sheet] [CPE 88 Sample Rubric Answer Sheet].

Percentage of CP Students achieving Competent (or better) for all ILOs						
AY	2012	2013	2014	2015	2016	Average
Achievement	No data	No data	93.9%	88.3%	94.3%	**92.2%**

The table shows that an average of 92.2 percent of students are meeting or exceeding the ILOs. CP does not have data for 2012 or 2013 because the ILO rubrics were revised in 2014. Prior to that, CP was using different rubrics with different elements of measurement. The CP faculty

members have identified some irrelevant points on the rubrics, and therefore are currently in the process of revising the rubrics through the benchmarking project in an effort to generate more meaningful data that will assist CP in making program changes to improve student learning. CP will set ILO achievement standards after each part of the benchmarking project is complete [CP Fact Book].

International Programs (IP) Data Analysis

All the students who participate in IP programs receive a Certificate of Completion, with the condition of attending most of the activities and classes included in the programs. The IP department delivers short-term English programs. The IP's Program Learning Outcome is "Second Language Acquisition" based on the department's mission "To foster second language acquisition through hands-on experience and encourage lifelong learning." IP customizes English language programs for students from elementary school to College and coordinates special focused English programs such as Medical English Workshop and Nursing English Program. Duration of each program varies from one day to two months long. The IP Department consists of one Director, two Coordinators and one CP/IP Instructor and hosted 26 programs in Academic Year 2015 - 2016. IP courses are mainly taught by adjunct instructors and field trips are accompanied by part-time Activity Chaperones.

a. Student Learning Outcomes Assessment & Analysis

Among all the College programs in AY 2015 - 2016, all of them achieved more than 80 percent Competent and above in all three categories (Organization, Delivery and Q & A) on the Oral Presentation Rubric. Because of this percentage, it is safe to conclude that IP had another successful academic year on this category [Program Review pp.33-34] [IP Oral Presentation Rubric].

b. Department/Program-Set Standards Data Analysis

The current standards and goals created by IP comprise the following categories for the six-year educational plan (2017 - 2022). 1) Percentage of non-Japanese programs 2) Program satisfaction rate 3) Field trip rate 4) TOEIC score improvement rate 5) TOEFL score improvement rate 6) College program oral presentation rubric results [Six-Year EDP].

Since IP coordinates short-term English programs customized for groups, there are no students who immediately transferred to HTIC's CP or LA programs. Nonetheless, there are students who come back after experiencing a one week IP program when they are in junior high school and, years later they return as HTIC's students. Attached is the data of CP students who experienced an IP program in the past. Again, there is no bridge program that enables a student to move to CP, but there are certainly students who have gone through an IP program and decided to come to HTIC. Two types of percentages are listed on the excel sheet: One is the percentage of the students who did any of the IP programs before starting CP, the other is the percentage that does

not include participants to the SHIP program or seniors participating in the Boyo HS program. The reason for this exclusion is that these students have already been accepted into HTIC and they participate in the program to familiarize themselves with life and study at HTIC [HTIC's Enrollment from IP 2012-2017].

Analysis and Evaluation

The College meets Standard I.B.2
Planning and evaluation are conducted cyclically and improvements are applied when deemed necessary. The College continues to strive to use data more effectively by disaggregating them and conducting additional research to collect data that is relevant and useful in ascertaining and demonstrating student success. The College published its expected student learning outcomes and program learning outcomes in the Program Review report, in which each department establishes institutional-set standards. Each program analyzes data pertaining to student enrollment, achievement, test scores, and completion of the Institutional/Program Learning to make informed decisions on the quality of the education on offer. The College is preparing for a focus review, due in fall 2018, where each program will determine their current achievements need for improvement and planning for implementation.

List of Evidence

Alumni Stories
Alumni Survey
Core 1 LS/W Sample Rubric Answer Sheet
Course Success Rates
CP Curriculum Map
CPE 88 Sample Rubric Answer Sheet
CP Effective Communication Skills Rubric
CP enrollment 2012-2016
CP Fact Book
CP Global Citizenship Rubric
CP Intellectual and Practical Skills Rubric
CP Surveys Sum 17
CP TOEFL Longitudinal Study
Fact Book
Form for Tracking Learning Outcomes
Follow Up Report 2015-2016, pp. 3-7
Graduates Information
Graduation Rates
HTIC's Enrollment from IP 2012-2017
IP Oral Presentation Rubric
LA Data pp. 14-15

Planning Committee Minutes
Program Review
Program Review pp.33-34
Program Review Table pp. 14-15
Six-Year EDP
Transfer Rates

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The planning process at HTIC is inclusive and broad-based, traditionally involving administrators, faculty, staff, and student representatives in dialogue. In fall 2016, the Liberal Arts Program(LA) proceeded to hire two new full-time LA faculty (Humanities and Communication) to fulfill student needs of prerequisite courses in Speech and Humanities, after examining assessment data on student learning needs [F/S Meeting, Dec.2016].

After several meetings in which LA faculty highlighted the necessity for STEM faculty to support student comprehensive learning, in spring 2017 the College proceeded with the hiring process of two full-time LA faculty in Social Sciences and Mathematics [F/S Meeting, Dec.2016]. Institutional events supporting student achievement include field trips on Wednesdays for CP and LA classes, reflecting HTIC's philosophy of being a school without walls where learning takes place everywhere and classroom knowledge is applied to real life. The rest of faculty and staff organize meetings taking place every Wednesday, ensuring broad-based discussion at meetings of importance, such as those regarding planning and program review when attendance by all full-time faculty and staff is required [Faculty Report and Assessment of Field Trips] [Supplemental Faculty Field Trip Guideline].

To facilitate the development of the current mission statement and learning outcomes, time was taken at meetings at departmental, committee, faculty-staff, administrative, and executive levels to discuss the mission, and institutional/academic goals of the College. School wide meetings were also held, allowing for free-flowing discussions. The College uses assessment data for decision-making process and institutional improvement through the creation of a new Six-Year EDP, which analyzed current and projected enrollment, achievement, TOEFL score, and graduation rates for sound implementation [Six-Year EDP]. This process took place in the last faculty-staff meetings when the College drafted a new version of the Six-Year EDP 2017-2022. Similar meetings are being held again to clarify the mission statement and develop aspirational goals included in the Quality Focus Essay, which discusses the past three years of student achievement and learning data and planned for further improvement in these fields. Using the discussion at these broad based meetings, the Planning Committee will work collaboratively to

draft a revised mission statement and EDP for the College. The Program Review also represents another venue for discussion on data analysis for departmental decisions [Program Review]. Resources are appropriately allocated as needed. The most effective evidence of this is the reallocation of funds was the hiring of an outreach coordinator in winter 2017 to help the College meet its EDP goals to diversify the campus and to increase enrollment, although the position has not been renewed at the end of spring 2017. The College is currently seeking two full-time recruitment and admission personnel to actively engaging with the local community and diversify campus enrollment. In addition to the cost of personnel, funds were reallocated to cover travel expenses and the cost of additional recruitment materials.

Analysis and Evaluation

The College meets Standard I.B.4
The College acknowledges its efforts to consistently and effectively apply the results of assessment to revised planning and implementation of changes that would lead to institutional improvements. In order to ensure all students to learn the Institutional Learning Outcomes before their graduation and to "close the loop," the College established the Six-Year Strategic Educational Development Plan for 2017-2022 which outlines the course of action the College will be taking, includes specific goals, timelines, and assessments that will take place in either the program review or annual report. The achievement of goals and assessment of how they influence institutional effectiveness and student success will be reported in subsequent program reviews or annual reports. Field Trips followed by reflective essays tied to the institution's SLOs are also another manner to ensure that institutional activities are tied to the College's mission and student learning.

List of Evidence

Faculty Report and Assessment of Field Trips
F/S Meeting, Dec.2016
Program Review
Six-Year EDP
Supplemental Faculty Field Trip Guideline

Institutional Effectiveness

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning

outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

HTIC collects and is further developing its data to be able to effectively communicate matters of quality assurance to its constituencies. The Institutional Researcher, working at the behest of the Chancellor, Vice Chancellor, Dean, Assistant Dean for CP, has collected and developed data into formats usable by the College to conduct program review and other analyses [Program Review]. Among the data collected are retention rates, persistence rates, course completion rates, numbers transferring from College Prep to LA, transfer statistics from LA to a baccalaureate granting institution, LA graduation rates, time to complete program information, College Prep course completion rates, time to complete College Prep rates, demographic information, achievement of student learning outcomes, course grades [Fact Book 2012-2017].

The College has created an internal website in order to facilitate on-going institutional research and analysis by the faculty and staff. That website contains all institutional minutes, policies, reports, manuals, guides, catalogs, and other non-confidential institutional documents [HTIC Accreditation and Statistics]. In addition, the College has developed and will continue to improve a data-book section on its website that provides prospective students, parents, and the public with basic information that demonstrates institutional effectiveness. The information includes retention rates and persistence rates, course completion statistics, graduation rates, transfer rates, numbers moving from College Prep to LA, length of time to complete programs, demographic information, and more [HTIC Accreditation and Statistics]. The College attempted to acquire more sophisticated methods for data disaggregation by purchasing a license with Taskstream software. However, after two consecutive meetings between a Taskstream representative and the Chancellor, the Executive Committee deemed this option as too expensive for a small institution of higher education. At the present time, quantitative data are stored and analyzed in reports created from Excel sheets. Conversely, qualitative data are stored in the LA Portfolio Folder in Google Drive and Populi, a teaching and learning platform that allows the storage of qualitative data and charts pertaining student course satisfaction level.

Analysis and Evaluation

The College meets Standard I.B.5
The latest Comprehensive Program Review submitted on August 2016 brought to light three broad areas for quality improvement: Evaluation, assessment, and planning processes; employee morale, and student diversity and quality of life. Improvement in these areas will have effects that will affect educational quality and institutional effectiveness. These objectives were reinstated in the Follow-Up Report (AY 2015-2016), in which each department aligns its mission

to HTIC's mission, which is to be an international gateway for students interested in education bridging diverse international perspectives, putting a special emphasis on the Asia-Pacific region.

Further, the LA program's Program Learning Outcomes (PLOs) mirror the HTIC's Institutional Learning Outcomes (ILOs) in four major areas. These areas are broadly referred to as, "Effective Communication Skills; Global Citizenship; Intellectual and Practical Skills; and Core Body of Knowledge." In the last Comprehensive Program Review, the LA program identified the following successes in the improvement of the quality of the LA program: the establishment of Program and Course Learning Outcomes that align with the ILOs; the development of online assessment form submission; the establishment of a comprehensive curriculum map and the improvement of the IS 200 Capstone Course. More specifically, the establishment of PLOs and CLOs that are aligned with ILOs have led to a better understanding of student achievement and have given faculty more instrumental data for analyzing student success.

List of Evidence

Comprehensive Program Review Follow-Up Report
Fact Book 2012-2017
HTIC Accreditation and Statistics
Program Review

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The CP Program disaggregates and analyzes data on gender, age, citizenship, and ethnicity. The CP Student Gender chart shows an average of 56.1 percent male students and 43.9 percent female students over the 2012 to 2017 period [Fact Book - CP Student Gender] . This shows that the CP Program has 12.2 percent more male students than female students on average. The CP Student Age chart also displays that the vast majority of students entering the CP Program are 17 or 18 years old and are 19 or 20 years old when they complete the CP Program [Fact Book - CP Student Age]. This is because the majority of students entering the CP Program have just graduated from the Japanese high school system. The CP Citizenship chart shows over the 2012 to 2017 period an average of 96.4 percent of CP students holding Japanese citizenship, 2 percent holding Korean citizenship, and 0.9 percent holding USA citizenship [Fact Book - CP Citizenship]. Being under the umbrella of the Tokai Educational System, most of the CP students come from the Tokai

high school system. CP has noticed an increase in its Korean population over the past few years. This increase is mainly due to two Korean exchange programs that began in 2015 after HTIC moved to Kapolei and formed a relationship with UHWO. The CP Ethnicity chart shows that the student body is 100 percent Asian [Fact Book - CP Ethnicity] . On very rare occasions, CP has one or two mixed race students.

The CP Program also disaggregated data with respect to program level. The CP Program has five levels (Introductory, Elementary, Lower Intermediate, Upper Intermediate, and Advanced). CP collects program learning outcome achievement data for each level at the end of every term. This data is analyzed annually through Program Review [Program Review]. CP also collects TOEFL achievement data for all levels at the end of every term. CP has analyzed the TOEFL data for the spring 2016 freshman cohort [CP Fact Book]. In this case, CP distinguished between students who repeated one or more levels and students who didn't repeat any levels. CP discovered that on average, level one students that repeat the level have lower entry TOEFL scores and consistently lower TOEFL scores throughout the program. As a result of this data, CP created a new TOE 1 class for level 1 students that specifically focuses on building students' TOEFL and test taking skills. After the first term offering this course, all but one of the students were able to meet the TOEFL benchmark.

The institution disaggregates demographic data in gender, nationality, and age by terms. The charts compiling gender by term highlight an even distribution of female/male students at HTIC, with a slight increase in male students [Student Gender, p.2]. The ethnicity of HTIC's students is predominantly Asian, with over 250 students from Asian countries and a small percentage of Pacific Islanders and American students [Student Ethnicity, p. 6]. Student ages range between 16 to 20 years old, as the institution offers English programs for high school students as well [Student Age, p.3]. Graduation rates are disaggregated by cohorts revealing a slight decrease in graduation rates, from 81.8 percent in winter 2013 to 75 percent in spring 2016, [Degree Completion, p. 15]. Course success rates have steadily been within a 95 percentile, since winter 2013, highlighting the effectiveness of small class sizes and courses aligning to the program learning outcomes designed for student achievements [Course Success Rates, p. 12].
The Institutional Research (IR) specialist disaggregates and analyzes learning outcomes and achievement for subpopulations of students, after receiving specific requests from each program. For instance, the IR proceeded to compare Liberal Arts (LA) students attending 100-Level Courses in comparison with the same cohort attending 200-Level courses, applying a type of longitudinal study in order to determine student proficiency and achievement of the Institutional Learning Outcomes (ILOs). For this study, the IR retrieved 252 students, listed as ID numbers,

and analyzed all the 100 level courses in relation to 200 level courses attended by 87 students. This study sampled seven 200-level courses and 24 100-level courses.

From the data analysis it was evident that in spring 2017, the level of Effective Communication

Skills noticeably increases from 75 percent to 100 percent between 100 and 200 level courses, in terms of interpreting and engaging in verbal and nonverbal communication (i.e. E-6 "Interpreting and engaging in verbal and nonverbal communication", LA 100 Level, E-14 "Recognizing cultural differences and cues in verbal and nonverbal communication", LA 200 Level) [Fact Book 2012-2017, pp. 22-28]. Similarly, the Intellectual and Practical Skills improve from 58 percent to 66 percent in 200-level courses (i.e. I-3 "Identify an issue or a problem, and then find and implement the appropriate means to solve it", LA 100 Level, I-3 "Identify an issue or a problem, and then find and implement the appropriate means to solve it", LA 200 Level) [Fact Book 2012-2017, pp. 23-28]. Lastly, for the Global Citizenship skill, student achievement increased from 89 percent to 100 percent from 100 to 200 level courses (i.e. G-1 "The student recognizes his/her own culture as one of many diverse cultures, LA 100 Level, G-19 "The student recognizes environmental-cultural interaction", LA 200 Level) [Fact Book 2012-2017, pp. 24-28].

The College also disaggregates both student learning outcomes and student achievement data by subpopulations of students. One of the most robust examples of this is the College's effort to disaggregate student learning outcomes related to Program Learning Outcomes (PLOs) connected to the Institutional Learning Outcomes (ILOs), by race/ethnicity, gender, and age range [PLO-ILO Alignment].

The College currently assesses its PLOs in two stages: Assessment at entry to the College and as part of the graduation exit process of the College. In addition, CP students are evaluated every term in their English competency with mandatory TOEFL-ITP assessments [SU17 TOEFL Tracker].

For the Academic Year of fall 2014 to summer 2015, there were 126 courses offered, including 1-credit enrichment courses. Data on SLO assessment was collected for 93 courses, 15 of which reported an average of below 3 (unsuccessful) in one or more PLO/ILO. This means that over 80 percent of the courses for which data was collected averaged a three or above for all ILO/PLOs, which indicates success [HTIC Accreditation and Statistics].

The disaggregation of data supports the College in the development of a picture of students' acquisition of the College's Core Competencies. At present, the cohorts are not always longitudinal. In other words, the students captured in the entry point are not the same students reflected in the exit point. In approximately four years, the College will have longitudinal, cohort data and to track the same students from point of entry to exit.

As evidenced in the data sheets and survey results, the College regularly engages in a systematic evaluation of student performance on access, course completion, basic skills improvement, degree and certificate attainment, and transfer. Subpopulations specifically examined include those of: race/ethnicity, gender, age, achievements of ILOs, etc. Additionally, findings are

presented to committees and other decision-making bodies (e.g., Planning Committee; Executive Committee) and actionable strategies are developed, as an opportunity for specific activities to be identified and supported by College resources.

Achievement and learning outcomes are identified through evidence-based institutional surveys, data collection and research design, such as disaggregation of data coming from faculty surveys on PLOs and ILOs reached for each course [Tracking Learning Outcomes].

The majority of research studies are generated by the Office of Institutional Research, where findings are disaggregated by student demographic, achievement and learning characteristics. Data on course success and retention rate, along with degree and certificate completion are readily accessible to the public through the HTIC's website (www.htic.edu). Once the Institutional Research staff provides disaggregated data, all the departments are required to address the results of this research for Program Review purposes.

Discussion of achievement gap differences and strategies to reduce disproportionate impact occur among major decision-making groups, including but not limited to: Planning Committee, CP Meetings, LA meetings, Evaluation and Assessment Committee. Based upon supportive research, strategies are incorporated into College functions, such as in the Educational Development Plan 2017-2022 [LA Meeting, Feb. 2016] [Planning Committee Agenda, Dec. 2016] [Evaluation and Assessment Meeting, Apr.2017]. Specifically, LA faculty meetings have been examining data for courses, diversity, terms to graduation, transfer rates, etc. to better inform the instructional curricula, course offerings, and institutional set standards. The analysis of data revealed that in the AY 2014-2015 the following courses were offered:

Arts and Humanities:	26 classes
Interdisciplinary and other studies	32 classes
Language Arts and Literature	35 classes
Mathematics and Science	11 classes
Social Science	21 classes

Based on the evidence provided the LA program determined the need to add more STEM courses (i.e. science and math classes) [LA Meeting Dec. 2016]. Additional data analysis highlighted a majority of Japanese students (88 percent) in the AY 2015-2016, prompting the need to diversify the student body with an enrollment plan.

Analysis and Evaluation

The College meets Standard I.B.6
Procedures and implementation of data collection and institution-wide response to data

evaluation are in place and ongoing. In addition, HTIC recognizes the need to elaborate institution-set standards to read data and benchmarks. Nonetheless, the evidence provided above demonstrated the College's regular and persistent practice to efficiently collect, store, and analyze data to support student success and quality of its institutional programs. Program Learning Outcomes and Institutional Learning Outcomes are assessed through cross-referencing of data. Additional efforts are needed in regards to a more efficient disaggregation of data as the current available software supportive of data analysis (i.e. Taskstream, CampusLab) are not an affordable option for a small institution. The College needs to identify other disaggregation of student learning outcomes data which would be useful and meaningful in College dialog. Both the Evaluation and Assessment Committee and Planning Committee have ownership in these discussions.

Actionable Improvement Plan

The institution embarked on a consistent practice in the evaluation of data collection to inform program success and student achievement. Personnel have received training from curriculum and assessment specialists, who emphasized the importance of active data reading for program review and decision making. Following the IR's recommendations, the institution plans on elaborating institution-set standards to read data and benchmarks, a matter that will be addressed in the next Focused Review report.

List of Evidence

Course Success Rates, p. 12
CP Fact Book
Degree Completion, p. 15
Evaluation and Assessment Meeting, Apr.2017
Fact Book 2012-2017, pp. 22-28
Fact Book - CP Citizenship
Fact Book - CP Ethnicity
Fact Book - CP Student Age
Fact Book - CP Student Gender
HTIC Accreditation and Statistics
LA Meeting, Feb. 2016
LA Meeting Dec. 2016
Tracking Learning Outcomes
Planning Committee Agenda, Dec. 2016
PLO-ILO Alignment
Program Review
Student Age, p.3
Student Ethnicity, p. 6
Student Gender, p.2

SU17 TOEFL Tracker
Tracking Learning Outcomes

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College undergoes continuous planning that is guided by its Educational Development Plan (EDP). Each year the College assesses progress in meeting the goals of the EDP through its program review. To date, recommended changes have not required resource reallocation. For example, to strengthen knowledge of the mission statement, the recommendation was made to place framed posters of the mission statement in all classrooms. Other recommendations reflecting the striving for academic quality include the facilitation of "English only" opportunities for non-native English speaking students, developing mission statements for the support services sections of the College, and other simple but meaningful changes that have helped the College to achieve the goals of its EDP. Support for the planning process takes place with the annual program review and the EDP review process. The latest EDP included a discussion on whether relevant data was available to support faculty and staff in their efforts, and it collected all the recommendations from staff and faculty meetings [Planning Committee Meeting, June 2017] [Planning Committee Meeting, July 2017].

That assessment has traditionally been conducted by the Vice Chancellor, ALO, and members of the Planning Committee, who look at the report for gaps and weaknesses. Some of the short-term goals included in the EDP are the development of measurable, mission-based learning outcomes that ensure student success in developing essential knowledge, skills and values by completing of appropriate data so the College can continually use data to make improvements to its programs and services [Six-Year EDP]. In addition, the College continues to promote professional development at all levels to improve support of student learning and success, including a planned personnel development plan for faculty/staff and for the Board of Trustees [Faculty/Staff Workshops 1] [Faculty/Staff Workshops 2] [PDC Workshop Review] [LA Meeting, winter 2017].

Continuous commitment to student diversity is another main target of the EDP, with the establishment of a sound student recruitment plan to fulfill HTIC's ultimate goal to provide an international environment that promotes global citizenship and international understanding [HTIC Marketing Plan 2017-2023].

The assessment of EDP process also informs the compilation of additional data to be used by the

various departments in conducting their program reviews and helps to determine if additional workshops will be needed to prepare for the next program review cycle. For instance, Planning Committee members discussed and agreed to the following projected goal percentage for each category for the next 6 years (2017-2022):

i. Projected Student Transfer Rate to a Four-Year College/University: 81 percent, 82 percent, 83 percent, 84 percent, 85 percent
ii. Projected Graduation Rate of the Liberal Arts Program: 86 percent, 87 percent, 88 percent, 89 percent, 90 percent
iii. Projection of Students' Average TOEFL Score in their last term of CP (Spring term enrollments: Cohort): 460, 470, 480, 490, 500
iv. Projection of Students' Average Increase in TOEFL Score (spring term enrollments: Cohort): 82, 84, 86, 88, 90
v. Projected Completion Rate of the CP Program (spring term enrollment cohort): 70 percent, 75 percent, 80 percent, 85 percent, 90 percent
vi. Projected Percentage of Students Achieving the Competent (or better) Level for all SLOs: 92 percent, 94 percent, 96 percent, 98 percent, 100 percent
vii. Projected Percentage of Non-Japanese Students in LA and CP: 15 percent, 20 percent, 25 percent, 30 percent, 35 percent for LA programs and 6 percent, 7 percent, 8 percent, 9 percent, 10 percent for CP programs.

The data showed a gradual, but steady plan to increase the number of students successfully completing TOEFL tests, graduation from the CP and LA program, and the mastery of Student Learning Outcomes, tied to the Institutional Learning Outcomes [Planning Committee Minutes, May 2017].

Analysis and Evaluation

The College meets Standard I.B.7
Since 2007 the College community has worked intently and increasingly effectively in conducting program review and implementing its educational offer through a steady, collaborative revision of its EDP. Discussions on assessing the effectiveness of programs and services are all data-driven and are geared toward student successful achievement of outcomes and learning. With each subsequent program review, the College has assessed whether it is meeting the goals of its planning as outlined in its EDP and has improved the efficiency and effectiveness with which it conducts its program review. The revision and implementation of instructional programs include the new launch of Tourism and Hospitality classes as a three-credit courses, starting in fall 2017, and leading to the achievement of a Certificate. This initiative is reflective of HTIC's attention to a changed demographics, throughout data analysis and student needs gathered through student surveys.

The fundamental intent, however, remains the same because the purpose for the review is to

assess institutional effectiveness in supporting student learning and to evaluate the yearly progress made in meeting the goals of the EDP. Although the faculty and staff have improved significantly in their conduct of program review and the use of data for informed analysis, the College is currently providing additional personnel development opportunities to interested faculty and staff to continue to develop their skills. This will contribute to improvements in the conduct of the College's assessment of its institutional effectiveness and in how the institution supports student learning**.**

List of Evidence

Faculty/Staff Workshops 1
Faculty/Staff Workshops 2
HTIC Marketing Plan 2017
LA Meeting, winter 2017
PDC Workshop Review
Planning Committee Meeting, July 2017
Planning Committee Meeting, June 2017
Planning Committee Minutes, May 2017
Six-Year EDP

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

HTIC has actively pursued clear and consistent communication with faculty and staff members in regards to the evaluation and assessment of rubrics, student learning outcomes, and institutional learning outcomes. For instance, the IS 200 Capstone Course had developed a rubric assessing student oral communication tied to some of the institutional outcomes which include Effective Oral Communication [IS 200 Capstone Rubric Oral Presentation]. The rubric is the product of the collaborative efforts of faculty in the LA department who developed measurable objectives consistent with the institutional mission and ILOs. Following a similar approach based on direct communication, the Planning Committee reviewed the latest Educational Development Plan 2017-2022 and requested feedback from faculty [Faculty-Staff Meeting summer 2017].The Governance Committee also developed a survey to gather feedback from the entire organization about leadership and human resources. The results were tallied and delivered to the entire organization, including student government, with the intent of improving institutional needs [Governance Survey 2017]. The results of the survey were used as a chance to implement governance workshops, in which the entire organization was informed of the survey results and invited to propose initiatives for leadership and institutional improvement [Governance

Workshop March 2017]. The Office of Student Services takes charge in sharing the results from the Graduation exit survey to assess whether HTIC continues to maintain its standard of institutional effectiveness and support of student learning.

Analysis and Evaluation

The College meets Standard I.B.8
HTIC is committed to clear and transparent communication with students and employees, upholding its mission of active participation from faculty committees and student government. All the members of the organization are strongly encouraged to participate in meetings where important decisions are communicated. HTIC's annual report represents another area including evaluation of trends, such as enrollment, graduation rates, and assessment of ILO's, essential for decision-making.

List of Evidence

Faculty-Staff Meeting summer 2017
Governance Survey 2017
Governance Workshop March 2017
IS 200 Capstone Rubric Oral Presentation

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER. 19)

ER.19 Institutional Planning and Evaluation
The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of

institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3).

Evidence of Meeting the Standard

Continuous evaluation is paramount at HTIC. The institution undergoes progressive assessments in each department, from academics to fiscal and human resources. The self evaluation is evident in the latest program review, highlighting activities consistent with the College mission, student learning and retention that have met the Institution-Set Standards in the 2012-2016 EDP [Program Review]. The Comprehensive Program Review also highlighted areas for quality improvement in the Evaluation, Assessment, Planning Processes, and Student Diversity. To this extent, the standing committees have outlined detailed self-evaluation guides assessing the understanding of task forces' responsibilities and contribution to the governance of HTIC, in terms of decision-making, purposes and goals for which they are intended [Personnel Development Committee, Self-Evaluation] [Curriculum Committee Self-Evaluation] [Evaluation and Assessment Committee Self-Evaluation] [Planning Committee Self-Evaluation]. The institution considered a long-term planning cycle to start focused reviews at a program level starting in the Academic Year 2018 to reevaluate the initial standards, goals, and plans set for the College, before the next Comprehensive Program Review [Draft of Long Term Planning Cycle].

Analysis and Evaluation

The College meets Standard I.B.9
The process of self-improvement at HTIC takes place with the latest Program Review and the revised six-year EDP, establishing goals of academic and institutional effectiveness consistent with the College's mission. The analysis of data from each program leads to discussion and action toward academic improvement and informs decision-making process.

List of Evidence

Curriculum Committee Self-Evaluation
Draft of Long Term Planning Cycle
Evaluation and Assessment Committee Self-Evaluation
Personnel Development Committee, Self-Evaluation
Planning Committee Self-Evaluation
Program Review

Standard I.C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

ER. 20 Integrity in Communication with the Public The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Representation of accredited status with ACCJC and with programmatic accreditors, if any
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination Acceptance and Transfer of Credits
- Transcripts

- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Evidence of Meeting the Standard

General information regarding admissions and contact information is available to the public through HTIC's website and online catalog [Hawai'i Tokai International College] [HTIC Catalog, p.2]. HTIC also utilizes Populi for student/teacher's course related information, including course updates, assignment submission and communication between faculty and students [Populi Screenshot]. HTIC uses Gmail (Google mail) for the sharing of information between staff, faculty, adjuncts, and students, as this platform is generally a much more unrestricted, informative format [Google Usage Report]. The institution's website also contains accreditation status and information, as well as transfer information to other institutions [Accreditation Information] [Transfer to U.S. Colleges] [Transfer to Japanese Colleges]. The College Mission is evident and explicit to students throughout the College's website, student catalog, and in the College main building.

Educational Mission: Hawai'i Tokai International College is an international gateway for students interested in education bridging diverse international perspectives, especially in the Asia-Pacific region. HTIC graduates earn Associate in Arts degrees and emerge as lifelong learners who contribute positively to the world [HTIC Catalog, p.3].

Representation of accredited status with ACCJC and with programmatic accreditors, if any

HTIC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. At the discretion of the receiving school, students may transfer credits to and from other accredited American Colleges and universities. Additional information about accreditation, including the filing of complaints against member institutions, can be found at www.accjc.org [HTIC Catalog, p.6].

State Authorization

HTIC is authorized to operate in the State of Hawai'i under the Hawai'i Post-Secondary Education Authorization Program, by the Hawai'i State Department of Commerce and Consumer Affairs, 335 Merchant 6 Street, Room 310, Honolulu, HI 96813, (808) 586-7327. Additional information about authorization, including the filing of complaints against institutions, can be found at cca.hawaii.gov/hpeap [HTIC Catalog, pp.5-6].

Course, Program, and Degree Offerings

Courses, Program and Degrees are all clearly stated and explained in the updated HTIC Catalog,

which is available online to current students and alumni as well as prospective students [HTIC Catalog, pp.15-22, 35-44].

Student Learning Outcomes for Programs and Degrees

All students have access to and are referred to the HTIC Catalog which contains detailed information regarding Institutional Learning Outcomes and the College's academic programs: Liberal Arts (LA), College Preparatory (CP), certificate programs, and International Programs (IP). The catalog also contains details on the courses, credit requirements, and grading scale necessary to complete a degree path [HTIC Catalog, pp.4-5,17-22]. Student Learning Outcomes are clearly listed in each syllabus provided to students on the first day of class and posted in Populi before the start of a course [IS 200 Syllabus].

Academic Calendar and Program Length: Classes at HTIC are offered on a quarterly term schedule. There are three full terms, each approximately ten weeks long, offered during the academic year – Fall (September/October-December), Winter (January-March), Spring (April-June). For LA students, the summer term (July-September) term is composed of two sessions of intensive study that allow for special educational programs. The regular academic year begins with the fall term and ends with the spring term. Students may, however, continue through the summer term and take classes year round. Students may enter HTIC in any of the four terms [HTIC Catalog, pp.23,48-50].

Hawai'i Tokai International College (HTIC) awards credit hours for its Associate in Arts degree courses in alignment with the federal definition of credit hours, which is linked, in turn, to the definition of Carnegie units and spelled out under Title 34: Code of Federal Regulations (CFR); 600.2 [CFR Title 34.600.2]. According to the definition, one term credit requires at least one hour of classroom work per week for 15 weeks. In addition, in order to achieve the targeted learning outcomes, students are expected to accomplish two hours of work outside of class for each hour of in-class work. Ninety hours of work outside of class are thus required per term for each three credit hours. HTIC is unique that it follows the term paradigm outlined above for the amount of class time provided to students for achieving learning outcomes, but its credits are offered as part of a quarter, rather than a term, system. HTIC's three-credit A.A. degree courses, while providing the requisite 45 hours of in-class time, are conducted in a 10-week quarters. The offering of term hours as a part of a quarter system enables students to work more intensely within a calendar year in order to graduate sooner. This means many students are able to graduate within five to six quarters. The HTIC system also makes transfer easier for graduates moving to baccalaureate awarding Colleges. It is the responsibility of the Dean of Instruction, Curriculum

Committee, and liberal arts faculty to ensure, through utilization of the curriculum map, that the appropriate PLOs are targeted within each liberal arts course.

Academic Freedom Statement

The College statement regarding academic freedom is as follows: **"**All members of the HTIC community are committed to providing students with education and training in a supportive, multicultural learning community, and encouraging students to engage in activities that will promote world peace and international understanding. It is therefore the policy of HTIC that members of its community may not violate the rights of one another or disrupt the basic activities of the institution. It must be recognized that members of the HTIC community share the same privileges and responsibilities with respect to the law as do members of the larger society. Should a situation arise where one's rights and freedoms become unclear or contradictory, please notify the Student Affairs Task Force, the Student and Faculty Support Officer, or the Vice Chancellor.

Student input is absolutely essential when revisions or changes to the Code of Student Conduct become necessary. Students are entitled to precise, easy-to-understand information and explanations. Communication with other members of the learning community is therefore imperative in clarifying the regulations and policies of HTIC that might be unclear, contradictory or simply difficult to comprehend. Please do not hesitate to ask because this is also your right. However, certain rights and freedom may be unique to HTIC as a reflection of this institution's legacy and mission. All members of the learning community must therefore accept and respect not only these rights and freedoms, but also the regulations and policies of HTIC." [Student Handbook].

A statement of academic freedom is also provided to faculty members; this statement was signed at the first global colloquium of university presidents, held at Columbia University in 2005 [Academic Freedom Statement]. A statement on academic freedom is listed in the faculty handbook as well [Faculty Handbook, p.13].

Available Student Financial Aid

Merit-based scholarships are available to full-time classified Liberal Arts students. Applicants who are U.S. citizens or legal residents and who are native or fluent speakers of English with a cumulative high school or transfer GPA of 3.5 are eligible for a 50 percent Global Citizen Scholarship their first term of study. After completing one term in the Liberal Arts Program and ENG 22/ENG 100, students must maintain a minimum 3.5 term GPA and a cumulative 3.25 GPA, be compliant with the Code of Student Conduct, and participate in a minimum of 10 hours of service learning per term for continued eligibility for this scholarship. Up to eight Global Citizen Scholarships offering tuition reductions between 25 percent and 75 percent are awarded each term to students who best meet eligibility criteria. To qualify for consideration for a one-time 75 percent scholarship, students must have a 3.75 GPA for the prior term and a cumulative GPA of 3.5.

International students are eligible to apply for the Gateway Scholarship after completing one term in the Liberal Arts Program and ENG 22/ENG 100. Up to eight Gateway Scholarships offering tuition reductions between 25 percent and 75 percent are awarded each term to students

who best meet eligibility criteria. To qualify for consideration for a one-time 75 percent scholarship, students must have a 3.75 GPA for the prior term and a cumulative GPA of 3.5. To qualify for consideration for a 25 percent or 50 percent scholarship, students must have a 3.5 GPA for the prior term and a cumulative GPA of 3.25. In addition to academic excellence, recipients of Gateway Scholarships must submit a personal essay, have performed a minimum of 10 hours of service learning per term, and have contributed to the learning community as evidenced by participation in student government, student clubs, or College standing committees and task forces. Students' TOEFL scores and teacher evaluations will also be considered. In addition, all full-time college preparatory international students who are non-native speakers of English and who achieve a TOEFL score of 500 or more will receive a $500 TOEFL 500 Club Scholarship for the following term (or a $500 tuition refund if the TOEFL score is achieved during the last term of study at HTIC). Any student who violates the Student Conduct Code resulting in disciplinary action is ineligible for the scholarship program for at least the immediate successive term. The student's future eligibility is contingent upon approval by the College's Executive Committee [HTIC Catalog, p.14].

The HTIC Scholarship Committee has approved changes to the College's scholarship programs effective fall 2018. Instead of maintaining the Global Citizen Scholarship for U.S. students and the Gateway Scholarship for international students, any qualified student enrolled at HTIC will be now considered for the Global Citizen Scholarship. Eligibility requirements are unchanged, with the exception that eligible students must maintain a minimum cumulative GPA of 3.5. Also effective fall 2018, the Gateway Scholarship will become HTIC's first-term scholarship for U.S. citizens, with a minimum high school or College (in the case of transfer) cumulative GPA of 3.5. Finally, the one-time 75 percent tuition scholarship is being phased out, as from fall 2018 all Gateway and Global Citizen scholarship awards will be up to 50 percent of tuition [HTIC Scholarships].

Available Learning Resources

HTIC has a Learning Center/Library which is the heart of the campus where students spend many hours studying, working on computers, reading newspapers, checking out materials, conducting research, getting tutorial assistance, or meeting in small study groups. A comfortable setting for all educational needs, the Learning Center offers print materials (books, periodicals, pamphlets, and newspapers), and non-print materials (e-books, films, video tapes, and audio tapes) for use by students, faculty, and staff. Students have access to PC computers in the Library during non-class hours. HTIC student login is required by using the Student ID and HTIC email password. Students may also use a personal laptop but must pay a fee each term for personal network and internet access. Anyone using the HTIC network and/or computers automatically agrees to abide by the terms of the "Acceptable Use Policy" of HTIC. According to this policy, students are required to sign a document during orientation about the Network Acceptable Use Policy (NAUP) [Employee Handbook, pp.42-45]. HTIC also provides tutoring services. Tutors offer academic assistance at no cost Monday through Thursday from 4:30 p.m. to 9:00 p.m. and Sunday from 4:00 p.m. to 9:00 p.m. in the library [Student Handbook, p.7].

Names and Degrees of Administrators and Faculty

Credentials of faculty and administrators, including areas of research and expertise, are listed on the College's website and available to the public for review [HTIC Faculty & Student Support Services].

Names of Governing Board Members Board of Trustees

The institution is governed by the following Board of Trustees representatives, whose names are listed in the College Catalog:

Kiyoshi Yamada Chairperson Chancellor, Tokai University Executive Trustee, Tokai University Educational System

Joji Seta Vice Chairperson Vice President, Central Pacific Bank

Bonny Amemiya Chief Financial Officer of privately owned business

Haruhisa Uchida Professor of Human Development, School of Humanities and Culture, Tokai University; Director, General

Kyoko Kameoka Professor of Business Strategy and Product Development Theory, Tokai University

[HTIC Catalog, p.45].

Requirements

Admission Requirements for U.S. Citizens and Legal Permanent Residents

For admission or consideration for readmission, students must submit the following by the deadline date:

- Completed Application for Admission form and $50 application fee.
- Official Transcripts: Submit high school transcripts and transcripts from all schools attended after graduating. Transcript(s) must be sent by the issuing school(s) directly to the Director of Admissions. A 2.5 GPA is required for both freshman and transfer admission.
- Admissions Essay: Guidelines are provided in the application materials.
- Student Health Clearance Form
- Letter of recommendation (optional)
- Completed Housing Application form and $20 application fee (if applying for on-campus housing)

An applicant may be contacted for a personal or telephone interview upon receipt of the

application documents [HTIC Catalog, p.7].

The application packet includes an Application Form, Admission Essay Page, Student Health Clearance Form and HTIC On-Campus Housing Application Form along with the Application Checklist [HTIC Application for Admission for US Citizen or Permanent Resident]. The application packet is available at the HTIC website under the Admissions tab [U.S. Students]. The webpage explains what needs to be submitted after admission but before registration: Proof of Health Insurance, Tuberculosis Clearance Certificate and Record of Immunization. Contact information (Admissions email, telephone and fax) is provided on the same page.

Admission Requirements for International Students

For admission or consideration for readmission, students must submit the following by the deadline date:

- Completed Application for Admission form and US$100 application fee.
- Financial Support Statement - Attach a current (within six months) bank statement from student's sponsor showing a balance of at least $23,685.
- TOEFL score, IELTS score, or STEP EIKEN certificate: For non-native speakers of English, a minimum TOEFL score (61 iBT/500 PBT), IELTS score (6.0) or STEP EIKEN score (pre-1) is normally required to be considered for admission. For admission into the College Preparatory Program, submission of a TOEFL score, IELTS score, or a STEP EIKEN certificate is recommended but not required. (HTIC's TOEFL College code is 9831.) For *guaranteed* placement in the highest College Preparatory level (CP5), a minimum TOEFL score (48 iBT/460 PBT), IELTS score (5.5), STEP EIKEN score (2A) or TOEIC score (530) is required.
- Official Transcripts: Submit high school transcripts and transcripts from all schools attended after graduating, including language schools. Transcript(s) from U.S. schools must be sent directly from the issuing school(s) to HTIC. Applicants may submit official English transcript(s) from overseas schools together with other required documents. A certificate demonstrating completion of high school level education must be submitted if transcripts are unavailable. A 2.5 GPA is required for both freshman and transfer admission into the Liberal Arts Program.
- Admissions Essay: Guidelines are provided in the application materials.
- Student Health Clearance Form
- Copy of Photo Page of Passport
- Certificate of High School Graduation
- Letter of Recommendation, in English (optional)

- Completed Housing Application form and $20 application fee (if applying for on-campus housing)

An applicant may be contacted for a personal or telephone interview upon receipt of the

application documents [HTIC Catalog, pp.7-8].

The application packet includes an Application Form, Supplemental Application (Financial Support Statement, Admissions Essay Page, Student Health Clearance Form and HTIC On-Campus Housing Application Form along with the Application Checklist [HTIC Application for Admission for International Student]. The application packet is available at the HTIC website under the Admissions tab [International Students]. The webpage explains what needs to be submitted after admission but before registration: Proof of Health Insurance, Tuberculosis Clearance Certificate and Record of Immunization. Contact information (Admissions email, telephone and fax) is provided on the same page.

Student Fees and Other Financial Obligations

Tuition and Fees
Tuition for students enrolled for the 2017-2018 academic year beginning in September 2017 for a full-time program of study and for students taking a part-time course load is shown below.

College Preparatory Program

The cost for tuition in the CP program is $4,050 per term for full-time students (18 contact hours per week required to be a full-time student). The cost for the Liberal Arts Degree Program, is $4,050 per term for full-time students (9 credit hours are required to be a full-time student) and $475 per credit hour for part-time students (plus fees.) Liberal Arts and College Preparatory Program students are assessed $245 in mandatory student and internet usage fees each term. In addition, Liberal Arts students in their final term of study will be assessed a $100 graduation fee during the registration process [HTIC Catalog, p.11].

Housing and Meal Plans

Double and quadruple occupancy rooms are available in HTIC's on-campus dormitory. Room rates per term for the 2017-2018 academic year beginning in September 2017 are as follows:

Dormitory Room Rates

A non-refundable processing fee of $20.00 is required with all housing applications. Other housing costs include a $100.00 security deposit, refundable upon successfully passing a room inspection at checkout, and an optional $75.00 non-refundable charge for a set of linens, including a pillow, blanket, mattress pad and towels. The cost of a double occupancy room is $2,200 per term and the cost of a quadruple occupancy room is $1,900 per term. During the summer, Liberal Arts students have the option of living in the dormitory for only the Summer I or Summer II session. The costs for this option are $1,200 for a double occupancy room and $1,050 for a quadruple occupancy room. HTIC provides coin operated laundry machines (10 washers and 10 dryers); a coin changing machine is located in the laundry room. Students have

access to the laundry room 24/7 and are responsible for doing their own laundry. Vacuum cleaners are provided by HTIC and stored in the laundry room for dormitory students' use.

Meal Plans

Meal plans are available for purchase by all students and are mandatory for all students living in the dormitory. The cost per term is shown below (additional meals may be purchased for a minimum of $9 per meal):

- $800 per term (minimum $80 per week);
- $900 per term (minimum $80 per week) ;
- $1,000 per term (minimum $80 per week) [HTIC Catalog, p.11] [Housing Application Form]. Students must spend a minimum of $80 per week or the remaining balance expires. A minimum of $9 is required to be spent for each meal purchased using the student meal card.

Degree, Certificates, Graduation and Transfer

Associate in Arts Degree Requirements

All students wishing to earn an Associate in Arts degree must: Complete a minimum of 60 credits in courses numbered 100 and above, including 12 courses (total of 36 credits) designated as meeting writing intensive, oral intensive, and cooperative learning outcomes, and all other required courses specified in each of the degree plans; Achieve a C- grade or better in ENG 100; Maintain a minimum cumulative grade point average of 2.0; Complete at least the last 18 credits of coursework at HTIC (other credits can be transferred from other accredited Colleges); Take at least three terms of a single second language (for students who are native English speakers); requirement may be met via placement test [HTIC Catalog, p.18].

Associate in Arts Degree

Students who successfully complete the above degree requirements with a cumulative grade point average of 2.0 or better, and who are free from all fiscal obligations to HTIC, will receive the Associate in Arts degree.

Peace Studies Certificate Program

The Liberal Arts Program offers a Peace Studies Certificate Program for students interested in pursuing international relations with an emphasis on peace [Peace Studies Certificate Program] [HTIC Catalog, p.21].

Discover East Asia: Language and Culture Immersion Program

In keeping with its mission as a gateway bridging diverse international perspectives, HTIC offers the Discover East Asia: Language and Culture Immersion Program, which provides students the opportunity to pursue the study of Chinese, Japanese, or Korean language and culture as they

complete their A.A. degrees. A special highlight of the program is the opportunity to study abroad – in China at Shenzhen University, in Japan at Tokai University, or in South Korea at Hanyang University – in intensive language classes [Discover East Asia Brochure] [HTIC Catalog, p.21]. A Discover East Asia (DEA) student earns 3 credits under the Japanese/Korean's study abroad program, that becomes a part of A.A. requirements. In other words, students do not earn any additional credits beyond their A.A., only a separate certification of DEA Completion and a description on the transcript.

Hospitality and Tourism Certificate Program

A certificate endorsement in Hospitality and Tourism combined with an Associate in Arts degree in Liberal Arts from Hawai'i Tokai International College provides a comprehensive, competitive edge in the ever-changing job market with hands-on experience in the hospitality industry [Hospitality and Tourism Brochure Certificate Program] [HTIC Catalog, p.22].

Certificates of Completion

Students who successfully complete the Peace Studies, Discover East Asia, or Hospitality and Tourism programs will receive Certificates of Completion with their Associate in Arts diplomas [HTIC Catalog, pp.21-22].

Major Policies Affecting Students

Credits for Coursework

Semester credits are awarded for successful completion of Liberal Arts classes. These credits are applicable to A.A. degree requirements. Credit courses that are offered below the 100-level are considered foundation-building classes and do not apply towards graduation requirements (e.g., ENG 22). Generally, most lecture-or seminar-type courses are 3-credit courses, with classes meeting for a minimum of 45-48 hours each term. Students are expected to spend additional time outside of class on reading assignments, projects, and papers. Enrichment, lab, or studio classes generally meet for 30-45 hours per term for each credit awarded. Three of these one-credit courses may not be substituted for a required three-credit course (e.g., three 1-credit art classes cannot substitute for ART 101) [HTIC Catalog, p.23].

Recommended Course Load

While the recommended course load for full-time Liberal Arts Program students is 10 credits, the minimum number of credits required per term is 9 credits. Liberal Arts students in good

academic standing with a grade point average of 3.0 or higher may request to take up to 13 credits per term. Only students receiving BOTH a cumulative GPA of 3.75 or higher AND the approval of the Dean of Instruction will be able to take 14 or more credits. (Exceptions to course load restrictions can be made during the student's final term with the Dean's permission) [HTIC Catalog, pp.23-24].

Academic Regulations, including Academic Honesty

Grades/Grade Points

Letter grades are given to signify the level of achievement attained in meeting the objectives of the course. Specific criteria used for each course are detailed in the course outlines and syllabi. The following letter grades/grade points are used:

A	Excellent achievement (4 grade points or 93-100 percent)
A-	(3.7 grade points or 90-92 percent)
B+	(3.3 grade points or 87-89 percent)
B	Above-average achievement (3 grade points or 83-86 percent)
B-	(2.7 grade points or 80-82 percent)
C+	(2.3 grade points or 77-79 percent)
C	Average achievement (2 grade points or 73-76 percent)
C-	(1.7 grade points 70-72 percent)
D+	(1.3 grade points 67-69 percent)
D	Minimal passing achievement (1 grade point or 63-66 percent)
D-	(.7 grade points or 60-62 percent)
F	Less-than-minimal passing achievement (0 grade point or 59 percent and under).

CR/NC (Credit/No Credit)**:** A student who is not on academic probation may choose to take courses on a credit/no-credit basis, provided that the course is not one of the required general education courses. The grading option must be requested within one week of the start of the term. A student choosing this option will be awarded a grade of "CR" or "NC." Credit is awarded for a "CR" grade if a student has earned the equivalent of a "C" or better grade. "CR" and "NC" grades are not included in the calculation of GPA. No more than 18 credits in courses for which a grade of "CR" has been given can be applied toward an A.A. degree.

I (Incomplete Grade): Assigned as a temporary grade for a course in which a student has failed to complete a small, but important part of the work for reasons deemed legitimate by the instructor; usually illness or an emergency. A student receiving an "I" should consult with the instructor to determine what work must be done to remove the "I." The work required must be completed by the middle of the next academic term. (The exception to this deadline date is ENG 100, which must be cleared prior to the last day to add a class in the subsequent term.)

W (Withdraw): Given when students officially withdraw from a course within a prescribed period of time.

R (Repeat): Given to students in the College Preparatory Program who must repeat a level of study due to inability to achieve the appropriate learning outcomes [HTIC Catalog, p.26].

Grade Reports

Grade reports reflect the grades and credits earned for a specific term. In compliance with student privacy rights, these reports are personally released to a student upon presentation of proper identification. Students wishing third party release or redirection of their grades must submit a request in writing prior to the generation of grade reports. Any questions about grades should be directed to the instructor [Model Release Authorization]. The second page of the Model Release Authorization form contains the Transcript Information Authorization form. This form allows the Office of Student Services to share student grades with their guardians. Questions about credits earned and/or the grade report are directed to the Office of Student Services [HTIC Catalog, pp.26-27].

Grade Point Average (GPA)

The GPA is calculated as follows:

- The letter grade for each course is translated to grade points (see above section on Grades/Grade Points).
- The grade points are multiplied by the number of credits for the course to determine the points earned for a course.
- The number of points earned is added for all courses.
- The number of credits attempted for all courses is added to the sum.
- The total number of points earned is divided by the total number of credits attempted.
- The results will show the term GPA.

The cumulative GPA of students who enter the Liberal Arts Program from the College Preparatory Program will be based entirely on their work in the Liberal Arts Program, although all courses and grades from both programs are recorded on student transcripts.

Repeating Courses

In case a student attending any Liberal Arts courses receives a grade lower than a “C”, he/she may retake the course only once, and both grades will be recorded on the student’s permanent

record. (This policy does not apply to ENG 22 and ENG 100, which can be retaken more than once.) If a course has been repeated, the most recent grade is used in computing the GPA. Credit will only be granted once for any successfully completed course [HTIC Catalog, pp.26-27].

Academic Probation, Suspension, and Dismissal

Academic Probation

Students who fail to earn a GPA of 2.0 in any one term may be placed on academic probation for the next term. Students on probation must earn a 2.0 or higher cumulative GPA in order to return to regular student status. A student who earns a GPA of 2.0 or higher, but whose cumulative GPA is below 2.0, will be placed on extended probation. Liberal Arts students on probation are limited to 9-10 credits of coursework. Students on probation will be monitored by their academic advisor and are encouraged to regularly take advantage of tutoring services provided by the Library and Learning Center.

Although not officially on probation, students failing to earn a 2.75 or better cumulative GPA will not be allowed to participate in extracurricular clubs or teams [HTIC Catalog, p.27].

Suspension

Students who fail to earn a GPA of 2.0 in any term in which they are on probation may be placed on suspension for the next term. Students who have been suspended must apply for readmission. If readmitted, students will be placed on probation in their first full term back and must earn a cumulative GPA of 2.0 or higher in that term. If they do so, they will be returned to regular student status in the next term [HTIC Catalog, p.27].

Dismissal

Students who fail to successfully improve their GPA to move out of probationary status will face dismissal from HTIC. All actions taken may be appealed to the HTIC Admissions Board. Information on appeal procedures is available from the Office of Student Services [HTIC Catalog, p.27].

Nondiscrimination

The College is committed to a zero-tolerance policy regarding discrimination on the basis of race, gender, age, religion, color, national origin, ancestry, disability, marital status, or sexual orientation. Accordingly, students have protection against discrimination regarding admission to and participation in all College programs. Sexual harassment is viewed as a form of gender discrimination and is prohibited [HTIC Catalog, p.33].

Acceptance and Transfer of Credits: Transfer Opportunities

American University Transfer

The transfer function is a common practice of American Colleges and universities. It permits students to move from one College to another, transferring course credit earned from the first institution attended to the one issuing the desired advanced degree. This provision gives students a chance to earn an Associate in Arts degree at a smaller College where personalized attention is more readily available, ensuring a successful adjustment to College life before moving to a larger institution where a greater variety of programs is offered.

This option is available for students wishing to earn a bachelor's degree in a specific field (such as Business, Computer Sciences, Engineering, Natural Sciences, Health Sciences, and Education) or in the liberal arts (such as Social Sciences, Humanities, and Language Studies). Many of the courses offered at HTIC are required as core undergraduate course requirements at most four-year Colleges and universities awarding the bachelor's degree. Students interested in continuing their education can, therefore, enroll in the Associate in Arts degree program at HTIC, take these core courses and then transfer to a four-year College or university. Credit should be given for most of the courses completed with a grade of "C" or better at HTIC, depending on the specific courses taken and the requirements of the College or university to which the student is transferring.

Transfer advising assistance can be obtained at the Office of Student Services. HTIC graduates have successfully transferred to many American Colleges and universities in Hawai'i and throughout the United States, earning baccalaureate and advanced degrees. HTIC currently maintains a number of active transfer relationships, including articulation agreements, with many institutions in the U.S. Among those institutions are the University of Hawai'i campuses at Mānoa, West O'ahu, and Hilo; University of Oregon; Northern Arizona University; Hawai'i Pacific University, University at Albany, SUNY; Berkeley College; Minnesota State University, Mankato; St. Cloud State University; California State University, Monterey Bay; and Temple University's Japan campus in Tokyo [Articulation Agreements List].

Japanese University Transfer

Students earning Liberal Arts credits or an A.A. degree may have the opportunity to transfer credits to a university in Japan under HTIC's articulation agreements with Tokai University, International Budo University, and Kansai Gaidai University [International Budo University] [Kansai Gaidai University]. These agreements are helpful to Japanese students wishing to complete their course of study in Japan. U.S. and other international students with advanced Japanese language skills may also be able to take advantage of this educational opportunity to complete their studies in Japan. Students planning to transfer to a Japanese university should

consider earning 62 credit hours at HTIC [HTIC Catalog, p.29].

Transcripts

Students needing academic transcripts sent to other Colleges, universities, or employers should contact Student Services for assistance. Transcripts are $5.00 per copy (6-10 working days) and $10.00 for rush requests (5 or fewer working days). Additional charges will be assessed if express mailing is requested. In compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, HTIC transcripts are released only at the written request of the student with the understanding that they will not be released to other parties. Transcripts received from other schools become the property of HTIC and are never re-released [HTIC Catalog, p.14].

Non-Academic Grievance and Complaint Procedures

Grievance Petition

The College grants students the right to challenge any action that is perceived to be unfair or threatening. For student life matters, the final authority shall rest with the Student Conduct and Grievance Board. Students wishing to make such a challenge are required to file a written Grievance Petition with the Dean of Student Services. The Vice Chancellor should receive the Grievance Petition if the Dean is targeted as a part of the grievance. The student has the option of using the standard Grievance Petition form available at Office of Student Services or a written document of their choosing that states the nature of the grievance, details, and steps already taken. Upon receipt of a Grievance Petition, the Dean of Student Services (or Vice Chancellor) shall resolve the grievance directly. If the student is not satisfied with the decision made, a formal appeal to the Student Conduct and Grievance Board can be made.

Non-Academic Grievance Petition procedure

a) If the student believes that he/she has been the victim of unfair treatment or misconduct, he/she may attempt to resolve the issue with those involved, so long as there is no danger of violence or physical aggression.
b) Should the attempt to resolve the issue fail, the student may file a Non-Academic Grievance Petition with the Dean of Student Services. The Vice Chancellor should receive the Grievance Petition if the Director is targeted as a part of the grievance. The Dean of Student Services or Vice Chancellor will then contact the parties involved to help reach a mutually agreeable conclusion to the issue at hand.
c) If the student is not satisfied with the decision made by the Dean of Student Services or Vice Chancellor, a formal appeal to the Student Conduct and Grievance Board can be made. d) The Student Conduct and Grievance Board shall conduct a review of the case and submit its findings and recommendations to the student and to the Executive Committee within ten (10) working days of receiving the appeal request from the students.

e) Upon receipt of the decision by the Student Conduct and Grievance Board, the case becomes final and is closed.

Academic Grievance Petition

The College grants students the right to challenge any action that is perceived to be unfair or threatening. For academic matters such as the fairness of grades received from an instructor for any given term of study, the authority shall be with the Academic Conduct and Grievance Board. Students wishing to make such a challenge are required to file a written Grievance Petition with the Dean of Instruction. The student has the option of using the standard Grievance Petition form available at Office of Student Services or a written document of their choosing that states the nature of the grievance, details, and steps already taken. Upon receipt of a Grievance Petition, the Dean of Instruction (or Vice Chancellor) shall resolve the grievance directly. If the student is not satisfied with the decision made, a formal appeal to the Academic Conduct and Grievance Board can be made. Possible Reasons for Filing an Academic Grievance Petition include:

a) Unfair grading or classroom practice
b) Classroom discrimination of any form
c) Other (not limited to these examples)

The Academic Grievance Petition procedure is as follows: a) If the student believes that he/she has been the victim of unfair academic treatment, he/she may attempt to resolve the issue with those involved, so long as there is no danger of violence or physical aggression. b) Should the attempt to resolve the academic issue fail, the student may file a Grievance Petition with the Dean of Instruction. The Vice Chancellor should receive the Grievance Petition if the Dean is targeted as a part of the grievance. The Dean of Instruction or Vice Chancellor will then contact the parties involved to help reach a mutually agreeable conclusion to the issue at hand [Student Handbook, pp.34,42-43].

Refund Policies

Official withdrawals must be completed by the appropriate deadlines noted in the Academic Calendar. Tuition and fee payments will be refunded in the form of a check that will be mailed to the permanent home address on file in the Office of Student Services. Tuition refunds will be made in accordance with the following schedule. The schedule is applicable to all terms with the exception of Summer Session II. No refunds will be made for Summer Session II unless changes are made within the first 12 days of instruction during Summer Session I [HTIC Catalog, p.12].

Tuition Refund Schedule

Withdrawal or Changes Made:

- 100 percent - Before the first day of instruction
- 75 percent - During the first 7 days of the term
- 50 percent - During days 8-12 of the term
- No refund - After day 12 of the term

Housing refunds for cancellations made prior to check-in will be made in full minus a $25.00 processing fee. Students cancelling after checking in will be refunded the balance remaining after a charge of $40.00 per day, plus the $25.00 processing fee, is deducted. Meal plan refunds for cancellations made two weeks or more before the first day of classes will be made in full [HTIC Catalog, p.12].

Analysis and Evaluation

The College meets Standard I.C.1
HTIC clearly states necessary information on both general and specific policies, procedures and regulations. Accreditation with ACCJC is shown both on the school's homepage and on page 2 of the HTIC Catalog. Degree, certificate programs, and specific courses are explained briefly yet concisely in the catalog which is yearly updated. Academic information such as the grade system, GPA, admission requirements, and academic freedom as well as academic resources, tuition and fees, refund policy, financial aid are also available in the catalog. Non- academic information on housing, meal plans, and academic probation and other disciplinary regulations are also readily available in the catalog.

List of Evidence

Academic Freedom Statement
Accreditation Information
Articulation Agreements list
CFR Title 34.600.2
Discover East Asia Brochure
Employee Handbook, pp. 42-45
Faculty Handbook, p. 13
Google Usage Report
Hawai'i Pacific University
Hawai'i Tokai International College
Hospitality and Tourism Brochure Certificate Program
Housing Application Form
HTIC Application for Admission for International Student
HTIC Application for Admission for US Citizen or Permanent Resident
HTIC Catalog
HTIC Faculty & Student Support Services

HTIC Faculty-Staff
HTIC Scholarships
International Budo University
International Students
IS 200 Syllabus
Kansai Gaidai University
Model Release Authorization
Northern Arizona University
Peace Studies Certificate Program
Populi Screenshot
Student Handbook
Transfer to Japanese Colleges
Transfer to U.S. Colleges
U.S. Students

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

ER. 20 Integrity in Communication with the Public The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Representation of accredited status with ACCJC and with programmatic accreditors, if any
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination Acceptance and Transfer of Credits
- Transcripts
- Grievance and Complaint Procedures Sexual Harassment
- Refund of Fees

Evidence of Meeting the Standard

The updated Catalog is available online both at the HTIC homepage (under the Academics tab and the Resources tab) and in Populi, which is shared by Faculty, Staff and Students (under Populi / Files) [HTIC homepage]. HTIC issued printed copies of the HTIC Catalog until 2015, but switched to an online version in 2016. Each student is introduced to the Catalog and Handbook during orientation and encouraged to refer to policies and regulations when needed. The online form of the catalog is easy for students and their guardians to access in order to learn more about HTIC requirements, policies, and procedures. A brief history of HTIC and its relation to the Tokai University Educational System (TES) is available at the beginning of the catalog, along with the College's mission and vision statements. Specific skills, knowledge, and values, including HTIC's Institutional Learning Outcomes (ILOs), are listed in the catalog as well [HTIC Catalog, p.4].

Analysis and Evaluation

The College meets Standard I.C.2
HTIC's catalog is a comprehensive resource of the College's rules and regulations as well as policies and procedures. Older catalogues are archived both in the library and OSS office.
HTIC students ideally follow the student's catalog for academic rules, whereas they consult the student's handbook for disciplinary and other non-academic issues. The catalog is updated every year, although the handbook has not been updated regularly. The majority of student-related policies and rules are articulated in the both catalogs: Academic grades, calendar, cost, admission and all the classes descriptions. Every catalog provides the history and mission of the school, along with HTIC's Institutional Learning Outcomes. Administrators follow the rules and procedure listed in the catalog and handbook.

List of Evidence

HTIC Catalog, p.4
HTIC Homepage

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

ER.19 Institutional Planning and Evaluation The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3).

Evidence of Meeting the Standard

Faculty at Hawai'i Tokai International College consistently assess Student Learning Outcomes (SLOs) and achievement with the support of the Institutional Research (IR) specialist, who compiles and analyzes data retrieved from course learning outcomes, degree completion, transfer rates and so forth. A summary of the most relevant data sets for display to prospective and current students is available in the HTIC's website. The Statistics portion of this page includes sections for the LA Program Course Completion Rates, Retention Rates and Graduation Rates as well as a survey of LA Program Student Learning Outcomes Assessment. The actual SLOs (Effective Communication Skills; Global Citizenship; Intellectual and Practical Skills) are listed on the page followed by a SLO data analysis conclusion [Accreditation and Statistics]. The institution also communicates high graduation and transfer rates in publications and community outreach efforts.

Analysis and Evaluation

The College meets Standard I.C.3
The institution publicizes student learning outcomes and achievement data on its website, which

is available to the public for review for prospective and current students. Faculty and administrators work on identifying course learning outcomes and make robust decisions for future improvements in the program review report. All the reports and other documents informing accreditation and statistics are located in the College's website for public consultation. The academic quality emerging from the reports is communicated to prospective students.

List of Evidence

Accreditation and Statistics

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The HTIC Catalog spells out the content, course requirements, expected learning outcomes and purpose of each certificate program. For the main Liberal Arts Program, it explains that HTIC offers an Associate in Arts (A.A.) degree program that introduces students to various fields of knowledge, including the arts and humanities, language, social sciences, natural sciences, and mathematics. The program emphasizes the development of learning, critical thinking, and communication skills to foster a broad intellectual understanding of the individual and society, the natural environment, issues in the arts and humanities, and self-awareness. While HTIC provides a general liberal arts education without major fields of emphasis for the A.A. degree, students may select from three degree requirement options based upon their goals:

The American University Plan

This degree requirement plan is recommended for students who are interested in earning a baccalaureate degree from an American College or university, but who wish to start their program of study at HTIC and transfer after graduation [HTIC Catalog, p. 18] [HTIC Webpage].

The Japanese University Plan

This degree requirement plan is recommended for students who are interested in earning a baccalaureate degree from a Tokai University Educational System or other Japanese College or

university, but who wish to start their program of study at HTIC and transfer after graduation. This plan is open to all students with Japanese language fluency [HTIC Catalog, p. 18] [HTIC Webpage].

The General Education Plan

This degree requirement plan is for students who are interested in the A.A. degree as their final educational goal. These students are interested in pursuing technical studies or employment after graduation [HTIC Webpage] [HTIC Catalog, p. 18].

Three certificate programs are explained in detail with the required courses:

Peace Studies Certificate Program

The Liberal Arts Program offers a Peace Studies Certificate Program for students interested in pursuing international relations with an emphasis on peace. The certificate program is an optional addition to the Associate Degree in Liberal Arts. In addition to meeting the requirements for any of the three degree options, students in the Peace Studies Program are required to take:

- IS 200 Sophomore Seminar (1 credit); research paper must be on a topic related to Peace Studies AND 12 credits earned from the following courses:
- IS 196 Peace Studies Seminar (required for graduation and offered the Fall, Winter and Spring terms)
- ENG 259 Literature of Peace
- JOURN 105 The Press and Society
- SCI 210 Environmental Issues
- AMST 212 Contemporary American Issues: Global Issues
- POLSCI 220 International Relations
- POLSCI 222 Issues in International Relations
- POLSCI 273 Nonviolent Political Solutions
- SOC 256 Race and Ethnic Relations in Hawai'i
- IS 192 Service Learning
- And any other courses designated Peace Studies (PS) [HTIC Catalog, pp.17-22].

Discover East Asia: Language and Culture Immersion Program

In keeping with its mission as a gateway bridging diverse international perspectives, HTIC offers the Discover East Asia: Language and Culture Immersion Program, which provides students the

opportunity to pursue the study of Chinese, Japanese, or Korean language and culture as they complete their A.A. degrees. A special highlight of the program is the opportunity to study abroad – in China at Shenzhen University, in Japan at Tokai University, or in South Korea at Hanyang University – in intensive language classes. In addition to meeting the requirements for any of the three degree options, Discover East Asia Program participants must:

● Take Japanese 101, Chinese 101, or Korean 101 at HTIC, or pass a placement test demonstrating equivalent ability in of one of these languages, before leaving for study;

● Earn three credits in one of the three languages during the study abroad;

● Take at least six additional credits at HTIC of East Asia-related, 3-credit courses in the fields of history, political science, art, religion, anthropology, or literature before or after the study abroad experience;

● Upon return to HTIC, give a presentation, in the language studied, at Presentation Day; and

● Submit a cross-cultural reflection paper or similar project discussing the study abroad experience [HTIC Catalog, pp.17-22].

Hospitality and Tourism Certificate Program

A certificate earned in Hospitality and Tourism combined with an Associate in Arts degree in Liberal Arts from Hawai'i Tokai International College provides a comprehensive, competitive edge in the ever-changing job market with hands-on experience in the industry. Students take 6 credits from:

- Hospitality: Introduction to Hospitality and Tourism
- Hospitality: Customer Service and Career and 6 credits from: - Accounting - Business Writing - Business Internship - Economics - International Relations [HTIC Catalog, pp.17-22].

Analysis and Evaluation

The College meets Standard I.C.4
HTIC Catalog has a detailed explanation of each program. In addition, individual brochures are provided for current and prospective students. The website is an additional point of reference for prospective and current students. In case students require more details about required courses, syllabi are available upon request. For current and alumni, syllabi are available in Populi in the course page.

List of Evidence

HTIC Catalog 2017-2018
HTIC Webpage

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

HTIC bodies that review institutional policies, procedures and publications include the Executive Committee, Planning Committee, Governance Committee, Office of Student Services, and Recruitment Task Force [PC minutes] [GC minutes] [OSS staff meeting minutes] [RTF minutes]. HTIC is committed to participatory governance and actively seeks input from every member of the learning community. For example, members of Student Government constantly seek student input via suggestion boxes and open forums such as Town Hall meetings; monthly Faculty/Staff Meetings provide a venue for issues to be discussed openly and where any member may raise issues related to the College's mission, programs and services; and regular governance workshops focus on ways to insure broad participation in decision-making [Town Hall Minutes] [Governance Workshop Minutes] [Faculty/Staff minutes]. The Planning Committee is comprised of representatives from every academic and non-academic department of the College, including the ALO (Accreditation Liaison Officer). Any faculty/staff member may ask their department head to raise issues to the entire Planning Committee. The Planning Committee takes the lead on the development of HTIC's Educational Development Plan, a six-year guide to advancing and improving the College's mission, programs and services, as well as the Gateway Guidebook that is primarily used to introduce HTIC to prospective students and their families in Japan [Six-Year EDP 2017-2022] [Gateway 2017-18 Guidebook].

Analysis and Evaluation

The College meets Standard I.C.5
The purpose of every HTIC Standing Committee and Task Force is ensuring the furtherance of HTIC's mission as an international gateway for students interested in education bridging diverse international perspectives. These committees and task forces are constantly reviewing and evaluating policies and procedures as we seek to do a better job providing outstanding programs and services for our students. Committees and Task Forces meet regularly and include participation of a cross-section of the entire HTIC learning community -- administration, faculty,

staff and students. The Education Development Plan is a document that informs and influences the work of each committee and task force.

List of Evidence

Governance Committee Minutes 2016-12-08
Governance Committee Minutes 2017-01-19
Governance Workshop Minutes 2017-03-15
Faculty/Staff Meeting Minutes 2017-08-09
Gateway 2017-18 Guidebook
Office of Student Services Staff Meeting Minutes 2017-01-31
Planning Committee Minutes 2016-11-08
Planning Committee Minutes 2017-04-04
Planning Committee Minutes 2017-05-02
Recruitment Task Force Minutes 2016-02-08
Recruitment Task Force Minutes 2016-05-10
Recruitment Task Force Minutes 2017-05-04
Recruitment Task Force Minutes 2017-07-13
Recruitment Task Force Minutes 2017-10-06
Town Hall Minutes 2017-04-26
Six-Year EDP 2017-2022

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The cost of attending HTIC will vary with the program of study undertaken, living arrangements, and personal expenses. All tuition and fees are subject to change per action by HTIC's Board of Trustees (BOT) or administration. There is no multi-year fee schedule, but tuition and fees are reviewed for increase every two years. If the BOT decides to change costs, the College updates its website, the next year's catalog, and other promotional materials to inform prospective students. There was a tuition increase and a housing cost increase a few years ago; letters were mailed out to all parents to inform them of the changes and the rationale for the changes. Tuition for students enrolled for the 2017-2018 academic year beginning in September 2017 for a full-time program of study and for students taking a part-time course load is shown below:

College Preparatory Program

Tuition in the amount of $4,050 per term is required for full-time students (18 contact hours per week required to be a full-time student) in the College Preparatory program. College Preparatory

students are also assessed $245 in mandatory student and internet usage fees each term. When a new international student applies for this program, information regarding the total cost of education including tuition, fees and other expenses (housing and meals, textbooks, insurance) is provided in the application packet [International Application Packet]. International students complete a Financial Support Statement and must provide documentation showing the availability of at least $23,685 to cover costs for an academic year (three terms). As is also noted in the HTIC catalog, the total educational costs per term comes to $4,895 and the total living costs per term comes to $3,000 [HTIC Catalog, pp.11-12]. So the cost for one academic year (three terms) comes to $23,685. The same information on the total cost of education is provided at the HTIC website [HTIC Webpage].

Liberal Arts Degree Program

Tuition in the amount of $4,050 per term is required for full-time students (9 credit hours are required to be a full-time student) and $475 per credit hour for part-time students (plus fees). Liberal Arts students are also assessed $245 in mandatory student and internet usage fees each term. [HTIC Webpage] [HTIC Catalog, pp.11-12]. In addition, Liberal Arts students in their final term of study are assessed a $100 graduation fee during the registration process.

Analysis and Evaluation

The College meets Standard I.C.6

Through its website, catalog, and application materials, HTIC accurately informs prospective students and current students of the cost of an HTIC education. Current costs include tuition, fees, and on-campus housing and meal plan (if applicable), as well as estimated costs for textbooks and health insurance.

List of Evidence

HTIC Catalog, pp.11-12
HTIC Webpage
International Application Packet

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER. 13)

ER.13 Academic Freedom The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of

institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

Evidence of Meeting the Standard

As noted in I.C.1 The institution assures the academic integrity of the teaching-learning process by using and by making public governing Board-adopted policies on academic freedom and responsibility.

The Board of Trustees supports and protects the principle of Academic Freedom. Academic freedom allows faculty, staff, and students to freely discuss academic subjects, protects the right to conduct research and publish the results of that research, and to communicate verbally or in writing without fear of institutional censorship or discipline, as long as the individual does not represent him or herself as speaking for the College [Board Policy Manual, p.33].

Hawai'i Tokai International College was approved by its Board to be one of the signatories to the Statement of Academic Freedom that was proposed by the Global Colloquium of University Presidents held at Columbia University on January 18-19, 2005, and released on May 26, 2005. HTIC adopted "Academic Freedom Statement of the First Global Colloquium of University Presidents" on September 14, 2006 [Global Colloquium of University Presidents]. Board-approved policies on academic freedom are made public in HTIC's. As a matter of fact, the Employee Policy Handbook for Faculty reads as follows: "HTIC reaffirms the principles of academic freedom of responsibility and allows faculty members to enjoy academic freedom in the classroom in discussing subjects in which they have expertise, in the conduct of research, and in the publication of the results of their research" [Faculty Handbook, p. 13]. In addition, HTIC's 2017-2018 catalog states: "HTIC supports, as indispensable, the principles of academic freedom that allow and encourage free inquiry and expression for students and faculty in their pursuit of learning." [HTIC Catalog 2017-2018, p. 33]. From the institutional survey submitted in 2016, it emerged that 66.7 percent of employees agree that academic freedom is respected at HTIC, upholding the institution's standards of commitment to a free dissemination of knowledge [Institutional Survey 2016, p. 4] [Institutional Survey, fall 2017].

Analysis and Evaluation

The College meets Standard I.C.7
Matters of academic freedom are publicly communicated to faculty and others through a variety of channels, including but not limited to, the Board Policy Manual, Faculty Handbook, and the College Catalog to support academic freedom for faculty in the teaching and learning process. Employees' satisfaction for the implementation and support of this policy is evident from the institution's general survey, which posed specific questions on academic freedom, as evidenced in the survey listed above.

List of Evidence

Board Policy Manual, p.33
Faculty Handbook, p. 13
Global Colloquium of University Presidents
HTIC Catalog 2017-2018, p. 33
Institutional Survey 2016, p. 4
Institutional Survey, fall 2017

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The submission policies on student academic honesty are clearly outlined in the Student Handbook, given to students at Liberal Arts (LA) orientation and, in a more abbreviated form in the College catalog, which states: "Academic ethics are expected of all HTIC students. Students will do their own work; cheating or plagiarism will not be tolerated. Disciplinary action will be taken against students found to be academically dishonest" [LA Library Orientation] [HTIC Catalog, p. 34]. More information about expectations of student academic honesty and penalties for violations can be found in the Student Conduct Code, which is included in the Student Handbook, a copy of which is given to all students at LA orientation [Student Handbook, p. 5].

Code of Student Conduct

The section on policies, Regulations and Procedures in the Hawai'i Tokai International College Student Handbook clearly states its policies and procedures that promote honesty, responsibility and academic integrity. The introduction of the Code of Student Conduct states as follows:

> To ensure a rewarding experience as a member of the learning community at Hawai'i Tokai International College (HTIC), all students are asked to take the time to read the HTIC Code of Student Conduct. This code not only informs you of the rules governing behavior but also defines your rights and freedoms as a member of the HTIC learning community, as well as the rights of HTIC. All students, upon admission to HTIC, are expected to be familiar with and abide by its contents. The College has expectations as to how students will behave and has established rules and regulations to follow when

students are accused of violating such expectations. To achieve these aims, this code was developed with consideration given to all members of the learning community, including but not limited to the members of the broader community of the City and County of Honolulu, and the State of Hawai'i [Student Handbook, p. 21].

The HTIC Code of Student Conduct is designed and intended to clarify the rights and responsibilities of the students, and to define parameters of different behavioral norms. In doing so, there must be safeguards against behaviors that disrupt the primary educational objectives and functions of HTIC, in addition to the rights and safety of other members of the learning and living community. The standards of maintaining and achieving the mission of HTIC support an environment of respect, tolerance, self-discipline, and cooperation for educators, administrators, and students.

Student Academic Honesty

As noted above, the HTIC Catalog states: "Academic ethics are expected of all HTIC students. Students will do their own work; cheating or plagiarism will not be tolerated. Disciplinary action will be taken against students found to be academically dishonest. The nature of actions that may be taken, as well as the process employed, is detailed in the Student Conduct Code. A copy of the Student Conduct Code is available from the Student Services" [Student Handbook, pp. 22-23].

The Student Conduct Code appears in the Student Handbook, a copy of which is provided to every student during orientation. At orientation students are introduced to the College's emphasis on academic honesty, foundation of the Code of Student Conduct, and the potential penalties for violation [Student Handbook, pp.22-23 and pp.30-33]. Academic honesty and the issue of plagiarism are also stressed in IS 100 / Freshman Seminar, a course required of all entering Liberal Arts students [IS 100 Syllabus, pp. 3-4]. Syllabi also include the instructor's policy for dealing with plagiarism and other acts of academic dishonesty [Sample Syllabus HIST 282] [Sample Syllabus HUM 100]. Faculty are expected to discuss their syllabi and such policies with students on the first day of class. The Curriculum Committee reviews instructor syllabi every term and approves the syllabi containing clear descriptions and norms for academic plagiarism [CC Meeting Sample Syllabus Review]. Discussion regarding these issues has also occurred among faculty at the Faculty Forum [LA Meeting, September 2017, p.2]. The minutes are circulated to all faculty by e-mail so faculty who are absent from the Forum (e.g., mostly adjunct faculty) are made aware of the discussion.

Analysis and Evaluation

The College meets Standard I.C.8

At HTIC, clear policies on academic integrity for integrity and moral conducts are explicitly stated in student handbooks, syllabi, and presented at orientation sessions to current students. Consequences for academic dishonesty are listed in each instructor's syllabus and mentioned in detail in the section for Student Conduct Code included in the Student Handbook. Faculty make these issues part of constant reflection during meetings and forums. The Code of Student Conduct also includes behavioral, non-academic norms regarding harassment, intimidation, disruption to learning, and damage to property with a list of actions for violations to these rules.

List of Evidence

CC Meeting Sample Syllabus Review
HTIC Catalog, p. 34
IS 100 Syllabus, pp.3-4
LA Library Orientation
LA Meeting, September 2017, p.2
Sample Syllabus HIST 282
Sample Syllabus HUM 100
Student Handbook

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Instructors at HTIC provide a fair and impartial viewpoint to students during teaching, exhibiting professionalism and without imposing personal views, with special emphasis on cross-culturalism to align with the institution's mission. HTIC's Employee Policy Handbook for Faculty states: "Faculty members are responsible for maintaining high professional standards of scholarship and instruction. When providing instruction concerning controversial matters, faculty members are expected to introduce and allow differing points of view" [Employee Policy Handbook, p. 14]. A question regarding the distinction made between personal conviction and professionally accepted views in a discipline is included in the annually administered Faculty General Survey, in which Faculty are asked to rate their compliance with the following statement: "I distinguish between personal conviction and proven conclusion in my classroom" [Faculty General Survey]. The presence of this statement on the survey serves as a reminder to faculty of the importance of this principle. When last administered in 2016, 66.7 percent of those responding strongly agreed that they "distinguish between personal conviction and proven conclusion" [Institutional Survey, p. 4]. The peer evaluation process is another way in which the school ensures that instructors distinguish between personal conviction and professionally accepted views in a discipline. If a problem regarding a conflict between personal conviction and professionally accepted views in a discipline is noted, the observer then discusses the matter

with the instructor. If necessary, the matter is called to the attention of the Dean of Instruction or Vice Chancellor for follow-up. Students are also able to voice objections about how a class was taught in the course evaluations conducted at the end of each term [Course Evaluation Questions].

One question on the evaluation specifically asks the student to rate the instructor on this: "The instructor was able to distinguish between his/her personal opinions and what other scholars in the field accept as fact" [Course Evaluation Questions, p.1].The results of the course evaluation are reviewed by the Dean of Instruction and the Vice Chancellor. If a problem appears to exist, they will speak to the teacher. Students are also free to bring concerns about how a course is being taught to the attention of the Dean of Instruction or an adviser in the Office of Student Services (OSS) at any time during the term.

Analysis and Evaluation

The College meets Standard I.C.9
The institution fosters a cooperative and open-minded learning environment for faculty and students, as stated in the employee's handbook. The idea of academic integrity and the upholding of impartial views are reinforced in institutional surveys as a reminder to maintain high ethical and academic standards. A cross-cultural approach is paramount at HTIC to promote the College's mission of global citizenship. For this reason, instructors are encouraged to embrace diversity and present a fair representation of different viewpoints.

List of Evidence

Course Evaluation Questions
Employee Policy Handbook, p. 14
Faculty General Survey
Institutional Survey, p. 4
HTIC Survey for Students: Students General Survey Fall 2017

I.C.10

> **Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

HTIC does not seek to instill specific beliefs or worldviews. Nonetheless, the institution has specific codes of conduct for faculty, staff, and students, whose regulations are embedded in the

handbooks provided upon enrollment for students and hiring for faculty and staff [Staff Handbook, pp. 50-54] [Student Handbook, p. 21] [Faculty Handbook, pp. 10-11].

I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

N/A

Hawai'i Tokai International College is an American campus, operating as part of the Tokai Educational System (TES) in Japan.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER. 21)

ER. 21 Integrity in Relations with the Accrediting Commission The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and 1.C.13)

Evidence of Meeting the Standard

The institution is in compliance with the Eligibility Requirements, as demonstrated in the Certification of Continued Institutional Compliance with Eligibility Requirements included in the latest institutional self-evaluation report [ISER 2012, p. 69]. HTIC is also in compliance with ACCJC eligibility requirements for accreditation and with the language statement of the Eligibility Requirement, as it awards Associate in Arts degree in accordance with the laws of the State of Hawai'i and complies with ACCJC eligibility requirements in terms of its mission, governing board, academic credits, and academic freedom [ISER 2012, pp. 71-76]. From the previous institutional self-evaluation report, the institution is in compliance with commission policies, specifically the policies on institutional advertising, student recruitment, and representation of accredited status [ISER 2012, p. 79]. HTIC has actively and promptly responded to the recommendations from prior reviews in regards to the implementation of a consistent and documented Program Review, in which goals are stated in measurable terms. As a result of this recommendation, the institution proceeded to complete its second Five-Year Strategic Educational Development Plan (EDP for 2007-2011), which delineated specific and measurable mission based goals to be achieved [EDP 2007-2011].

A program review process was developed to assess progress in meeting the goals of the EDP and evaluate the effectiveness of HTIC's academic programs in supporting student learning [Program Review Summer 2015-2016]. Furthermore, the College welcomed recommendations in regards to an increase of diversity for the student body and the update of organizational charts, policy handbooks, personnel files, and hiring procedures. As a result, the institution contributed strategies and ideas for more effective recruitment of students with recruitment abroad and promotional material in different languages [ISER 2012, p. 83-96].

Upon requirements set by the Commission after the last team visit, the institution submitted a follow-up report in March 2013 addressing the Commission Action Letter with a detailed list of action plans in response to the recommendations. For example, the Planning Committee recognized the need for a more proactive role in governance, and to discuss issues relative to planning, assessment, budget, and accreditation matters. In addition, the fiscal office, in response to the previous evaluation report, added to the budget process a request of a short assessment from each department to meet its prescribed goals and to determine how the utilization of funds supported student learning [Follow-Up Report 2013, pp. 4-13]. The Midterm Report, submitted in March 2015, shows further evidence of HTIC's compliance with the Eligibility Requirements, in particular with the Eligibility Requirement 19: "Institutional Planning and Evaluation". As a response to recommendations, the institution enhanced the Student Learning Outcomes (SLOs) and developed the foundation to effectively plan, assess, and implement appropriate resource allocation or program changes based upon evaluation of data [Midterm Report 2015, p.9]. In response to actions from the Commission, the College implemented its Educational Development Plan (EDP), rephrased the mission statement, and increased the leadership role of

the Planning Committee, along with other improvements in budgeting and assessment tools [Midterm Report 2015, pp. 11-15].

Analysis and Evaluation

The College meets Standard I.C.12
HTIC has collaborated and responded to the accrediting agency requesting improvements in the institutional and academic areas, and demonstrated compliance with the eligibility requirements as certified in the latest evaluation report. The College took immediate action in the change and implementation of existing standards and procedures as demonstrated in the proposed plan outlined in the follow-up report. As a result of these continuous efforts toward institutional improvements, the Commission took action to remove the warning status and reaffirm accreditation [Letter of Reaffirmation 2014]. Furthermore, in April 2016, the State of Hawai'i reauthorized Hawai'i Tokai International College as a post-secondary degree granting institution as approved by the Department of Commerce and Consumer Affairs (DCCA) [Reauthorization of HTIC].

List of Evidence

EDP 2007-2011
Follow-Up Report 2013, pp. 4-13
ISER 2012
Letter of Reaffirmation 2014
Midterm Report 2015, pp. 11-15
Program Review Summer 2015-2016
Reauthorization of HTIC

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER. 21)

ER.21 Integrity in Relations with the Accrediting Commission The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the

Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and 1.C.13)

Evidence of Meeting the Standard

HTIC is consistent in the way in which it describes itself in all publications, including its accreditation status. When representing the College to prospective students during high school visits and at College fairs, etc., HTIC and its academic offerings are represented in an accurate and consistent manner. Changes or new programs are reflected on the HTIC website, in the HTIC Catalog or other promotional materials [Gateway To Your Future Brochure 2017] [Japanese Summer Camp] [Hospitality and Tourism Certificate] [HTIC Catalog, p.22]. In the MOUs and articulation agreements, HTIC is also consistent in the way in which it describes itself, its academic programs and its A.A. degree [CSUMB-HTIC agreement] [UHWO-HTIC MOU]; these academic partnerships are accurately reflected on the HTIC website and in publications [HTIC Fact Sheet] [U.S. Transfer Webpage] [International Transfer Webpage].

The language used to describe HTIC's accreditation status in a consistent manner is as follows: "Hawai'i Tokai International College (HTIC) is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org [HTIC Catalog,p.6] [HTIC Accreditation Webpage] [HTIC Fact Sheet].

Any change in status is communicated to the Commission, to the public, and to the HTIC learning community itself [Campus Relocation]. HTIC complies with all applicable state and federal statutes and regulations, HTIC is authorized by Hawai'i's Department of Commerce and Consumer Affairs (DCCA) to operate as a post-secondary degree-granting educational institution in the State of Hawai'i [HPEAP Authorization].

Analysis and Evaluation

The College meets Standard I.C.13
HTIC's officers and representatives are committed to conducting themselves with honesty and integrity in all dealings with internal and external stakeholders. Every effort is made to communicate any change in a timely manner via the HTIC website, catalog, publications, etc. It is the expressed policy of HTIC to provide equal opportunity in higher education, both in educational mission and employment. The College does not discriminate on the basis of race, color, age, religion, sex, sexual orientation, national origin, or physical handicap or other disabling condition in its educational programs, admission, activities, or employment practices. The College is committed to complying with all state and federal statutes, rules, and regulations that prohibit discrimination.

List of Evidence

CSUMB-HTIC agreement
Gateway To Your Future brochure 2017
Hospitality and Tourism Certificate
HPEAP Authorization
HTIC Accreditation webpage
HTIC Catalog
HTIC Fact Sheet
International Transfer webpage
Japanese Summer Camp
Substantive Change Proposal: Campus Relocation
U.S. Transfer webpage
UHWO-HTIC MOU

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organizations, or supporting external interests.

N/A

HTIC does not generate financial returns for investors (non-profit institution). The institution is subsidized by Tokai University in Japan (Tokai University Educational System).

STANDARD II

Student Learning Programs and Support Services

Standard II: Student Voice

Where do you find examples of HTIC's mission (i.e. courses, student services, student government, activities, etc.)? How do Library Services support the College's mission?

We have the opportunity to choose from many student clubs organized by the student government. The clubs, in collaboration with University of Hawai'i West O'ahu, promote communication among different culture and awareness toward international perspectives. For example, our courses became involved in commemorating the 75th Anniversary of Pearl Harbor with activities, posters, public presentations, and a visit to the Pearl Harbor site. We made 1177 cranes to remember the deaths on the USS Arizona and we felt this reflected the College mission and campus-wide involvement. Some courses, such as IS 196 (Peace Studies) and ENG 254 (World Literature) also expose us to different views, and classic/modern literature. The student service office is also a good representation of the College's mission as you can find bilingual employees that can assist Japanese and American students and teachers whose language is not English motivate us in pursuing proficiency in other languages. We would like to see more involvement with local students to socialize more and practice conversation in different languages.

How familiar are you with student catalog and admission policies?

We have been informed about admission requirements, transfer policies, student grievance. I learned about Hawai'i Tokai through my Judo Sensei and another Judo senior national competitor, who was an HTIC alumnus. We found it was not too challenging for homeschoolers and our study habits improved. In addition, we can transfer some of our credits to UH Manoa where we will pursue a baccalaureate in Architecture.

Standard II. Student Learning Programs and Support Services

A. Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or

transfer to other higher education programs. (ER 9 and ER 11)

ER.9 Educational Programs. The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

ER.11 Student Learning and Student Achievement. The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.1)

Evidence of Meeting the Standard

Hawai'i Tokai International College provides three different educational programs: the Associate in Arts granting Liberal Arts Program (LA), the English as a Second Language College Preparatory Program (CP), and the International Programs (IP), which provide short-term language and culture studies programs for international students. Each of the programs has a distinct purpose, but all are linked by the mission statement that defines the purpose and nature of the College, and all have curricula that are shaped by the shared institutional program learning outcomes, which are derived from the mission statement. HTIC's programs are designed to build upon one another as many international students who attend IP programs return as College Prep students and then enter the LA program to earn Associate in Arts degrees before transferring to baccalaureate-granting institutions, or entering the job market [Student Transfer Rate, p. 17]. The CP program is therefore designed as a pre-collegiate, English as a Second Language program that prepares students for College as it helps them develop their English abilities. Each program has clearly defined learning outcomes that the students must achieve to successfully complete their course of study and receive the relevant certificate of achievement or the Associate in Arts degree [Program Learning Outcomes for CP, LA, IP, pp. 6-17-30]. The Comprehensive Program Review shows four institutional learning outcomes, although since the last report CP and LA have only been using three of the outcomes. Core Body of Knowledge

was not included as an outcome, because it was not being measured explicitly. It is understood that the faculty member designs the course content and outcomes under consideration of key concepts in the discipline and if a student passes a course, he/she has acquired the core body of knowledge for that particular course.

Therefore, programs offered in fields of study are consistent with the institution's mission. Courses offered in the Liberal Arts Program at Hawai'i Tokai International College are designed to be consistent with the institutional missions of the College [Course Offerings, pp. 18-19; pp.35-42]. The mission of the College reads:

Hawai'i Tokai International College is an international gateway for students interested in education bridging diverse international perspectives, especially in the Asia-Pacific region. HTIC graduates earn an Associate in Arts degree and emerge as lifelong learners who contribute positively to the world. As such, the courses offered in the LA program emphasize cultivation of cross-cultural awareness based on methods of active learning, critical thinking, and learning 'without walls'[HTIC Mission Statement].

Liberal Arts Program

The Liberal Arts Program offers courses that are appropriate to the freshman and sophomore levels in higher education. The 2017-2018 College Catalog of Hawai'i Tokai International College reads:

'The Liberal Arts Program offers an Associate in Arts (A.A.) degree program that introduces students to various fields of knowledge, including the arts and humanities, language, social sciences, natural sciences, and mathematics. The program emphasizes the development of learning, critical thinking, and communication skills to foster a broad intellectual understanding of the individual and society, the natural environment, issues in the arts and humanities, and self-awareness.'

Students in Liberal Arts program seeking to earn Associate in Arts degree must meet the following criteria: 1) Complete a minimum of 60 credits in courses numbered 100 and above, including 12 courses (total of 36 credits) designated as meeting writing intensive, oral intensive, and cooperative learning outcomes, and all other required courses specified in each of the degree plans; 2) Achieve a C- grade or better in ENG 100; 3) Maintain a minimum cumulative grade point average of 2.0; 4) Complete at least the last 18 credits of coursework at HTIC (other credits

can be transferred from other accredited Colleges); 5) Take at least three terms of a single second language (for students who are native English speakers.

The courses offered in the Liberal Arts program at HTIC include, but are not limited to, the following classes (Bold course names indicate the required core courses):

Language Arts and Literature

- **ENG100**/Expository Writing: Practice in writing clear and effective College-level prose. Emphasis on skills in critical thinking, organizational effectiveness, revision, and editing. Includes writing a research paper.
- ENG 200/Research Writing: Development of skills needed for research and term papers. Provides instruction on library resources, methods of evaluating evidence, and clear, logical prose.
- **SP 151**/ Personal and Public Speech: Study of major elements of speech; intended to help student develop oral communication skills to function effectively in modern society.
- Other writing and language courses include: CHN 101, 102, 103, ENG 22, 109, 204, 209, 250, 251, 253, 254, 257, 258, 259, 299, JPN 101, 102, 103, 201, 202, 203, JOURN 105, 205, KOR 101, 102, 103, SP231

Arts and Humanities

- **HUM 100/** Themes in the Humanities: An introduction to the humanities drawing upon various multicultural themes as expressed in art, music, performing arts, and literature.
- Other Arts and Humanities courses that include: ART 101-239, HIST 151-299, MUS 106, 107, 114, PHIL 100, 102, REL 150.

Note: HUM 100 is a required core course. Students are also required to take any one advanced writing course and any one literature courses

Mathematics and Science

- Math 115/ Introduction to Statistics: Study of descriptive and inferential statistics. Topics will include exploratory data analysis, methods of visualizing data using Excel, descriptive statistics, central limit theorem, normal and binomial distributions, estimation, probability, hypothesis testing, correlation and regression, and chi-square statistics.

- SCI 122 / Introduction to Science: Introduction of the characteristics of science, the historical development of scientific concepts, and of the physical environment. The focus is on topics from physics, chemistry, astronomy, geology, and oceanography.
- Other Mathematics and Science courses include: GEOG 101, MATH 22, 100, 140, SCI 121, 123, 210.

Social Sciences

- AMST 201 / The American Experience: Study of dominant American values and institutions, and their influence on individuals living in the United States.
- POLSCI 220 / International Relations: Study of concepts and theories in international relations and contemporary world politics. Topics include the analysis of the causes of war and international conflicts, peacekeeping strategies, and various global issues.
- Other Social Science courses include: AMST 202, 211, 212, 299, ANTH 200, 201, COM 140, 201, ECON 120, 102, GEOG 151, POLSCI 130, 122, 273, 299, PSY 100, 170, SOC 100, 256.

Interdisciplinary and Other Studies

- **IS 100** / Freshman Seminar: An introduction to Higher Education: Introduction to American higher education and the concept of a "learning community." Required for A.A. degree.
- **IS 200** / Sophomore Seminar: The Capstone Course: A special research seminar to be taken during the student's last term. Required for A.A. degree.
- IS 196 / Seminar on Peace Studies: Introduction to the concepts of peace and war, security through the study of historical and current conflicts, and conflict resolution.

Programs offered culminate in student attainment of student learning outcomes, achievement of degrees, certificates, employment or transfer to other higher education programs [LA Course Description, pp. 17-20].

All course instructors, including part-time faculty, are required to specify student learning outcomes in their course syllabus, and how the course content and assignments are related to the student attainment of the learning outcomes [LA Syllabus Sample] [CP Syllabus Sample]. The Curriculum Committee (CC) evaluates the legitimacy of each LA course syllabus during each term. Any course syllabus that does not meet the standard is returned for revision, and is resubmitted to the committee for approval [Curriculum Committee Site]. For instance, the CC

may recommend a revision of syllabi lacking specific Student Learning Outcomes (SLOs), attendance and plagiarism policy, and other components necessary to student achievement.

While HTIC provides a general liberal arts education without major fields of emphasis for the A.A. degree, students may select from three degree requirement options based upon their goals: The American University Plan, the Japanese University Plan, and the General Education Plan, which are outlined in depth in Standard II.A.12. Longitudinal data on the transfer of LA graduates to other four-year universities between 2012 to 2016 demonstrate a consistent percentage of transfer, ranging in the 80th percentile [Fact Book, p. 17].

College Preparatory Program

The College Preparatory (CP) Program is a five-level academic skills-based English as a Second Language (ESL) program. The goal of this program is to develop students' English and academic study skills to provide competencies to succeed in the HTIC LA program or other American Colleges. In each level, students acquire skills in academic writing, listening and speaking, reading, grammar, and an academic liberal arts subject. Courses are carried out using lessons from textbooks with additional intensive study of TOEFL skills, all of which dovetail into the skill set needed for the successful transition to the LA program. An outline of CP courses is synthesized below:

Level	Course 1	Course 2	Course 3	Course 4	Course 5
1	Introductory Listening & Speaking	Introductory Writing	Situational English & Study Skills or TOEFL	Introductory Grammar	Introductory Reading Skills & Discussion
2	Elementary Listening & Speaking	Elementary Writing	Foundations of World History	Elementary Grammar	Elementary Reading Skills & Discussion
3	Lower-intermediate Listening &	Lower-intermediate Writing	Foundations of Earth Science	Lower Intermediate Grammar	Lower Intermediate Reading

	Speaking				Skills & Discussion
4	Upper-intermediate Listening & Speaking	Upper-intermediate Writing	Foundations of Sociology	Upper Intermediate Grammar	Upper Intermediate Reading Skills & Discussion
5	Advanced Listening & Speaking	Advanced Writing	Foundations of American Studies	Advanced Grammar	Advanced Reading Skills & Discussion

Quality of Academic Programs and Credit Transferability

To ensure the quality and appropriateness of its courses, HTIC monitors the transferability of its courses to other institutions of higher education. Textbooks, the amount of work required of students, and content taught in a course are comparable to equivalent courses taught in other institutions of higher education. The Curriculum Committee reviews syllabi for each course for accuracy and alignment with the Institutional Learning Outcomes (ILOs). If the course is not sufficiently rigorous, the committee makes suggestions for revisions to the instructor [Curriculum Committee Site]. The Curriculum Committee, made up of faculty, staff and two student representatives, reviews all new or revised syllabi. Suggestions are then made when needed. Learning outcomes and course content must be reviewed and approved by this committee, as well. The Dean of Instruction and Vice-Chancellor are ultimately responsible for ensuring the high quality of programs and services at HTIC.

The success of the College Preparatory program is assessed by course grades based on standardized textbook-based tests (benchmarked at 70 percent or higher achievement), level-based writing assessments, level-based speaking evaluations, TOEFL scores, and ILO rubrics [Example of Standardized Reading Test] [Writing Rubrics] [Speaking Rubric]. Program-wide rubrics are also used to assess how well students are meeting the College Prep learning outcomes and ILOs. Additionally, feedback from LA faculty regarding students' performance in the LA program is discussed in faculty meetings and with the Dean of Instruction to ensure that skill levels are maintained [LA Minutes, June 2017].

The IP provides programs tailored to meet the needs of each group it hosts. The College's and IP's mission statements "To foster second-language acquisition through hands-on experience and encourage lifelong learning" guide the design of these programs to ensure that institutional goals provide a solid foundation for all courses offered [IP Sample Program Schedule Medical English] [IP Sample Program HOPES].

Performance Achievement and Assessment

As part of the Tokai University Educational System, Hawai'i Tokai International College's purpose and mission are to provide an education that fosters an individual who will actively contribute to world peace [HTIC Mission Statement]. To that end, HTIC was established in 1992 as a liberal arts junior College that grants the Associate in Arts degree. It offers courses comparable to other two-year liberal arts Colleges, as well as courses offered or required during the first two years of study at a four-year College. In addition, in keeping with its mission, HTIC also provides students with the opportunity to focus on peace and/or East Asian studies. HTIC uses several means by which to insure currency, appropriate teaching and learning strategies, and integration and achievement of student learning outcomes. HTIC employs a peer evaluation process by which each faculty member is evaluated for currency, appropriate pedagogy as stated in the College's mission to provide students with interactive, learner-centered classrooms without walls, and attention to learning outcomes.

Evaluators pay close attention to the syllabus and course outline, ensuring that the outcomes are appropriate and the classes demonstrate that these are being taught [PDC Minutes]. Evaluators also assess depth and breadth of content and the rigor of the courses. The process is largely formative and the evaluators' perceptions and suggestions for improvements are shared with the instructor [PDC Self-Evaluation Documents]. Student opinions, in the form of course evaluations at the end of each term, are solicited and reviewed by the Assistant Dean for CP and/or Dean of Instruction and Vice Chancellor [Course Evaluation Sample]. Copies of the evaluations are shared with the individual faculty members to assist them in improving their courses. Finally, the Liberal Arts faculty utilizes an intense program review process to assess the quality and success of its programs. The LA faculty meet to review Institutional Research (IR) data and respond to questions on the program review templates to assess currency of its courses and student achievement of SLOs. As with the LA, the College Prep faculty meets to review IR data and respond to questions on the program review templates to assess the currency of the program's courses and student achievement of SLOs. Using data collected by the IR coordinator,

including course and program completion rates, surveys, TOEFL scores, final student assessments, and other data sources, the faculty completes the annual program review and evaluates the program's success. [CP Fact Book].

In addition, the CP faculty has three meetings every term to discuss ways student needs can be adequately addressed via the College Prep curriculum and methodology. In these meetings, students' needs are assessed according to the achievement of student learning outcomes based on student grades, TOEFL scores, speaking evaluation results, and initial placement exam results. These discussions allow the faculty to proactively work to improve the curriculum so that student learning is effectively supported [CP Meeting Minutes 2016] [CP Meeting Minutes 2017].

Analysis and Evaluation

The College meets Standard II.A.1
As a Liberal Arts College, HTIC's curriculum focuses on General Education. One of the institutional learning outcomes is "an intellectual competence in a basic liberal arts education encompassing the areas of Language Arts and Literature, Arts and Humanities, Mathematics and Science, and Social Science." The Curriculum Committee plays a particularly important role in this regard and has the responsibility of approving courses to be added or deleted from the Liberal Arts Program and College Preparatory Program offerings. In addition, the institution continually assesses its programs and related curricula through program review and self-study. By using institutional research in the form of surveys administered to faculty, staff, and students, the institution is further able to gauge whether programs and curricula are current and relevant. Students are expected to become "intentional learners" who are empowered with the critical thinking, communication, and reading skills that are as integral to academic success as core body knowledge. The Curriculum Committee ensures that all course content and requirements are appropriate to higher education standards.

List of Evidence

Course Evaluation Sample
Course Offerings, pp. 18-19; pp.35-42
CP Fact Book
CP Meeting Minutes 2016
CP Meeting Minutes 2017

CP Syllabi
Curriculum Committee Site
Example of Standardized Reading Test
Fact Book, p. 17
HTIC Mission Statement
IP Sample Program Schedule Medical English
IP Sample Program HOPES
LA Course Description, pp. 17-20
LA Minutes, June 2017
LA Syllabi
PDC Minutes
PDC Self-Evaluation Documents
Program Learning Outcomes for CP, LA, IP, pp. 6-17-30
Speaking Rubric
Student Transfer Rate, p. 17
Writing Rubrics

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

The instructional programs at HTIC are evaluated for continuous improvement and effectiveness to support the quality of student learning and success. The entire HTIC community is involved in the process of ensuring that the College's programs reflect its mission, as evident in the latest Six-Year Educational Development Plan (EDP), drafted and revised by faculty, staff, and approved by the Board of Trustees [Six-Year EDP]. HTIC's mission is to serve as a gateway for students wishing to bridge social, cultural, and economic diversity in the Asia-Pacific region in an American educational setting. As such, the College offers three programs: The College Preparatory Program, International Programs, and the Associate in Arts degree-granting Liberal Arts program.

While HTIC is an independent American junior college, it is also part of the Tokai University Educational System, the International Programs and College Prep are integral to the College's purpose and mission. The pre-collegiate College Prep prepares students from non-English speaking countries, mainly from the Asia-Pacific area, for academic pursuits in Hawai'i and on the mainland.

The program assists second language learners in developing five core skills (reading, writing, listening, speaking, and critical thinking) before entering the LA program. The College Preparatory Program is set up in five levels: CP 1 (lowest), CP 2, CP 3, CP 4, and CP 5 (highest). Upon completion of all levels with a score of 70 percent or higher, in addition to achieving a TOEFL score of 450 or higher, students can transfer from the CP to the LA program. The quality and rigor of academic programs are also set by the College's IP department. These programs include ESL and cultural training programs for HTIC's TES secondary feeder schools, many of which provide students who return to HTIC to begin their College careers. Through the College's Discover East Asia program handled by the Office of Student Services, HTIC students currently have the opportunity to study in Japan (Tokai University), China (Shenzhen University), and Korea (Hanyang University) as part of their course of study at HTIC, although there have been no participants to Discover China program to Shenzhen University since its inception in 2009.

Program Quality and Improvement

The College applies several criteria to evaluate the quality and effectiveness of its programs. First, HTIC hires only qualified instructors in the LA program, with a Ph.D. or master's degree in the subject area or a Ph.D. or master's degree in any field plus 18 upper level credit hours in the subject to be taught. Course syllabi submitted for the course are sent to the Curriculum Committee for final approval of student learning outcomes, assessment, and overall content [Curriculum Committee Minutes].

The Curriculum Committee may provide feedback to a teacher after reviewing a syllabus for a new course if the committee notices any problems, such as the criteria for how a course is graded or the learning outcomes. As with the LA program, the College Prep program ensures high quality by hiring instructors who have the appropriate credentials and/or experience, and by setting up a consistent and sequentially structured course of study for all five levels. CP and LA programs are continually evaluated for ongoing improvement with sound discussions among faculty and self-evaluation leading toward goals set in the program review [Program Review]. As mentioned in the College's Six-Year EDP, attention is paid to day-to-day teaching in all

classes to ensure that the mission statement is being addressed and its spirit carried through so that the students are getting the education they deserve. To that end, all new instructors receive a faculty orientation to become acquainted with HTIC and its mission [Faculty Orientation].

Quality is assured through a consistently implemented peer evaluation process. This formative process allows for points of concern to be shared with the Dean and the Vice- Chancellor. All faculty are evaluated on a yearly or term basis (based on employee status). Full time faculty are evaluated each year at or before the expiration of their annual contracts. All adjunct faculty are evaluated in each term that they are employed by HTIC. Each term, peer evaluation assignments are determined by the Personnel Development Committee and administered through the Human Resources office. Adjunct faculty must be evaluated by two current full-time faculty. Full-time faculty are evaluated by their supervisor and an outside evaluator from the field of study of the faculty member, to ensure that content and methods of instruction meet the generally accepted standards [Faculty Orientation].

After assigning peer evaluations by the Personnel Development Committee, the Human Resources office sends a self-evaluation form to each faculty member (adjunct and full-time) to be completed before the classroom visit. The self-evaluation is meant to help the faculty member reflect on their effectiveness as an instructor and how they contribute to the mission and learning community of the College. Self-evaluations take place during weeks 2 and 3 of the term [Adjunct Self-Evaluation Form] [Full-Time Self Evaluation Form]. This self evaluation form is followed up by a peer evaluation visit. Adjunct faculty are evaluated by two full-time faculty each term, while full-time faculty are evaluated by a full-time faculty member and an outside evaluator once per academic year on the anniversary date of their hire [Instructional Visitation Appraisal Form] [Instructors Follow-Up Evaluation].

At this point, evaluation for adjunct faculty is completed before the next term that they will be teaching. If the full time faculty member is due for a contract renewal (done yearly), the process continues with an additional self-appraisal form that covers the following points: quality of teaching as evidenced from the previous peer evaluation process; an assessment of student learning and learning outcome achievement both in the classroom and in participation of campus-wide collaboration activities; institutional effectiveness and faculty responsibility in the areas of civility and professional conduct; involvement in the learning community beyond the classroom; professional development and commitment to the mission of the College. Finally, the faculty is also asked to develop a performance plan to set goals for the following year in these areas. The Vice Chancellor also fills out a similar form. A meeting is then held between the

faculty member, the Dean of Instruction, and the Vice Chancellor to review these forms and discuss ways to improve teaching and learning strategies and new ideas that contribute to student success. After this meeting, a formal meeting is held with the Chancellor on whether to offer a new contract.

In addition to several levels of course and instructor evaluations, the Curriculum Committee also plays a role in reviewing the new syllabi. In particular, the Curriculum Committee takes a close look at the links between the instructor's Course Learning Outcomes and the Institutional Learning Outcomes. Learning Outcomes are also evaluated for their language to ensure they are measurable and connected to course requirements and assignments. Each syllabus is approved or rejected unanimously by the Curriculum Committee. If a syllabus is rejected, the Dean or Curriculum Committee Chair meets with the instructor to review reasons for rejections and strategies for improvement. [Curriculum Committee Minutes]. The departments seek feedback from students to continuously improve their instructional standards. At the end of each term, students are asked to fill out course evaluations. These evaluations are submitted online through the Populi management system. Evaluations by students are done before students can access their grades to ensure an impartial, unbiased feedback. Similarly, instructors are not able to access the data from these forms until after grades are submitted and finalized on Populi [Course Evaluation]. The course evaluations contain 14 questions on a Likert Scale ranging from strongly disagree to strongly agree. These questions cover the following areas about the instructor: organization, adherence to the syllabus and course schedule, clarity and understanding, ability to explain difficult concepts, openness to opinions, supportive environment, availability during office hours and outside the classroom, course difficulty, and the course's relation to learning outcomes. The evaluation also includes three open-ended questions regarding what students liked about the course, what could be improved and any other comments they wished to make. These evaluations are performed every term and provided to instructors each term as well.

A significant stage in the systematic evaluation of teaching and learning methods is the collection of data from the instructor course assessment, which serves the purpose of assessing whether students have successfully achieved the course learning outcomes. Instructor course assessments are required of all instructors (full-time and adjunct) at the completion of each term. This system helps instructors reflect on at least three course learning outcomes, the assignments and assessment tools that link these to a learning outcome, and the achievement of students to specific learning outcomes [Instructor Course Assessment Form].

Another means through which the College assures quality and improvement is the use of an established process by which new courses and programs are introduced into the LA and CP curriculum, and old courses are removed. Proposals for new courses are submitted to the Curriculum Committee for review. New courses may be proposed by the Dean of Instruction, Vice Chancellor, or faculty. After discussion, the committee votes to approve or reject the proposed course [Syllabi Review]. The Dean of Instruction, in conjunction with the Vice Chancellor, decides which term during the academic year is the best to offer a new course. When changes need to be made to the schedule, these are submitted to the Curriculum Committee for review and approval. Once the decision to offer a course has been made and there is no full-time instructor to teach it, a search is conducted to find a qualified adjunct instructor. New courses have been added in this manner to maintain vitality within the Liberal Arts program and to meet student needs.

Discover East Asia is a study abroad program that allows students to spend a term pursuing intensive language studies in Japan, Korea, or China. It is a program in keeping with the College's mission to serve as a gateway for students wishing to pursue an international education [Discover East-Asia Program].

Other courses added to the Liberal Arts Program offerings fall into either of two categories, academic or lab/enrichment, which then determines the credits to be given. Most academic courses are offered as 3-credit courses. One-credit enrichment or lab courses are offered in the areas of art, music, computer, physical education, and interdisciplinary studies. HTIC also offers several one-credit academic courses in Interdisciplinary Studies, which meet for fewer hours than lab/enrichment courses due to homework and other out-of-class hours (e.g., IS 100 and IS 196). Others involve independent study and volunteer service hours (IS 200 and IS 192) [HTIC Catalog, p. 17]. Courses, credit awarded, and assessment of student learning outcomes are also part of LA faculty meetings, as part of the College's continuous improvement [LA Minutes, Sep. 2017] [LA Meeting, June 2017].

The Curriculum Committee must approve all new courses before they are added to the catalog as well as all courses dropped from the catalog. For instance, a new certificate in Hospitality and Tourism was recently approved by the Curriculum Committee (CC) and subsequently launched at HTIC in combination with the Associate Degree in Liberal Arts [Hospitality and Tourism, p. 22]. The certificate was created to meet the growing student demands in the field of Hospitality focused on Asian cultures. LA course quality is assessed through the student course evaluation

process, by the peer review process, and by reviewing the data provided by the learning outcomes assessment process conducted with the use of rubrics at the end of each term [LA Rubrics].

HTIC does not offer online courses or courses in other locations.
The quality of the College Preparatory (CP) program and its courses is ensured by the use of established procedures for designing courses and identifying appropriate learning outcomes. The CP faculty evaluates the textbooks and courses and discusses their ideas in regularly scheduled meetings [CP Minutes, Jan. 2017].

All faculty have access to student survey data with the help of the Institutional Research (IR) specialist. Program changes are made based upon these data driven discussions. The CP coordinator, now Assistant Dean of CP, works with the faculty to select and approve textbooks for each course. Each instructor determines the pedagogy and content of classes based on the approved syllabus. All of the CP courses are taught on campus, synchronously and one on one, although some CP faculty members use Populi, an internet based course management system, to administer quizzes, projects, and homework. Instructors use technology, especially a range of Google programs, the Internet and PowerPoint, in their classes.

The assessment of program effectiveness is also guided through the data analysis of the IR specialist. The IR has efficiently collected and organized a considerable amount of data for use by the institution for the alignment of Student Learning Outcomes (SLOs) with the Program Learning Outcomes (PLOs). She is also available to help faculty and staff in the collection of data needed to help them with specific areas of concern as they conduct the review of their programs and departments. As a result of the IR coordinator's efforts, all recommendations made in the program review regarding improvements to the programs, curriculum, or services are made based on analysis and evaluation of IR data by the respective departments and programs [Program Review]. An example of the data analysis informing change and improvement is demonstrated by this instance: faculty noticed certain courses with a pattern of grade inflation that resulted in a discussion between the individual instructors and either the Vice Chancellor or Dean of Instruction [LA Meeting, Dec. 2016]. As a result, instructors agreed to increase the rigor of their courses.

The College Prep faculty routinely assesses its program in order to make improvements. Student feedback and grades are discussed in CP meetings to assess the effectiveness of the individual courses and the program as a whole [CP Minutes, Feb. 2017]. CP courses and programs are evaluated primarily during the College focused review, conducted yearly. All full-time CP

faculty are involved in this process by discussing routine student surveys (i.e. entry surveys, student course evaluations, program surveys). In addition, as a small campus, most faculty get to know the students well and are able to discuss issues arising from face-to-face conversations during the terms, thus resolving any matter in a timely manner, without waiting for a general meeting.

The results of non-confidential surveys are discussed in College Prep faculty meetings and sometimes presented in faculty and staff meetings or the Faculty Forum. Survey results are kept on file in the office of the IR specialist, who compiles the data so a more detailed analysis of program quality and success can be made by the CP faculty.

Analysis and Evaluation

The College meets Standard II.A.2
The assessment of the academic quality of programs and student learning is an inclusive and ongoing process at HTIC. The Curriculum Committee plays a pivotal role in the revision of syllabi, approval and rejection of courses, and revision of course content in alignment with the Institutional Learning Outcomes and the College's mission. Faculty members play a primary role in all levels of the evaluation of course content and teaching methods. From peer evaluation to the assessment of syllabi, it is clear that faculty, with the input of staff and others on the campus, lead the process. The peer evaluation process for course content and teaching methods help to ensure that the level of instruction at HTIC remains consistent and within generally accepted academic and professional standards and expectations. This is done through a consistent process that has been shown to improve teaching and learning for students. The peer evaluation process in particular presents opportunities for faculty to work collaboratively to ensure the continuous improvement of courses, teaching and learning strategies. In addition, the various levels of evaluation and assessment regarding teaching and learning allow the College to work consistently in a variety of settings to encourage improvement in teaching and learning.

List of Evidence

Adjunct Self-Evaluation Form
Course Evaluation
CP Minutes, Feb. 2017
CP Minutes, Jan. 2017
Curriculum Committee Minutes

Discover East-Asia Program
Faculty Orientation
Full-Time Self Evaluation Form
Hospitality and Tourism, p. 22
HTIC Catalog, p. 17
Instructional Visitation Appraisal Form
Instructor Course Assessment Form
Instructors Follow-Up Evaluation
LA Meeting, Dec. 2016
LA Meeting, June 2017
LA Minutes, Sep. 2017
LA Rubrics
Program Review
Six-Year EDP
Syllabi Review

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The assessments to ascertain achievement of the outcomes were originally determined by the Evaluation and Assessment Committee. Minor changes approved by the faculty and staff have been made to the outcomes to clarify their intent or to determine how achievement of the outcome is assessed. Over time, the eleven student learning outcomes have become HTIC's Institutional Learning Outcomes (ILOs), and the CP and IP programs have adopted the most appropriate learning outcomes from the list as their program learning outcomes.

For the LA program, the three Institutional Learning Outcomes (ILOs) serve as Program Learning Outcomes (PLOs). These program outcomes are:

1. Effective Communication Skills
2. Global Citizenship
3. Intellectual and Practical Skills

Liberal Arts (LA) course outcomes are determined by the instructor for the courses they teach, except in the case of certain core classes with standardized outcomes: ENG 22, ENG 100, HUM 100, IS 100, IS 200, and IS 192. LA course SLOs are all included in the course syllabi [Syllabus Template].

LA instructors are responsible for choosing the appropriate PLOs for the courses they teach. Instructors are given the freedom to change the student learning outcomes for their courses except in the case of certain frequently taught courses, such as those of the Freshmen Experience, e.g., ENG 22, ENG 100, and HUM 100, in which the need for continuity is deemed desirable. The instructor's proposed outcomes are approved by the Curriculum Committee when it reviews course syllabi. Instructors are responsible for aligning the assignments to the course learning outcomes. Tracking student achievement of the SLOs is the responsibility of the LA program advisers [Student Learning Outcomes Tracking Sheet]. The LA program is currently working on elaborating a standardized rubric for course level to align the program learning outcomes with the institutional learning outcomes.

In October 2017 HTIC invited assessment experts from the University of Hawai'i at Manoa to conduct a four-hour workshop on best practice of learning outcomes to inform in curriculum building, data analysis for program improvements, and alignment with course level outcomes and program level outcomes [PLO-ILO Alignment Worksheet] [Workshop on ILOs and SLOs]. Faculty are engaged in assessment for improvement by discussing results, teaching, and assessment processes in order to make changes to their courses and the curriculum, as evidenced in the post-workshop faculty survey [Faculty Forum #5]. In addition, faculty received all the instructional materials displayed at the workshop for future use in the classroom and in the measurement of learning outcomes [Faculty Forum Handouts]. When students write their IS 200 Capstone Course research papers, their assigned mentor evaluates their research paper and the attainment of the three ILOs (i.e. Effective Communication, Global Citizenship, Intellectual and Practical Skills). Rubric results allow instructors to see if their students are performing at expected levels of achievement [SLOs Chart] [IS 200 Sample Rubric].

Student Learning Outcomes and their Assessment

All full-time and part-time faculty are required to include Student Learning Outcomes in each course syllabus and are evaluated on a yearly or a term basis. Each new syllabus is evaluated by the Curriculum Committee on the basis of its accurate inclusion of Student Learning Outcomes as well as the outline of the course [Syllabi Review Evidence]. The institution with the support of the Evaluation and Assessment Committee (EAC) regularly identifies and regularly assesses learning outcomes for courses, programs, certificates, degrees using established institutional procedures [EAC Minutes]. At the end of each term, all full-time and part-time faculty are required to fill out Instructor Course Assessments, which consist of questions about Course Learning Outcomes (CLO) and Institutional Learning Outcomes (ILO), and how the course has met the stated CLOs and ILOs [Instructor Course Assessment Form]. In each CP and LA program, all full-time and part-time faculty are required to fill out rubrics to assess how their classes met Institutional Learning Outcomes [CP Rubric Sample].

The syllabi of CP and LA programs contain specific student learning outcomes (SLOs). Both CP and LA programs have a curriculum map for their own programs. LA has sets of approved outcomes [CP/LA Curriculum Map]. In every class, students receive a course syllabus, including learning outcomes from an officially approved course outline. All students receive a syllabus on the first day of class, which follow templates from past approved syllabi, and include Course Learning Outcomes as well as Student Learning Outcomes. Students are also given the opportunity to examine the syllabi during the registration period. Additionally, all syllabi are evaluated based on a peer evaluation system. In addition, during faculty evaluation, the assigned peer evaluators review full-time and part-time instructors' syllabi before their visits to the class, and share their responses with the instructors. Further, the Dean of Instruction (LA), as well as the Assistant Dean for CP, also review the syllabi at the beginning of each new term.

As part of regular departmental meetings, CP faculty, with advice from the Assistant Dean of CP, carefully analyze and discuss program strengths and weaknesses, proposing strategies for improvement [CP Meeting Minutes 17-04-05]. Some of the strategies that have been implemented are changes to test structure and questions, improvement of rubrics, an increase in the number of courses available to students, and changes in textbook selection. College Prep students' achievement of the program learning outcomes in reading, writing, speaking, listening, and critical thinking skills prepares them for entry into the Liberal Arts Program. Essays, research papers, and presentations are evaluated using rubrics created by the CP faculty. All

changes are intended to improve student learning and success and are implemented after analysis of students' achievement of outcomes.

LA Student Program Learning Outcomes

Each course in the LA program has subject-related Student Learning Outcomes (SLOs) that are mostly determined by individual instructors who teach the courses, although these outcomes must be reviewed and approved by the Curriculum Committee. All course SLOs are also tied to the LA Program Learning Outcomes (PLOs), with the exception of few classes with SLOs and PLOs which do not change regardless of the instructor (e.g., ENG 22, ENG 100, HUM 100, IS 100, and IS 200).

The alignment between PLOs and SLOs is established in several ways:

1) Instructors are required to indicate on their syllabi in parentheses following the course outcomes which PLOs are applicable to each outcome [IS 100 Sample Syllabus]

2) Each term instructors are requested to contribute information about their course to a form that shows the interconnection of courses and PLOs [Instructor Course Assessment]

3) The Institutional Research coordinator created a set of rubrics to measure attainment of the PLOs in relation to the ILOs. All LA instructors are asked to use the PLOs denominations most relevant to their courses [HUM 100 Rubric Sample]

Analysis and Evaluation

The College Meets Standard II.A.3
The institution carefully monitors student learning outcomes and assessment of learning in each of its programs, throughout frequent faculty meetings, Evaluation and Assessment Committees and data analysis retrieved from surveys, GPAs, and course completion. Student learning paths are mapped and evaluated for accuracy and alignment with the Institutional Learning Outcomes. An ongoing discussion on improving teaching and learning practices is evident from the recent workshops and faculty reflection on specific program learning outcomes which match course assignments. Student Learning Outcomes are tied to the Program Learning Outcomes throughout assessments specifically designed to meet the course and program objectives. Assessment and

alignment to PLOs and ILOs are verified by the Curriculum Committee and the Evaluation and Assessment Committee for currency and effectiveness.

List of Evidence

CP/LA Curriculum Map
CP Meeting Minutes 17-04-05
CP Rubric Sample
EAC Minute
Faculty Forum #5
Faculty Forum Handouts
HUM 100 Rubric Sample
Instructor Course Assessment Form
IS 100 Sample Syllabus
IS 200 Sample Rubric
PLO-ILO Alignment Worksheet
SLOs Chart
Student Learning Outcomes Tracking Sheet
Syllabi Review Evidence
Syllabus Template
Workshop on ILOs and SLOs

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from College level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in College level curriculum.

Evidence of Meeting the Standard

HTIC offers pre-collegiate (CP) level curriculum distinguishable from College level curriculum. The Institutional Learning Outcomes (ILOs): Effective Communication Skills, Intellectual and Practical Skills, and Global Citizenship are integral in measuring student achievement. Learning outcomes are defined at five levels of instruction based on progressively challenging criteria, with the focus on courses to develop the necessary knowledge and skills for students to

successfully complete both the CP and LA programs. Students take 22 hours of CP courses a week, which follows the curriculum map based on the ILOs also used in the LA Program.

In addition, CP faculty work collaboratively with LA faculty to create workshops for CP students exclusively that offer additional College preparatory skill development. In spring 2016, there was a series of Library workshops, "Time Management," "Citing your sources: demo on RefMe," "Thesis statements," "Plagiarism," "Waiting till the last minute: Backwards Planning," "LA 101: From CP to LA," and "Fact or Fiction: Evaluating website sources" [Spring 2016 Workshops]. An LA faculty member facilitated the workshop on Backwards Planning, while all the others were presented by the head librarian, her assistant, tutors, and Peer Academic Coaches [Comprehensive Program Review Follow Up Report 2015-2016]. In particular, the "LA101: From CP to LA" workshop was beneficial in providing CP students with the necessary skills to move on to the LA program. In the workshop, the LA students gave tips to the CP students on how to have success in the CP and LA programs. In addition, special library instructions were held for CP Level 4 and Level 5 students to learn about source based researching and writing. Winter 2017 Library Workshops also focused on tips, tricks, shortcuts, and skills to help students in their classes: "Evaluating Sources: Can you trust that workshop?", "Study Tips," "Research Tips," "Citation with Zotero," "PUGS: Academic Writing in 4 Basic Steps," and "Docs to Word: Google Docs free conversion extension. In addition to head librarian and her library staff and tutors, both CP and LA faculty offer these workshops [Winter 2017 Workshops] [CP and LA Placement Program Description, pp.14-16].

The College Prep coordinator, now Assistant Dean of CP, and faculty are responsible for identifying program learning outcomes and student learning outcomes. Two CP faculty members have been working on the following project: to benchmark all of the courses in the program, identify key SLOs linked to each course, link the SLOs to assessments, and create or revise rubrics to measure the SLOs. During this process, the two faculty members often consult LA faculty and the Dean of Instruction on an informal basis in order to more closely align and scaffold the two programs. Upon completion of the first drafts of benchmarks, rubrics or assessments, the documents are shared with the Assistant Dean of CP and all full-time and adjunct faculty in CP meetings and via email [CP Meeting Minutes 17.06.14]. The CP faculty is planning to review the benchmarks for the writing and reading classes, the results of the data that have been collected from the new rubrics, and the assessments in the upcoming Program Review cycle. During Program Review, both CP and LA faculty will be able to collaborate further in the alignment of rubrics and SLOs and also refine the scaffolding of the two programs. Program Review will be submitted to the Dean of Instruction for approval.

The CP Program has a curriculum map of courses and corresponding institutional learning outcomes [CP Curriculum Map]. Currently, CP does not assess broad Program Learning Outcomes. Instead CP has three main institutional learning outcomes (ILOs): Effective Communication Skills, Intellectual and Practical Skills, and Global Citizenship. Each course focuses on key elements of the ILOs. For example, The Core 1 writing course focuses on the following elements:

1. Identifies, and uses appropriately, essential information and ideas (Effective Communication Skills);

2. Seeks to understand the unfamiliar (Global Citizenship);

3. Organize information into a coherent structure (Intellectual and Practical Skills).

The key elements of each ILO are assessed using a detailed set of rubrics that evaluate the extent to which students are meeting learning outcomes [Effective Communication Rubric] [Intellectual and Practical Skills Rubric] [Global Citizenship Rubric]. The Institutional Learning Outcomes (ILOs) are also incorporated into course syllabi to enable the College to better evaluate the fit [Example of CP Syllabus]. Student grades and TOEFL scores are also used to determine if students are reaching outcomes. As a result, College Prep has a list of concise student learning outcomes and aligning to the same Institutional Learning Outcomes (ILOs) of LA. In the next Program Review cycle, both CP and LA will review their curriculum maps and rubrics and revise them to improve student learning and outcome assessment.

Analysis and Evaluation

The College Meets Standard II.A.4
The College Preparatory program supports ESL students preparing to enter the Liberal Arts program with the necessary linguistic skills to succeed in any U.S. College. Faculty and the Assistant Dean of CP have created rubrics to assess student language learning, outlining specific Learning Outcomes that reflect what is needed for mastering language competencies in all four areas (i.e. reading, listening, writing, speaking). Students will have to successfully achieve a TOEFL score of 450 or higher and pass all five CP levels (level 1 through 5) with a grade of 70 percent or higher, before being able to enroll in classes in the LA program.

List of Evidence

Comprehensive Program Review Follow Up Report 2015-2016
CP and LA Placement Program Description, pp.15-16
CP Curriculum Map
CP Fact Book
CP Meeting Minutes 17.06.14
Effective Communication Rubric
Example of CP Syllabus
Global Citizenship Rubric
Intellectual and Practical Skills Rubric
Spring 2016 Workshops
Winter 2017 Workshops

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 term credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

ER.12 General Education
The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

Evidence of Meeting the Standard

The Curriculum Committee (CC) ensures the rigor of the LA, CP, and IP by collectively reviewing course syllabi, approving or disapproving any changes to the current curricula

(including adding and eliminating courses), curriculum map, and course catalog [CC Site]. In this way, the CC ensures the institution's rigor, depth, course sequence, length, and time to completion. The CC also makes sure that HTIC's mission is crystallized by the programs, and that the courses, especially in LA, meet the Carnegie standard for credit hours. In the past, when the Executive Committee unilaterally canceled the newly offered French language course without due process, the CC problematized the action and revoked the Executive decision after deliberation. Likewise, the CC shared a concern when the Chancellor offered an IS course in Japanese (not a language course) during a summer term (no permission was asked to the CC). In this way, the Committee ensures the institutional strength and the academic independence from the administration.

Generally, most lecture or seminar type courses are 3-credit courses, with classes meeting for a minimum of 45-48 hours each term. Students are expected to use time outside the classroom reading, researching, and writing classroom assignments. Enrichment, lab, or studio classes meet for 30-45 hours per term for each credit awarded [HTIC Catalog, p. 23].

Total Contact Hours for CP

A full-course load for College Preparatory faculty members, in terms of classroom contact hours alone, is defined as a minimum of 18 hours per week of class sessions (including a 10-hour per week core course) or roughly 180 hours per term.

Total Contact Hours for LA

HTIC follows a quarter system, in which the extended contact hours ensure transferability of courses to other term-based institutions. One 3-credit course at HTIC meets for 4 hours and 20 minutes per week. Teaching three 3-credit courses means that the faculty member is in class session for at least 13 hours per week, or 130 hours per term. Those instructing a 1-credit course spend at least 15-30 hours in class per term.

In order to calculate a Liberal Arts/College Preparatory faculty member's teaching load, Liberal Arts credit courses are first converted as follows:

L.A. 3-credit course = 44 contact hours per term

L.A. 1-credit course = 15-30 contact hours per term (number of sessions vary depending on course)

L.A. IS 100 course = 15 contact hours per term

L.A. IS 200 course = 7 contact hours per term/per student [Faculty Handbook, pp.9-10]

The Dean and faculty reviewed the contact hours and discussed ways to ensure sufficient credit hours, since a term at HTIC consists of 10, not the traditional 15 weeks [LA Meeting, Sep. 2017]. Instructors are required to create additional learning opportunities for students such as field trips with reflective essays, library workshops, and exercises when courses are interrupted because of holidays or other vacation time.

All instruction at HTIC is provided through face-to-face interaction in the classroom. The primary mode of instruction utilized at HTIC is synchronous; i.e., students and teachers meeting in classrooms at regularly scheduled times determined by Carnegie-defined units of credit. Modes of instruction are at the discretion of the teacher and may include lecture, in-class active learning exercises, group activities, and use of PowerPoint, overhead transparencies, video, internet, and computers. Because of the College's emphasis on active learning and "classrooms without walls" (the College's motto), LA instructors are asked to plan their classes around synchronous instruction. However, supplemental work online or on Populi is left to the discretion of the instructor. There is continuous dialogue among faculty regarding aspects of synchronous and asynchronous instruction at Faculty forums, departmental meetings, and on other occasions. When faculty are visited by peer evaluators from the Personnel Development Committee, there are follow-up meetings at which a robust exchange of ideas often occurs regarding various delivery systems that have been proven successful at HTIC.

This synchronous mode of instruction is very effective for all programs offered at HTIC because so many students are non-native English speakers who are seeking to have an international education experience in an American classroom. For domestic students attending HTIC, the classroom provides an American curriculum that is shared with international students for a cross-cultural experience. The active learning techniques of the HTIC classroom are indispensable for the international students and also encourage the American students to be more participatory. The same holds true for the "classrooms-without-walls" instructional method---HTIC emphasizes group interaction as students explore the world outside our walls. The modes of evaluation of students---course completion, grades, achievement of student learning outcomes,

student surveys, peer evaluations of faculty and student performance in the IS 200 capstone course, all attest to the fact that the educational delivery system at HTIC is successful. HTIC strives to ensure that its courses are academically rigorous and comparable to those offered at other US institutions, especially those offered at the four-year institutions such as the University of Hawai'i at Manoa to which our graduates most commonly transfer. Individual instructors assess course learning outcomes in a number of ways, including exams, critical essays, research papers, and presentations.

Length, Breadth, Rigor of Courses

The quality of instruction and the assurance that programs at HTIC are of appropriate breadth, depth, rigor, sequencing, and time to completion is of critical importance to the Board of Trustees, administration, faculty, and staff at HTIC. To insure that the College is meeting its mission and the standards of ACCJC, HTIC has developed a number of policies and procedures over the years. HTIC awards an Associate in Arts degree in liberal arts. As such, the curriculum at HTIC was developed to provide the essential general education courses students would take in their first two years of College at most American institutions. To ensure the quality of all liberal arts course offerings, the Curriculum Committee (CC) reviews the content of course syllabi for all courses to be taught in the following term to be sure that all syllabi requirements are met and that the course content is appropriate. When instructors add or change the learning outcomes for a course, the revised course syllabi must be approved by the Curriculum Committee. New instructors' course syllabi/schedules are reviewed by the CC and revisions are requested by the committee as needed.

Although the CC reviews and approves the curriculum and course syllabi for the CP, the process of designing the courses is slightly different from that of the LA program. The CP faculty and Assistant Dean of CP create course syllabus templates for core, content-based, and elective courses, and select the learning outcomes and textbooks for those courses. Using the outcomes designated for each course in the curriculum map, the instructor then delineates how each outcome is assessed in the course as well as the basis for the course grade and the term study schedule. The syllabi are submitted to the Assistant Dean of CP and Student Services before the term begins. If needed, revisions may be requested of the instructor by the Assistant Dean of CP.

Proposals for new LA courses must fit within the parameters of a two-year liberal arts program. Faculty wishing to propose new courses submit their request with a description of the course and a proposed syllabus to the Curriculum Committee, which then discusses the breadth and depth

of the course, as well as concerns such as its transferability and whether the course will meet a student need. If approved, courses are taught on a trial basis three times before being included as a course entry in the College's catalog. Proposals are also submitted to the Curriculum Committee for consideration and approval when courses are added to the College Prep program. HTIC evaluates course quality through a peer review system and student evaluations of courses, which are administered electronically at the end of each term. The results are reviewed by the Dean of Instruction to determine if there are any problems that must be addressed regarding individual courses and instructors. The results of these student evaluations are shared with the instructor upon receipt of his/her grades for the course. In addition, faculty peer evaluations are regularly conducted by the Personnel Development Committee.

Evidence of high-quality instruction and appropriate breadth, depth, rigor, and synthesis of learning can be found in the following documents:

1. Course syllabi required for every course and kept on file in the Office of Academic Services;

2. Student evaluations completed for every course available from the Dean of Instruction;

3. Peer evaluations of instructors kept on file in the Human Resources Office.

Evidence of sequencing can be found in the following documents:

1. Curriculum map [CP-LA Curriculum Map] To ensure that there is a sequential flow that students follow through their time at HTIC, both the LA and CP have curriculum maps, discussed and developed by the faculty, which lay courses out based upon increasing depth, breadth and rigor [CP-LA Curriculum Map].

The curriculum maps also detail the distribution of learning outcomes across the curriculum, so students can select courses in order to successfully master the LA or College Prep program learning outcomes, at the appropriate levels, in a timely fashion.

2. HTIC Catalog, in which courses with prerequisites, such as advanced writing and literature courses, along with the Freshman Experience Program guarantee students have their first composition and speech course prior to taking other courses [HTIC Catalog, p. 35].

HTIC follows a quarter system, but the LA program offers class contact hours equivalent with that of a regular 15-week semester. This allows students to acquire more transferable credits in a single calendar year then they would at a College offering semester hours. As a result, the majority of LA students who attend school year round earn their A.A. degrees in five or six quarters; i.e., in fifteen to eighteen months. Evidence of appropriate time to completion can be found in IR data [Student Achievement Data, pp. 10-18].

Synthesis of Learning

Recognizing that an important aspect of education would be to help students develop the ability to synthesize their learning, the College developed the IS 200 Capstone Course [IS 200 Syllabus]. Students work with faculty advisors to research and write a final paper or capstone project and do an oral presentation based upon their research paper, which is evaluated using a rubric [IS 200 Oral Rubric] [IS 200 Bibliography Rubric] [IS 200 Video].

These are all archived electronically in the students' e-portfolios with a hard copy available on reserve in the library. Additional evidence of synthesis of learning is demonstrated by the LA rubrics, which measure PLOs such as Effective Written Communication, Effective Oral Communication, and Critical Thinking across the curriculum [Sample Rubric].

This system has been recently discontinued as the PLOs are now in direct alignment with the ILOs (i.e. Effective Communication, Global Citizenship, Intellectual and Practical Skills); LA instructors have now presented their SLOs linked to the PLOs in the instructional syllabi and in the end of course rubrics. CP students demonstrate synthesis of learning through the speaking evaluation that is conducted at the end of each term. Their performance is assessed with the use of a rubric specifically developed by the CP faculty [Speaking Evaluation Rubric]. The International Programs department also asks its students to end their study with a capstone presentation that demonstrates achievement of the program's' learning outcomes, second-language acquisition, which is required of most short-term junior high, senior high, and College programs running for two months or less. The presentation is assessed with the IP rubric [IP Oral Presentation Rubric].

Analysis and Evaluation

The College Meets Standard II.A.5
HTIC strives to make its LA program and courses equivalent in breadth, depth, rigor, sequencing,

time to completion, and synthesis of learning to other accredited Colleges. All LA instructors are asked to keep their courses at a standard acceptable to the UH, while taking into consideration that many HTIC students are second-language learners. Instructors select subject content and textbooks appropriate for College-level courses. The depth, breadth, and rigor of classes are evaluated as part of the peer evaluation process, as are the textbooks and all supplemental readers or reading assignments for the class.

Faculty serve on the Curriculum Committee and participate in the annual program review cycle, which involves reviewing the success of the program and making recommendations for improvement. Courses offered as part of the LA program must be appropriate for the College-level in terms of subject matter and proposed breadth and depth. In the CP, the main criteria in determining breadth and depth of learning are the learning outcomes in each of the four College Prep classes, which in turn are guided by the needs of the LA program and standard academic ESL goals. Faculty expertise and experience also contribute to decisions made regarding what is needed and effective for the students.

List of Evidence

CC Site
CP-LA Curriculum Map
Faculty Handbook,pp.9-10
HTIC Catalog, p. 23
HTIC Catalog p. 35
IP Oral Presentation Rubric
IS 200 Oral Rubric
IS 200 Syllabus
IS 200 Bibliography Rubric
LA Meeting, Sep. 2017
Sample Rubric
Speaking Evaluation Rubric
Student Achievement Data, pp. 10-18

Actionable Improvement Plan

The LA program has been exploring a system of standardized rubrics per course level, which aligns student learning objectives with program learning objectives, as the previous system of

evaluating the SLOs was discontinued. Although this has been a focus of interest of the LA faculty, the catalysts for this effort were the self-reflective process of the ISER, and the Faculty Forum #5 Assessment Workshop which was held in October 2017. As expressed in the Quality Focus Essay, this project will be formally launched as part of SLO-Day in January 2018.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

ER.9 Educational Programs
The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

Evidence of Meeting the Standard

At Hawai'i Tokai International College students are able to complete an Associate in Arts degree in five to six terms. Specifically, the data set from the past five years shows an average of 90 percent graduation rates in five terms [Graduation Rates, p. 15].

HTIC makes a substantial effort to accommodate the needs of the graduating LA students so that students' schedules do not have to be compromised or their graduation delayed. For instance, CP courses are scheduled every term to offer program consistency, allowing students to steadily transfer to the LA Program upon completion of the CP program. Although some students repeat levels or withdraw, a majority of CP students progress at the expected rate of five terms.

According to data from the HTIC Fact Book, it is evident that there was an increase in the number of students who withdrew from HTIC in 2013 and 2014. It can be inferred that this spike was due to the news that the HTIC campus would move from downtown Honolulu on Kapiolani Boulevard to the new campus in Kapolei, in 2015. Nonetheless, the number of students who withdrew decreased after 2015, according the to the data listed below:

- 7.24 percent of students withdrew from HTIC in 2013
- 8.39 percent of students withdrew from HTIC in 2014
- 3.12 percent of students withdrew from HTIC in 2015
- 1.67 percent of students withdrew from HTIC in 2016

[CP Course Success Rates] [CP Retention Rates] [CP Completion Information] [CP Completion Information 2] [CP Cohort and TOEFL].

The Office of Student Services actively advises students throughout the term to ensure students are meeting their program requirements within a reasonable period of time (i.e. two years for an Associate in Arts degree). Each student is assigned an academic advisor to assist with course selection, scheduling, and assistance with academic concerns [Advising Sheet].

HTIC's academic year operates on a quarter system. However, to facilitate student transfer to four-year colleges, semester credit hours are awarded in the Liberal Arts Program. HTIC offers four terms: Fall, Winter, Spring, and Summer. Each term is approximately ten weeks long, except for the Liberal Arts Program's Summer Term, which is composed of two intensive five-week terms. While the recommended course load for full-time Liberal Arts Program students is ten credits, the minimum number of credits required per term is nine credits. Liberal Arts students in good academic standing with a grade point average of 3.0 or higher may request to take up to 13 credits per term. Students with a cumulative GPA of 3.75 or higher will be able to take 14 or more credits only with the approval of the Dean of Instruction who will make the determination after a careful review of the student's academic standing and needs. [HTIC Catalog, pp. 5-24].

Analysis and Evaluation

The College meets Standard II.A.6
The institution plans courses and certificate programs in alignment with other U.S. institutions of higher education. Students are advised on the recommended workload and are tracked in their course progress in order to meet the requirements for graduation. Data from student completion rates display a consistent graduation rate, averaging five-six terms, respectively for CP and LA programs. This is equivalent to that of other two-year U.S. institutions which confer Associate in Arts degrees.

List of Evidence

Advising Sheet
CP Cohort and TOEFL
CP Completion Information
CP Completion Information 2
CP Course Success Rates
CP Retention Rates
Graduation Rates, p. 15
HTIC Catalog, pp. 5-24

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Delivery Modes

As noted above, instruction is synchronous, face-to-face, and implemented by field trips aligning with the course's SLOs. The new HTIC campus has been upgraded with flat-screen TVs and HDMI to enable access to the web and other technological needs. The school has also adopted and integrated Google apps, such as Google docs, Google slides, etc. Google apps for education are available to all students when they matriculate into the College, which enables them to do presentations and other course-related work, such as essay writing or creating presentations. HTIC has also registered with Office 365 to provide students with access to Microsoft Office products without having to purchase expensive software (e.g. the Microsoft Office Suite). Our IT specialist has sent out emails to the students to inform them that they have access to the products offered under Office 365. In addition, the Library Learning Center (LLC) has provided workshops and class instructions for students during the Spring 2017 term [Office 365 Workshop]. Only two students attended the Office 365 workshop, but students have been provided access and training, and the LLC will continue to offer support of the software in class instructions when needed. The LLC provided a Microsoft Office 365 presentation for the ENG 109, Business Writing, and ENG 22 classes [Office 365 Presentation]. The LLC's website provides students with up-to-date information on library workshops and activities and enables students to make book or DVD requests [Library and Learning Center Website].

This allows both students in the LA and CP program to have equal opportunities to request materials that are to be added to the library. The LLC's website also offers students a wide range of databases such as EBSCOHost, Opposing Viewpoints, Credo, and Gale Virtual Library, all of which can be accessed remotely. This provides equal access to students living both on and off-campus. In addition, the integration of Populi into the campus for student services and instructional programs offers an online method of reinforcing teaching. Further, Populi serves as a resource hub for students, allowing HTIC to reach a wide range of student learners. Another new mode of delivery that Tokai offers is the use of TED Talks. The textbook for CORE 5LS, *21st Century Communication, Listening, Speaking, and Critical Thinking*, encourages students to think critically about the new and innovative ideas presented in TED Talks.

Teaching Methodologies

All full-time and part-time faculty are required to use methodologies that reflect the diverse and changing needs of students. Student and peer evaluation forms seek information on the effectiveness of the instructor's teaching methods [Student Evaluation Forms] [Peer Evaluation Forms]. This allows students and teachers to assess the pedagogical methods of the class and ensure that they are providing equitable services for the success of all students. In addition, Faculty Forums have been held to discuss matters of equity on campus and pedagogical methods for bridging CP and LA writing courses. Field Trips are encouraged and financially supported through student fees. In LA, the IS 192 Service Learning course enables students to earn practical learning experiences outside the classroom environment. New business classes, approved by the Curriculum Committee, allow students opportunities for internships with a local business.

LA Teaching Methodology

HTIC's mission statement reinforces the idea of a College as a learning community where students are continually engaged both in and outside the classroom. In line with its mission statement goal of classrooms-without-walls, relevant field trips are encouraged. In addition, the College offers a one-credit service learning course, IS 192, which provides students with the opportunity to engage in service learning in the community [IS 192 Syllabus]. Innovative teaching methodologies are encouraged so that individual students are offered attainable goals for each class and level.

Because the majority of students at HTIC are non-native English speakers, efforts are made to accommodate different learning styles, through cooperative and active learning pedagogy such

as group and class discussions, debates, group projects, oral presentations, research projects, and field trips, combined with traditional lectures, and use of technology such as PowerPoint or videos, visual materials, reflection papers, journals, and tutorial services.

LA students are also invited to participate in Presentation Day, an end of the term activity through which liberal arts students share their learning with their fellow students. To assist new faculty, the Dean of Instruction and the Assistant Dean of LA send out emails with detailed instructions on how to prepare for the presentation, in terms of academic content and format [Sample Student Presentation].

The effectiveness of HTIC's classroom methodologies is also assessed using the end of term student course evaluations. The evaluations give students a means of expressing their level of satisfaction with their courses and a chance to make suggestions to their teachers about how to improve their teaching. Students are also asked for feedback about their educational experience at HTIC in periodic Student Surveys, including Exit Surveys conducted as they are completing their A.A. degree [Exit Survey] .

CP Teaching Methodology

In the College Prep program, the effectiveness of teaching methodology is also assessed through the peer evaluation process and by the careful analysis of student course evaluations and surveys by the Dean of Instruction and the Assistant Dean of CP. Course assessments for College Prep include exams, tests, quizzes, written papers, oral presentations, participation, group projects, and homework assignments and are calculated separately for each course, and have become more standardized to follow textbook quizzes, tests, and exams.

Because the majority of the students at HTIC speak English as a second language, the focus is on improving students' written, oral, and critical thinking skills. The faculty is encouraged to use methodologies that will engage and challenge the students; therefore, emphasis is placed on active learning strategies. Dialogue about the relationship between teaching methodologies and student performance occurs as part of the peer evaluation procedure, as well as at events such as Faculty Orientation and Faculty Forums [CP Minutes].

The CP similarly uses interactive and reflective methodologies. Instructors are expected to find ways of engaging students in active learning, including oral presentations, group work, team projects, field trips, role-playing, debates, and research projects, etc. Methodologies are based

upon a specific and determined series of books that work to improve students' skills from a beginner level to an advanced level in five stages (Core 1-5). Students give oral presentations to hone their presentation skills. They complete weekly readings in the Reading Lab. They practice speaking, listening, writing, and critical thinking. They engage in individual and group projects to develop their research skills. Field trips foster ties with the community and help bring subjects to life.

Small Class Sizes of LA and CP

HTIC's average faculty-student ratio fluctuates, and ranges from 10 to 1 to 12 to 1 which facilitates individualized attention from the faculty members. The maximum class size is limited to 18 students. Based on the statistical data in the Hawaii Tokai International College Fact Book 2012-2017, the average CP class size ranges from 8-12 while the average LA class size ranges between 9-14. [HTIC FACT BOOK 2012-2017]This allows for faculty to intervene early to assist struggling students, and customize the pedagogy to adapt to students' individual learning styles. Faculty members know the students personally and are invested in their success. Faculty members are able to track the students' progress throughout their academic careers and often keep in touch with them even after they graduate.

IP Teaching Methodology

International Programs offers customized short-term English programs with main focus on students' oral output of the English language. Therefore, active learning strategies are used in class which involve role playing, discussion and group work. Each program concludes with students' speech presentations at which students achievement is assessed using the IP's Oral Presentation Rubric [IP Oral Presentation Rubric].

Learning Support Services

The Library Learning Center (LLC) has been implementing new teaching methodologies to meet the diverse and changing needs of the students at Tokai. The LLC offers tutoring services as well as workshops for students [Tutor Logs] [Library Usage Log]. The LLC's tutoring service is comprised of Writing Tutors, Peer Academic Coaches, and a Math tutor. The writing tutors are there mainly to help students with grammar and writing techniques. However, during non-peak times at the LLC, the tutors also assist students with pronunciation and conversation practice. The Peer Academic Coach position was created in 2016 to provide the coaches with work

experience and the students with peer support. As the Peer Academic coaches are students who have already completed their first term of the LA program with outstanding academic achievements, they are able to assist students in a variety of topics (eg. TOEFL). The LLC also has a Math tutor to assist students with their needs in mathematics. Based on the information from the tutoring session logs, the majority of the students who seek help from the tutors are from the Language Arts program [Tutor Logs]. Many of the students in the College Preparatory program (CP) are still developing their foundations of language learning, so they do not seek the help from the tutors as often as the LA students.

The LLC also offers workshops for the students in the LA and CP program. The workshops are geared toward offering assistance in areas that students are having trouble with. To provide equitable support for all students, they are asked for their input about workshops through a survey at the end of the workshop [Workshop Survey]. Also, library orientations have been held for the CP programs to help them become better acquainted with the library [Orientation Presentation].

In addition to providing students with information and resources, the LLC also regularly provides class instruction on how to conduct research in an ethical manner. The contents of the class instruction include: evaluating resources, and how to cite resources and avoid plagiarism [Class Instruction on Ethical Research]. The students' ability to absorb the content is assessed through their IS200 Capstone Project, which is a mandatory research project that students must complete to graduate. The Bibliographies are assessed using a standardized rubric [IS200 Rubric].

Analysis and Evaluation

The College Meets Standard II.A.7
The College strives to provide effective delivery modes, teaching methodologies, and learning support services to cater to the diverse and ever changing requirements for students' success. The College is able to offer teachers the option of using digital technology in the classroom as every classroom is equipped with a TV. In terms of delivery methods, the College not only supports teachers in the classroom, but also supports the student's success outside of the classroom environment. The College offers support for Google and Office 365 products, so all students with an internet connection can use these products. Also, the LLC ensures that students, regardless of residence, have equal access to information by providing remote access to its website and databases.

Teaching methodologies of the school are evaluated and assessed through student and peer surveys and discussed during faculty forums to ensure that teachers are using methodologies that will contribute to the success of the students. The College also provides students with dynamic teaching methods such as field trips and internships, which allow students to have a variety of learning experiences. In addition, the IS192 class allows students to experience working in local businesses. This not only provides them opportunities for real life learning experiences, but also enhances their connection with the community. This is a vital part of the College and students' success, as part of HTIC's mission statement is to cultivate Global Citizens, who can contribute to world peace.

The LLC is one of the main learning support services provided by HTIC. The LLC contributes to the students' success by offering support for writing, reading, and speaking skills through the tutoring service. In addition, the workshops and orientations provide extra assistance for the students in problematic areas that may require more assistance. To insure that the College is providing relevant information that will contribute to student success, workshops are created based on surveys that ask students about what they would like to see in upcoming workshops. Another concern that the LLC addresses is that of ethical research. Plagiarism has been a concern of the College and students, so the library provides workshops and class instruction to help address this problem.

List of Evidence

Class Instruction on Ethical Research
CP Minutes
Exit Survey
IP Oral Presentation Rubric
IS 192 Syllabus
IS200 Rubric
Library and Learning Center Website
Library Usage Log
Office 365 Presentation
Office 365 Workshop
Peer Evaluation Forms
Sample Student Presentation
Student Evaluation Forms

Tutor Logs
Workshop Survey

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Individual instructors in the LA Program use their own exams to measure learning in their courses. There is a capstone project presentation evaluated by faculty. For impartial evaluation, a panel of three faculty members, not directly connected to the student's project, evaluates the presentation using a rubric. The main tool to assess and ensure the progress of LA students throughout their course of study is the independent research project, the IS 200 Capstone Seminar [IS 200 Syllabus]. The course seeks to validate three out of four PLOs, i.e., Effective Communication Skills, Core/Body of Knowledge, and Practical and Intellectual Skills. The method ensures the data reliability and avoids the test bias since (1) all the graduating students are required to pass this course (in their final term at HTIC) and (2) students' performance (in writing and oral presentation) is evaluated by the LA full-time faculty (for oral, three anonymous evaluators other than the student's advisor). Another method of evaluation is done through the LLC. In order to the ensure the integrity and validity of the students' research, the LLC has created a rubric to assess the resources used in the students' IS 200 papers [IS 200 Rubric]. Also, to ensure that the students are improving upon prior learning, The IS 200 Rubric is also being used to measure the bibliographies of final argument papers of the CP 5 writing class [Core 5 Bibliography Assessment] [IS 200 Bibliography Assessment]. Other evaluation tools consist of students' e-portfolios, which include student works from IS 100, HUM 100, SP 151, and IS 200 in the LA [SLO Evaluation].

CP has three program wide examinations: TOEFL, Final In-class Writing, and Final Speaking Evaluation. TOEFL is a standardized test that is used as a placement and advancement test. Level 1 students must score a minimum of 410, level 2 must score a minimum of 420, level 3 must score a minimum of 430, level 4 must score a minimum of 440, and level 5 must score a minimum of 450 in order to advance to the next level. Students enter the CP program with a minimum of 310; however, most students enter with an average TOEFL score of 370 and

complete the CP program with a minimum of 450, which is the required score to enter the LA program. In summer 2017, CP replaced the level 1 CPE 51 course with TOE 1, a remedial TOEFL skills course. This was primarily due to a concern about retention of students repeating level 1 due to low TOEFL scores [CP Fact Book].

Of the 6 students in the class, none of them have left HTIC, and the average TOEFL score was 408 with an average increase of 31 points. One of the five students did not achieve the required TOEFL score. CP determined that a key reason was test-taking anxiety. As a result, the Assistant Dean of CP, CP instructors, and Office of Student Services, along with the student, will formulate a plan of action to support further student success.

CP also implements a final in-class writing exam (ICW) at all levels in the final week of each term. CP created ICW rubrics for each level to reduce grading bias. Each rubric has common primary points of measurement, which link to the institutional learning outcomes. The level 5 rubric was first implemented in winter 2016, and levels 1 through 4 were first implemented in winter 2017. CP faculty have been collecting the data from these rubrics, and, at this stage, data will determine the reassessment of the writing benchmarks in the next program review cycle to ensure the effectiveness. Changes will be made as necessary to improve student learning.

CP also implements final speaking evaluations in its content courses from level 2 to 5: HIST 22, ES 22, SOC 22, and AMST 22. CP uses a program-wide speaking evaluation rubric for consistency and to enhance accuracy in assessment and inter-rater reliability [CP Speaking Evaluation Rubric]. CP is also currently revising the benchmarks for the content courses, and will also revise the rubric accordingly [CP Content Courses Benchmarks].

CP utilizes course examinations and speaking evaluation assessments program-wide that directly assess student learning. Such assessments are currently being revised as part of the ongoing CP Program Benchmarking Project, which is setting benchmarks for its Listening and Speaking, Writing, Reading, Situational English and Content courses program-wide [Comprehensive Program Review Follow-Up Reports (AY 2015-16) p. 13, 14]. This project was initiated as part of the 2015 Program Review process, and it continues to this date. Curriculum changes are implemented following CP faculty's careful discussion and review, a vote to approve the changes, and submission to the Curriculum Committee (CC). The CC is the final authority for consideration of such changes which are approved in accordance with the CP and LA curriculum maps.

Analysis and Evaluation

The College Meets Standard II.A.8
The institution regularly assesses the validity and reliability of course programs with a revision and implementation of rubrics and student learning objectives. The LA program establishes learning achievement with the IS 200 Capstone project, created to combine effective writing and communication skills, in alignment with HTIC's mission. Similarly, the CP program assesses learning with the overall scoring of TOEFL test and analysis on data benchmarks. Both systems in place are cooperatively reviewed for currency and revised, when necessary, by Faculty, Dean and Vice-Chancellor to enhance inter-rater reliability and accuracy in the assessments.

List of Evidence

Comprehensive Program Review Follow-Up Reports (AY 2015-16) p. 13, 14
Core 5 Bibliography Assessment
CP Content Courses Benchmarks
CP Speaking Evaluation Rubric
CP Fact Book
IS200 Bibliography Assessment
IS200 Rubric
IS 200 Syllabus
SLO Evaluation
Winter 17 TOEFL Tracker

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

ER.10 Academic Credit
The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Evidence of Meeting the Standard

HTIC awards academic credits based upon the Carnegie system, which is the standard and generally accepted practice at higher education institutions granting an Associate in Arts degree. Although HTIC schedules its terms by quarters, class contact hours are such that students receive three credits for core general education courses, a total of 45 hours [HTIC Catalog, p. 23]. Formula used to calculate values of units of academic credit is the Carnegie formula.

The Liberal Arts Program is the only degree-granting program at Hawai'i Tokai International College. Students in the LA program earn course credits based upon their achievement of the instructor's course outcomes and the designated institutional learning outcomes for each course they take. The College requires that all syllabi contain the learning outcomes for the course, how the outcomes will be assessed, and a reminder that students must fulfill the outcomes to receive a grade of C or higher. Students must achieve the three institutional outcomes successfully in order to be awarded the Associate in Arts degree.

Students wishing to earn Peace Studies Certificates or Certificates in East Asian Studies must successfully complete the requisite courses and achieve the learning outcomes of those courses. Student advisors in the Office of Student Services (OSS) ensure that Liberal Arts students achieve all of the institutional learning outcomes in a timely fashion. Using the curriculum map, three-year course schedule, and syllabi, they assist students in selecting appropriate classes [Student Tracker]. Achievement of the outcomes is tracked on the Degree Audit form and the Student Learning Outcomes Tracking Sheet, which are kept in the students' files in OSS; students are also given copies so they may track their own progress. The College also strives to make all faculty aware of the LA Program learning outcomes, which are readily available in the HTIC catalog. The Curriculum Committee evaluates all syllabi to ensure that course outcomes and the relevant institutional outcomes are clearly listed.

In the past, a Matrix of Program Learning Outcomes was prepared to track which PLO's were being addressed in the courses for the term. Faculty were asked to complete three PLO rubrics for each course that they taught. The College recognizes the need to consistently measure the assessments against Program Learning Outcomes. Currently, instructors measure the alignment of Student Learning Outcomes in relation to the Institutional Learning Outcomes by filling out an Instructor Course Assessment and Course Rubrics. Results are utilized to measure effectiveness of the educational process on student mastery of learning outcomes. The LA program was designed to offer term credits on a quarter-term schedule. Credit hours are based

upon the Carnegie standards. Three-credit courses at HTIC meet for 45-48 hours each term (Carnegie standard is 43.2 hours per term for a three-credit course). One-credit labs, workshops, or enrichment courses with little or no homework meet for thirty hours per term. One-credit "academic" courses that assign homework, such as IS 100 or IS 196, meet for fifteen hours per term [HTIC Catalog, p. 23]. Creating three "tracks" for students to follow in meeting graduation requirements also increased requirements by encouraging students to take more Science and Math, American Studies, and History.

Creation of LA program outcomes also increased requirements by mandating that students take a minimum number of Writing Intensive (WI), Oral Intensive (OI), and Cooperative Learning Intensive (CLI) courses, as well as satisfy requirements such as those of the Cross-Cultural Experience outcome. All of the above involved institutional dialogue within the entire learning community, the Curriculum Committee, and the Evaluation and Assessment Committee [HTIC Catalog, pp.4-5]. Dialogue continues today in Faculty Forum, the Curriculum Committee, and LA faculty meetings, as well as in e-mail exchanges. Particularly, conversations regarding IS 200 (the Capstone Course) focus on the level of writing the College expects of students by the end of their term of study, as well as their acquisition of research skills and their ability to make an oral presentation before an audience.

HTIC's Liberal Arts Program's Institutional Student Learning Outcomes, interchangeably referred to as the LA Program Learning Outcomes (PLOs), are based on the mission statement [LA PLOs].

The College Prep learning outcomes were all decided upon by the faculty of the department in regularly held meetings. They also worked collaboratively to develop a curriculum map [CP Curriculum Map]. All course syllabi, learning outcomes, and the curriculum map for the College Prep are available on its website [CP Site]. The College Prep program awards a Certificate of Completion at the end of the program. The Certificate is presented to those students who have met all of the program and course learning outcomes for the College Prep, by successfully passing all level courses and examinations, including the TOEFL. In addition, a TOEFL 500 Certificate is presented to students who achieve a TOEFL score of 500 or greater during the program to acknowledge student achievement.

Analysis and Evaluation

The College Meets Standard II.A.9
The institution awards credits as per the Carnegie system's guidelines for credit hours in Associate in Arts degree programs. The achievement of degree and certificate programs follow a rigorous path that assesses student learning outcomes and their alignment to the program learning outcomes, as well as course completion and final grades. Curriculum Maps for CP and LA are updated for accuracy and compliance with the College's mission. The Program Learning Outcomes are also listed in the College catalog. Prior to receiving a degree or a certificate of completion, students are expected to satisfy the requirements for the courses whose credit hours are calculated following the Carnegie standard.

List of Evidence

CP Curriculum Map
CP Site
HTIC Catalog, p. 23
HTIC Catalog, pp.4-5
LA PLOs
Student Tracker

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

ER.10 Academic Credit
The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Evidence of Meeting the Standard

The College presents information on transfer policies to its student and provides clear instructions on all the available Colleges in the mainland and outside the U.S. [HTIC Transfer Information]. The College Catalog, available in an online and printed version, provides comprehensive information on the courses, credits and transferable coursework to other accredited institutions [HTIC Catalog].

The College's Office of Student Services (OSS), Director of Admissions and personnel, led by the recently appointed Dean of Student Services, are responsible for the stipulation of educational agreements with other institutions. The personnel locate and establish the rates of enrollment between the College and other institutions. Additionally, the staff of the Office of Student Services as well as the Director of Admissions share the information relative to agreements and transfer [Transfer Information on the College's Website]. Information about eligibility requirements are frequently shared with students and other external stakeholders, including the local community and foreign students.

Transfer Credits, Learning Outcomes, and Articulation Agreement

HTIC has clearly stated transfer-of-credit policies on its website and publications to allow students' mobility [HTIC website] [HTIC Catalog, p. 9]. Students transferring to HTIC from other accredited American or foreign Colleges or universities may request that credits earned at those institutions be evaluated for transfer to meet HTIC requirements. Generally, credit will be given for courses applicable to the Associate in Arts degree and comparable in content and learning outcomes to those offered at HTIC, provided that the student completed the courses with a grade of C or higher [HTIC Catalog, p. 9]. All students wishing to earn an Associate in Arts degree must complete at least the last eighteen credits of coursework at HTIC. Other credits can be transferred from other accredited Colleges. The majority of HTIC graduates transfer to four-year institutions to pursue baccalaureate and higher degrees upon completion of the A.A. Many of the courses offered at HTIC are required as undergraduate core requirements at most four-year Colleges and universities awarding bachelor's degrees. Students are clearly informed that the decision to accept credit transfer is the prerogative of the receiving institution. However, students have generally received credit for many of the courses completed at HTIC with a grade of C or better. To support a successful transfer-out process for individual students, the LA advisor discusses transfer plans with each student starting in their first term of study in the LA program. The advisor helps students explore Colleges and universities of interest online and answers

questions regarding admission policies, application requirements, prerequisite coursework, and credit transfer issues [HTIC Catalog, p. 13]. [Sample Transfer Sheet].

In support of HTIC's mission to provide students with a Gateway between East and West, articulation agreements and Memoranda of Understanding (MOUs) are made with other Colleges in the U.S. and abroad. These agreements facilitate transfer of students to four-year institutions and provide students with opportunities to engage in a cross-cultural experience [HTIC Catalog, p. 3]. Care is taken to be sure that the institutions are properly accredited and provide a variety of opportunities for students. Such agreements are based on several factors including: enrollment in or demonstrated interest in an institution by HTIC students; contact from an interested institution wishing to diversify its campus; confirmed acceptance of specific transfer credits from HTIC; special benefits offered to our students such as test and/or fee waivers, and scholarships; student interest in programs of study offered; comparable institutional mission and structure such as a Liberal Arts program, small class sizes, and global studies; and past successes of HTIC graduates at the receiving institution.

A recent visit to HTIC by the Dean of the Business School of St. Cloud State University in Minnesota confirmed the academic successes of 4 recent HTIC graduates. This information has encouraged future HTIC graduates to consider St. Cloud as a potential target for transfer.

A unique option offered by HTIC is that students completing a course of study may transfer credits to a university in Japan as HTIC has articulation agreements with Tokai University, Temple University's Japan campus, and Kansai Gaidai University. HTIC currently has articulation agreements with multiple universities that can be found in our [Articulation Agreement].

Analysis and Evaluation

The College meets Standard II.A.10
The College has developed successful practices for the transfer of credits. Partnerships with other institutions are regularly reviewed and implemented. The Director of Admissions carefully examines Student Learning Outcomes (SLOs) for transfer purposes.

Information from the website, course catalogs, resources presented to students in support of transfer to four-year Colleges, and guidance from faculty, advisors, and counselors contribute to a regular path of transition to other institutions. Clear transfer of credit policies are used to assist

students in enrolling or transferring. Articulation Agreements and Memoranda of Understanding with other institutions have been developed and additional relationships are continually being sought. Agreements are abrogated if students indicate a lack of interest and no transfers take place.

List of Evidence

Articulation Agreements list
HTIC Catalog
HTIC Transfer Information
Sample Transfer Sheet
Transfer Information on the College's Website

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

All programs have Program Learning Outcomes (PLOs) appropriate to the program level. The PLOs are linked to the Institutional Learning Outcomes (ILOs) through the learning outcomes assessment cycle and the curriculum approval processes [Institutional Learning Outcomes]. These links are reviewed and updated by the curriculum committee every term and through the program review process [Comprehensive Program Review 2011-2015]. The table below shows how each HTIC ILO relates to the learning outcomes defined in Standard II.A.11.

HTIC ILO	HTIC Definition of ILO	Standard II.A.11 Outcomes
Effective Communication Skills	Students read analytically, listen discerningly, and communicate clearly, effectively, and creatively in both written and oral forms in a manner appropriate to the audience, situation, and	Communication competency

	context.	
Intellectual and Practical Skills	Students demonstrate intellectual and practical skills in different contexts and fields, interpreting and offering reasoned solutions to problems encountered both in the classroom and beyond. Students conduct quantitative and scientific analyses, and evaluate reasoning, claims, or information. Students also demonstrate creativity and an informed appreciation of the arts.	Information competency, quantitative competency, analytic inquiry skills
Global Citizenship	Students demonstrate a sense of awareness beyond the self that includes an appreciation of diversity and multilingualism. Students also practice cooperation, ethical behavior, and other behaviors that contribute to global understanding and world peace.	Ethical reasoning, the ability to engage diverse perspectives

HTIC offers three different kinds of programs: Associate in Arts (A.A.) degree program, College Preparatory (CP) program, and International Programs (IP). The A.A. degree program has Effective Communication Skills, Intellectual and Practical Skills, and Global Citizenship as its PLOs. The CP program also has Effective Communication Skills, Intellectual and Practical Skills, and Global Citizenship as its PLOs. IP has Effective Communication Skills and Global Citizenship as its PLOs.

Examples of links between Student Learning Outcomes (SLOs), PLOs, and ILOs include the following:

- The A.A. degree program includes an ENG 200/Research Writing course. One of the SLOs for ENG 200 is “Demonstrate the ability to research a topic by researching two topics suitable for an academic research paper.” This CLO is linked to the Effective Communication Skills and Intellectual and Practical Skills PLOs and ILOs.
- The CP program includes a Core 3 Lower Intermediate Writing course. One of the SLOs for this course is “Demonstrate awareness of how to develop and write different types of essays.” This SLO is linked to four elements (E-2, E-11, E-15, and E-16) of the ILO Effective Communication Skills [CP Effective Communication Skills Rubric]. It is also linked to two main elements (I-4 and I-15) of the ILO Intellectual & Practical Skills [CP Intellectual & Practical Skills Rubric]. Finally, it is linked to one main element (G-1) of

the ILO Global Citizenship [CP Global Citizenship Rubric] in that students write comparison-contrast essays on topics that bridge diverse international perspectives.

- Several of the College level International Programs include a Speech Communication course. One of the SLOs for this course is "Demonstrate the ability to give effective speeches by determining methods of delivery and applying elements of nonverbal communication." This SLO is linked to the Effective Communication Skills PLO and ILO.

The curriculum at HTIC is designed so that the students achieve the learning outcomes as they complete their general education/liberal arts course of study. Syllabi clearly list both mission-based LA program learning outcomes and the instructor's course outcomes. The interrelation of program outcomes and courses can also be seen on tracking documents titled "Matrix of Learning Outcomes for the LA Program" [Matrix of Learning Outcomes]. Student achievement of outcomes is evaluated using rubrics that have been developed by the faculty. Rubric results have been reviewed by the LA faculty as part of their program review.

HTIC's PLOs require that all graduates be capable productive, lifelong learners with oral and written communications skills, information competency and computer literacy, scientific and quantitative reasoning, critical thinking, and the ability to acquire knowledge. In order to achieve these skills and abilities, the students are required to take the appropriate courses. LA students must complete a minimum of twelve credits in Language Arts and Literature. In addition to the required composition course, ENG 100, students must take an advanced writing class, literature, and speech. They are also required to take two other courses that are designated oral intensive and four courses that are writing intensive. Computer literacy must be demonstrated by completing ICS 100 or by passing a proficiency test. Students are required to take at least one science and one math class, although those wishing to transfer to an American four-year college or Tokai University must take an additional course in science or math, for a total of nine credits. To further facilitate the achievement of learning outcomes and the skills they represent, the College also has designated intensive classes in writing, oral communication, and cooperative learning.

Before graduating, all students are required to take IS 200, Sophomore Seminar, the Capstone Course, which is a one-credit course requiring research and the writing of a twelve to fifteen page research paper, and culminates in a fifteen-minute oral presentation to an audience. The capstone project is the mechanism through which the College assesses the effectiveness with which a student has mastered the learning outcomes and the skill with which he/she is able to apply the skills. Students' writing and research are evaluated by their faculty mentors and their

oral presentations are evaluated by a panel of LA faculty. The faculty has developed a rubric to assess student competence as demonstrated in the final paper and in the oral presentation and the ensuing question/answer session.

The International Programs' (IP) PLO is "To foster second-language acquisition through hands-on experience and encourage lifelong learning." based on one of the College's ILO, Effective Communication Skills. The PLO is introduced to all students in the Program Orientation on their arrival day [IP Program Orientation Slides]. Each IP courses SLOs are connected to the College's ILOs, Effective Communication Skills, Intellectual and Practical Skills and/or Global Citizenship as is indicated on the course syllabi [IP American Studies Syllabus] [IP English I Syllabus] [IP English II Syllabus] [IP Speech Syllabus]. Due to the nature of short-term programs whose duration ranges from 5 days to 2 months, IP assesses students' achievement with the SLO in communication competency using students' final presentations. Exceptions are any one day programs, the Elementary School Program, Kendo Camp, Marine Sports Program and Medical English Program, all of which have different program focuses. Students' final presentations are assessed with a speech communication rubric [IP Oral Presentation Rubric].

Analysis and Evaluation

The College meets Standard II.A. 11
The College meets this standard by means of the links between CLOs, PLOs and ILOs established by individual courses and the College as a whole.

The A.A. degree program includes both program specific outcomes and general education learning outcomes covering communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The LA Program revised its learning outcomes in 2014 and has been measuring these outcomes for the past four years. Over the last few years, the Dean of Instruction and LA faculty have identified some repetition in the ILO rubrics, and as a result, plan to review the data and revise the points on the rubrics in the upcoming Program Review. The program review process and the curriculum review process, conducted by the curriculum committee, ensure that outcomes are appropriate to the level.

Additionally, the College Preparatory Program has course learning outcomes that link to the institutional learning outcomes and the mission of the College. CP also revised its learning outcomes in 2014 to align with LA. Over the past four years, CP has collected data for its revised

learning outcomes. However, CP faculty members have become increasingly dissatisfied with the efficacy of the elements on the ILO rubrics as they have identified a lot of repetition and redundancy. Currently, the CP ILO rubrics are assessing too many points, and many of the points are targeted towards LA courses rather than CP courses. CP faculty have identified the need to revise the ILO rubrics to focus specifically on the skills that students need to acquire in order to be successful in LA while at the same time remaining in line with LA so that student achievement in both programs can be compared. As a result, two CP faculty members began a project to benchmark all CP courses and create a series of assessments and rubrics that measure specific skills that students are obtaining. This project has been underway for two years and will continue for another 2 to 3 years.

Actionable Improvement Plan

Through the benchmarking project which is a result of the program review process, CP is currently in the process of reviewing and refining its CLOs and subsequent links to ILOs in an effort to obtain more meaningful data. CP faculty members will review the benchmarks, assessments, and rubrics that have been created thus far and make any necessary revisions in the upcoming Program Review.

The LA program is also planning on reviewing its CLOs and PLOs in the next program review cycle.

In the Fall 2017 term, a new Dean of Instruction with extensive academic background in both Teaching English as a Second Language (TESOL) and Liberal Arts curriculum, was appointed. Under her leadership, the CP and LA programs have enjoyed increased collaboration to achieve student success.

As articulated in the Quality Focus Essay, the two programs expect continued cooperation in order to build strong scaffolding between programs and establish relevant rubrics that sharpen key skills. These efforts will enable the College to collect more meaningful data to drive course, program, and institutional change.

List of Evidence

Comprehensive Program Review 2011-2015
Institutional Learning Outcomes

CP Effective Communication Skills Rubric
CP Intellectual & Practical Skills Rubric
CP Global Citizenship Rubric
IP American Studies Syllabus
IP English I Syllabus
IP English II Syllabus
IP Oral Presentation Rubric
IP Program Orientation Slides
IP Speech Syllabus
Matrix of Learning Outcomes

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

ER.12 General Education
The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

Evidence of Meeting the Standard

The College requires the completion of General Education coursework for its degree program. Students completing the Associate in Arts degree in Liberal Arts are presented with three options in order to meet the general education requirements:

Students completing the A.A. follow the College's General Plan
Students completing the A.A. follow the College's Japanese Plan
Students completing the A.A. follow the College's American Plan

Regardless of the selected educational path post-graduation, students must complete the general education competencies, each tied to specific learning outcomes, which faculty elaborated [HTIC Degree Plans].

The College implemented additional outcomes, such as global citizenship and intercultural communication, to align the learning outcomes with the College's mission statement, offering programs that are transferable to other baccalaureate organizations. The Curriculum Committee periodically reviews course syllabi reflecting Student Learning Outcomes and Institutional Learning Outcomes satisfying the General Education Requirements [Curriculum Committee Minutes].The Committee ensures that the syllabi meet the eligibility requirements in terms of learning outcomes, assignments, and the course description matching the course catalog.

Based on faculty's knowledge in their respective fields and experience in instructional matters, the College establishes the accuracy of the SLOs in each subject. Faculty vote for the approval, when appropriate, with syllabus revisions. Once approved, the Curriculum Committee, following the standard procedure for syllabi revision, edits the course syllabus before the official approval.

Courses are included in the College Catalog after being approved by faculty and administration. The stages of recommendation and approvals follow the mentioned learning outcomes, as listed in the course syllabus. The General Education Learning Outcomes meet the requirements listed in the Accreditation Standard.

Analysis and Evaluation

The College meets Standard II.A.12
Students enrolled in HTIC's Associate in Arts degree program must complete all the general education courses. The College mainly relies upon faculty knowledge when voting for the appropriateness of courses included in the general education curriculum. Specific outcomes related to Student Learning Outcomes and Intellectual Learning Outcomes are developed and approved by the Curriculum Committee after consultation with faculty. The College has detailed descriptions on learning goals and educational outcomes included in the College Catalog. The College, supported by faculty expertise, through collaborative meetings, workshops, forums, and program reviews, frequently monitors and revises the appropriateness and comprehensiveness of the educational objectives. These course offerings instill broad comprehension in the areas of arts and humanities, the sciences, mathematics, and social sciences. The learning outcomes include Global Citizenship, Effective Oral Communication and Cross-Cultural Awareness which are in alignment with the College's mission and satisfy the requirements of general education.

List of Evidence

Curriculum Committee Minutes
HTIC Degree Plans

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

1. ***All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.***

HTIC only has one degree program, the Liberal Arts Program, which as a general education program introduces students to the humanities and fine arts, social sciences, natural sciences and math [HTIC Degree Plans]. While HTIC provides a general liberal arts education without major

fields of emphasis, students may select from three degree requirement options based upon their goals as follows:

General Education Plan

Students wishing to earn an Associate in Arts degree for the purpose of seeking a general education at HTIC need to complete a minimum of 60 credits in the following courses:

Language Arts and Literature (12 credits minimum)	ENG 100
	SP 151
	Any advanced writing course
	Any literature course
Arts and Humanities (9 credits minimum)	HUM 100
	Any art or music course
	Any history course
Mathematics and Science (6 credits minimum)	MATH 100, 115, or 140
	Any science course
Social Sciences (6 credits minimum)	AMST 201, 202, 211, or 212
	Any social science course
Other Required Courses (4 credits)	IS 100 - Freshman Seminar
	IS 196 - Peace Studies
	ICS 100 - Introduction to Computers

	IS 200 - Sophomore Seminar/Capstone Course
Elective Courses (23 credits)	Any credit course in the Liberal Arts Program

The American University Plan

Students wishing to earn an Associate in Arts degree in preparation for transfer into a baccalaureate program at an American university must complete a minimum of 60 credits in the following courses:

Language Arts and Literature (12 credits minimum)	ENG 100
	SP 151
	Any advanced writing course
	Any literature course
Arts and Humanities (12 credits minimum)	HUM 100
	Any art or music course
	Any history course
	An elective course in art or the humanities
Mathematics and Science (9 credits minimum)	MATH 100, 115, or 140
	Any science course
	An elective math or science course
Social Sciences	AMST 201, 202, 211, or 212 (6 credits)

(12 credits minimum)	Any social science course (6 credits)
Other Required Courses (4 credits)	IS 100 - Freshman Seminar
	IS 196 - Peace Studies
	ICS 100 - Introduction to Computers
	IS 200 - Sophomore Seminar/Capstone Course
Elective Courses (11 credits)	Any credit course in the Liberal Arts Program

The Japanese University Plan

Students wishing to earn an Associate in Arts degree in preparation for transfer into the Tokai Educational System or other Japanese College or University must complete a minimum of 60 credits in the following courses:

Language Arts and Literature (12 credits minimum)	ENG 100
	SP 151
	Any advanced writing course
	Any literature course
	Any course in a second language
Arts and Humanities (9 credits minimum)	HUM 100
	Any art or music course
	Any history course
Mathematics and Science (9 credits minimum)	MATH 100, 115, or 140
	Any science course

	An elective math or science course
Social Sciences (12 credits minimum)	Any 4 social science courses
Other Required Courses (4 credits)	IS 100 - Freshman Seminar
	IS 196 - Peace Studies
	ICS 100 - Introduction to Computers
	IS 200 - Sophomore Seminar/Capstone Course
Elective Courses (14 credits)	Any credit course in the Liberal Arts Program

Even though HTIC does not offer major fields of emphasis for the A.A. degree, there are three certificate programs: The Peace Studies Certificate Program, the Discover East Asia Certificate Program, and the Hospitality and Tourism Certificate Program.

Peace Studies Certificate Program

The Liberal Arts program offers a Peace Studies Certificate for students who are interested in pursuing international relations with an emphasis on peace. In addition to meeting the requirements for any of the three degree options, students in the Peace Studies Program are required to take: 1) IS 200-Sophomore Seminar (1 credit, research paper must be on a topic related to Peace Studies and 2) 12 credits from the following courses: IS 196- Peace Studies Seminar (required for graduation and offered in the Fall, Winter, and Spring terms); ENG 259- Literature of Peace; JOURN 105- The Press and Society; SCI 210- Environmental Issues; AMST 212- Contemporary American Issues/Global Issues; POLSCI 220- International Relations; POLSCI 222- Issues in International Relations; POLSCI 273- Nonviolent Political Solutions; SOC 256- Race and Ethnic Relations in Hawai'i; IS 192- Service Learning; and any other courses designated Peace Studies (PS) [HTIC Catalog, p. 21] [IS200 Syllabus].

Discover East Asia Certificate Program

HTIC offers the Discover East Asia: Language and Culture Immersion Program which provides students the opportunity to pursue the study of either Chinese, Japanese, or Korean language and culture. A special highlight of the program is the opportunity to study abroad. In addition to meeting the requirements for any of the three degree options, Discover East Asia Program participants must meet the following requirements: 1) Take Japanese 101, Chinese 101, or Korean 101 at HTIC, or pass a placement test demonstrating equivalent ability in one of these languages, before leaving for study; 2) Earn three credits in one of the three languages during the study abroad; 3) Take at least six additional credits at HTIC of East Asia-related, 3-credit courses in the fields of history, political science, art, religion, anthropology, or literature before or after the study abroad experience; 4) Upon return to HTIC, give a presentation, in the language studied, at LA Presentation Day; and 5) Submit a cross-cultural reflection paper or similar project discussing the study abroad experience [HTIC Catalog, p.21] [Discover East Asia Brochure].

Hospitality and Tourism Certificate Program

HTIC's A. A. degree with an emphasis on Hospitality and Tourism began in Fall 2017 term. The College added HOSP 100, HOSP 101, and HOSP 105 to the LA curriculum. Students who are taking the Hospitality and Tourism Certificate Program must take HOSP 100 (3 credits) and HOSP 101(3 credits) as required courses. In addition, students will have an option to complete 6 credits from the following list of courses: COM 140- Introduction to Intercultural Communication (3 credits); ECON 120- Introduction to Economics (3 credits); ENG 209- Business Writing; HOSP 105- Introduction to Japanese Business and Hospitality (3 credits); IS 295- Business Internship Course (3 credits); POLSCI 220- International Relations (3 credits); SOC 256- Race and Ethnic Relations in Hawai'i (3 credits) This certificate program will prepare students who are interested in a career in the hospitality industry and will facilitate transfer into the School of Travel Industry Management (TIM) at the University of Hawai'i at Manoa [Hospitality and Tourism Certificate Program Brochure].

The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies.

The requirements for the Peace Studies Certificate Program are based on Student Learning Outcomes (SLOs). Each course must have SLOs that emphasize international relations and/or peace. The requirements for the Discover East Asia Program are also based on SLOs. The SLOs

must reflect the attainment of Japanese, Chinese, or Korean language and East Asian studies. The requirements for the Hospitality and Tourism Certificate Program are based on SLOs which demonstrate a basic understanding of the hospitality industry.

During the curriculum review process, the Curriculum Committee (CC) assesses the course or program in terms of its position within its discipline and within the mission of the College. The CC also considers the appropriateness of course content with regards to the degree level. The Curriculum Committee also reviews the requirements for the Peace Studies Certificate Program, the Discover East Asia Program and the A.A. degree with a concentration on tourism and ensures that they are appropriate.

In the last Program Review Cycle LA faculty decided to focus on five specific areas: data survey; computer literacy, ICS 100, and ICS 100 placement; curriculum map; student learning assessment and rubrics data; and full time teachers' needs. The faculty decided in 2012–13 to focus on assessing institutional, course, and Program Learning Outcomes; the effectiveness of LA special programs (Freshman Experience, Discover East Asia, Peace Studies); and analysis of learning outcomes assessment data [LA Program Review, p. 7].

Overall, HTIC has institutional-set standards formulated as ILOs; both LA and CP programs have established their PLOs and all courses have SLOs. The link between these learning outcomes is evidenced through curriculum maps and PLO rubrics. These rubrics allow faculty to holistically assess how every course fits with other courses and with the program goals.

3. The identification of specialized courses in an area of inquiry or interdisciplinary core include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Through professional development workshops and conferences, HTIC faculty remain active and up-to-date in their fields of expertise to ensure that course content and learning outcomes are at the appropriate degree level. These items have been addressed in both Program Review and LA meetings.

All new or revised syllabi go to the CC for review and approval. All new course proposals go to the CC for review and approval. HTIC always compares its courses and course content with other institutions to remain current. At the end of each term, each instructor completes rubrics to determine to what degree students are achieving program learning outcomes.

Analysis and Evaluation

The College meets Standard II.A.12
The Associate Degree in Liberal Arts is the only degree program offered at HTIC. The degree path is focused on specific interdisciplinary cores, which include the completion of general education requirements in arts and humanities, public speech, math, social sciences. The degree program is differentiated in three options: The General Education Plan, the American University Plan, the Japanese University Plan, which all share the same prerequisite courses. Certificate and degree programs include specific PLOs that have been revised and discussed at the latest Program Review Cycle. Syllabi are continually monitored for alignment of course assessments to the Institutional Learning Outcomes. The CP and LA program implemented an Actionable Improvement Plan on elaborating standardized rubrics for their courses to better measure SLOs with PLOs. In addition, both CP and LA recognized the need for reviewing PLOs through consistent curriculum mapping.

Actionable Improvement Plan

Both LA and CP are currently reviewing and updating their rubrics and the alignment of Student Learning Outcomes to Program Learning Outcomes to obtain a more accurate picture of PLO and ILO achievements. As stated in the Quality Focus Essay, this project will continue over the next few years, but progress has already been made. The LA program, after a workshop on assessment of learning, decided to review and improve upon the existing rubrics to create standardized rubrics per discipline. This will enhance consistent achievement of learning in alignment with the College's mission and its ILOs.

List of Evidence

Discover East Asia Brochure
HTIC Catalog, p.21
Hospitality and Tourism Certificate Program Brochure
IS200 Syllabus
LA Program Review, p. 7

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon

student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Note: The present language of the standard has been added verbatim, although the recent ACCJC self-evaluation manual does not require institutions to address it in terms of narrative and evidence.

HTIC has only one degree program, the Liberal Arts program, which, as a general education program, introduces students to the humanities and fine arts, social sciences, the natural sciences and math. Graduates of HTIC are awarded the Associate in Arts degree. HTIC students are able to earn, as part of their Liberal Arts degree, certificates of completion from the Peace Studies, Discover East Asia, of Hospitality and Tourism programs. The Peace Studies curriculum adheres closely to the Tokai Educational System's mission to use education as a means for creating a peaceful world. The Discover East Asia and Hospitality and Tourism programs follow the HTIC mission to serve as an "international gateway for students interested in bridging the cultural, economic, social, and educational differences in the Asia-Pacific region." Students participating in the Peace Studies program focus on the learning outcomes of global citizenship, critical thinking, and cross-cultural awareness. The program is offered to those planning to pursue studies in international relations with an emphasis on peace. Students enrolled in the Discover East Asia Program achieve the College PLOs of second-language proficiency, cross-cultural awareness, and global citizenship. Students enrolled in Discover East Asia satisfy the general requirements for the A.A. degree in Liberal Arts by taking Chinese 101, Japanese 101, or Korean 101, and six to nine credits from East-Asia related courses in the field of history, political science, art, religion, anthropology, or literature. In addition, six to nine credits in language study are earned during the time spent studying abroad in China, Japan, or Korea. The Hospitality and Tourism certificate is in alignment with the College's mission and prepares students for a career in the hospitality industry.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

HTIC does not offer vocational or occupational certificates or degrees. In the 2015-2016 academic year, the College offered Associate in Arts degree, ESL Certificates from the College Preparatory (CP) Program, along with Certificates in Peace Studies and Discover East Asia Certificates, approved by the Executive Committee and Curriculum Committee.

In addition, in Fall 2017, the College started a new Certificate Program on Hospitality and Tourism, approved by the Executive and Curriculum Committees. Students receiving degrees/certificates have demonstrated academic and linguistic competencies meeting the requirements for enrollment in a four-year undergraduate College as recorded in the 2017 Annual Report [Annual Report 2017].

Demonstrating Linguistic and Academic Competencies

The Program Review process assesses the alignment of each program curricula with currency, applicability and relevance of learning necessary for student transfer. The 2011-2015 Program Review discusses program and course content learning outcomes, that are consistently discussed and reviewed by Curriculum Committee members. Learning standards are divided in Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs). Standard achievements include criteria of Effective Communication Skills, Global Citizenship, Intellectual and Practical Skills, and Core Body of Knowledge [Comprehensive Program Review 2011-2015].
The College has strengthened the practice of documenting revisions and changes to the programs. These are documented in the minutes taken at each CC meeting [Curriculum Committee Minutes].

The College Preparatory Program evaluates students' linguistic competencies throughout Program and Course Learning Outcomes and Program and Institution-Set Standards, along with a system of Benchmarking standards, currently under implementation (p. 18). The Program Review includes inputs from all constituents, faculty and student surveys (p. 22).

Analysis and Evaluation

The College meets Standard II.A.14

All the programs and learning outcomes are periodically reviewed by faculty members part of the Curriculum Committee and documented in the minutes.

Improvements are planned based on faculty and student inputs and SLO assessments listed in the Program Review. The process of comparing new programs with other institutions limits duplication of courses which leads to detrimental competition among Colleges and lack of applicability of learning in the marketplace. The student transfer rate to four-year baccalaureate institutions has been recorded as consistently high in the program review and annual report: 88.3 percent (2012), 75 percent (2013), 90 percent (2014), and 80 percent (2015), indicating continued efforts toward the success of the proposed programs. A partnership group led by the former Vice Chancellor and a senior strategic officer at UHWO met periodically to discuss various collaborative programs. In addition, the study abroad Discover East Asia certificate (Japan and Korea) started in 2008 and has created meaningful academic and networking relationships for students (p. 49).

List of Evidence

Annual Report 2017
Comprehensive Program Review 2011-2015
Curriculum Committee Minutes

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Major changes in the Liberal Arts program are initially proposed by the full-time LA faculty as an outcome of program review, or by the Vice Chancellor or the Dean of Instruction, who then submits the proposal to the Curriculum Committee for discussion and approval. Depending on the nature of the proposed change, recommendations are then forwarded for additional consideration and decision-making by the entire faculty and staff, the Planning Committee or the Executive Committee, or the Board of Trustees. Any changes, such as the inclusion of the LA program learning outcomes as part of graduation requirements, are grandfathered in so that the

change applies to new students, not continuing students. For the most part students are expected to meet the requirements noted in the Catalog current in their first term in the LA program. Academic advisers are responsible for making clear to students their requirements for graduation and for tracking their progress toward meeting those requirements. In the CP program, major changes to the program are discussed by the faculty and brought to the Vice Chancellor and the Executive Committee, who review the proposal. If they agree to move forward with the proposed changes, the matter is brought to the Curriculum Committee for further review. This committee is responsible for final approval. CP students are informed of changes to the program by the CP adviser and faculty so that they may take the correct sequence of courses.

In one instance, the LA program reviewed the credit hours of IS 192 Service Learning. IS 192 is usually offered as a 1 credit course. However, in spring 2017, the Dean of Instruction proposed to offer it as a 3 credit course because the catalog stated that it can be offered as a 1 credit course up to a 4 credit course [HTIC Catalog, p. 42]. The reason for this change was the evolving new relationship between HTIC and the US Parks Service. The US Parks Service requested that the student come twice a week rather than once a week and provide guidance on the revisions of the promotional materials. This project required the instructor to drive the student to the workplace and spend a significant amount of time editing and revising the brochures. Because of the amount of work required and the new partnership with the US Parks Service, the Dean of Instruction proposed that the course be offered as a 3 credit course and avoid learning disruptions for the student [CC Meeting May 2017]. The student learning outcome in this project was measured by the successful completion of the revisions. This proposed change was brought to the Curriculum Committee and approved.

Analysis and Evaluation

The College meets Standard II.A.15

Changes to program and course content are discussed with the Dean of Instruction, Vice-Chancellor, and brought to the attention of the CC. If changes are recommended for approval by the CC, the Planning Committee and, later, the Executive Committee will revise the proposals and issue a decision. CP and LA academic advisers work closely with students to make sure they are aware of the number of credit hours and the number of courses to take for graduation. There have been a few cases in which the CC had to recommend modifications of credit hours and changes in course content. All of these changes responded to program needs and student learning requirements for graduation.

List of Evidence

CC Meeting May 2017
HTIC Catalog, p. 42

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

HTIC does not offer career-technical and continuing and community education courses and programs. All the delivery modes are face-to-face classroom instruction and HTIC does not offer distance, correspondence or online education courses.

Institutional effectiveness is of utmost importance to the HTIC learning community. The quality of programs and the continual improvement of those programs support optimum student learning and success. In order to ensure quality the College is guided by its mission and its Six-Year EDP, and changes are informed by the College's Program Review process [Program Review] [Six-Year EDP]. The College employs several ways through which it evaluates and ensures quality. First of all, in the LA program HTIC hires only instructors properly qualified to teach in a given field. All instructors are required to have advanced degrees such as a Ph.D. or master's degree in the subject area, or a Ph.D. or master's degree in any field plus 18 upper level credit hours in the subject to be taught. New hires are required to submit syllabi that conform to the required HTIC format before the term begins. Syllabus and textbook requests are reviewed by the Curriculum Committee to ensure that the course student learning outcomes, assessment, and overall content will be of the high quality expected by HTIC [CC Site]. If needed, upon review, the Curriculum Committee may provide feedback to an instructor in areas such as assessment criteria or the learning outcomes. As with the LA program, the CP program ensures high quality by hiring instructors who have the appropriate credentials and/or experience, and by setting up a consistent and sequentially structured course of study for all five levels. The program is

continually improved through robust discussion among the faculty and self-evaluation so changes made are based upon documented evidence.

The CP faculty works closely with the Curriculum Committee before making any changes to the overall College Prep curriculum. As suggested in the College's Six-Year EDP, attention is paid to day-to-day teaching in all classes to ensure that the mission statement is being addressed and its spirit carried through so that the students are getting the education they deserve. To that end, all new instructors undergo a new Faculty Orientation to familiarize them with HTIC and its mission statement [Faculty Orientation]. Secondly, quality is assured through a consistently implemented peer evaluation process, generally formative in purpose but allowing for points of concern to be raised to the Dean of Instruction and to the Vice-Chancellor. All new instructors are evaluated by two members of the Personnel Development Committee or other full-time faculty during an announced classroom observation usually falling between the third and seventh weeks of the term. Full-time faculty are evaluated before their contracts are renewed. The only difference in the process is the use of an external evaluator as part of the two-person evaluation team. This person is usually a colleague from the University of Hawai'i system who teaches in the content area of the HTIC instructor.

Another means through which the College assures quality and improvement is the use of an established process by which new courses and programs are introduced into the LA and CP curriculum and old courses are removed. Proposals for new courses are submitted to the Curriculum Committee for review. New courses may be proposed by the Dean of Instruction, Vice-Chancellor, or faculty. After discussion, the committee votes to approve or reject the proposed course. The Dean of Instruction, in conjunction with the Vice-Chancellor, decides on the optimal term during the academic year to offer a new course.

Analysis and Evaluation

The College meets Standard II.A.16

CP and LA course quality is assessed through the student course evaluation process, by the peer review process, and by reviewing the data provided by the learning outcomes assessment process conducted with the use of rubrics at the end of each term. As part of the College's efforts at continual improvement, CP faculty evaluate the textbooks and courses and discuss their ideas in regularly scheduled meetings. All faculty have access to student survey data with the help of the institutional research coordinator. The data is used in the various CP meetings, such as the weekly meetings, midterm meetings, and the program review meetings. The LA program

evaluates the quality of teaching and learning practices through data analysis such as course completion and course grade. Program changes are made based upon these data driven discussions. In addition to the hiring of qualified faculty, a rigorous peer review process, and an established method through which new courses and programs are created and approved, HTIC has implemented and continues to develop its Program Review process. Through this process, HTIC annually evaluates the effectiveness with which it is following and achieving the goals of its Six-Year EDP. This is, therefore, an assessment of the College's mission, institutional effectiveness, quality of its academic programs and strength of all support services in contributing to successful student learning.

Actionable Improvement Plan

As described in the Qualify Focus Essay, the College is currently exploring an implementation of newly revised rubrics to better assess the PLOs for CP and LA programs. Focused reviews are planned for the next summer 2018 for detailed program and course analysis that will be added to the next Program Review cycle.

List of Evidence

CC Site
Faculty Orientation
Program Review
Six-Year EDP

Standard II.B: Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

ER 17. Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B. 1 and II.B.4)

Evidence of Meeting the Standard

HTIC does not offer distance education or correspondence education courses.

The Library and Learning Center (LLC) at Hawai'i Tokai International College (HTIC) strives to be a gateway to information for the academic success of the HTIC community. The Center is comprised of the library, with its own small computer lab, and a separate computer lab which is used for library and regular class instruction. The College's high course completion, retention, and program completion rates attest to the success that the LLC has had in supporting student learning and achievement. In 2016 the average Liberal Arts (LA) course completion rate was 95.59 percent. From the fall 2015 term to the summer 2016 term the average LA retention rate was 97.8 percent. The average graduation rate in 2015 was 95.5 percent [Accreditation and Statistics Page of the Website]. These high rates reflect the fact that students have access to sufficient library and learning support services. This is especially true in regards to the graduation rate, as graduating students are required to complete a capstone project that requires in-depth research and information literacy skills.

To support the College community, the Learning Center continually endeavors to improve its library collections, tutoring program, learning technology, ongoing instruction, and other support services. These services are regularly evaluated to ensure that they are sufficient in quantity, currency, depth, and variety. Evaluation methods are discussed in detail in section II.B.3 of this standard. Services provided also support the College's mission and its instructional programs. In the 2017 Faculty Institutional Survey, 70 percent of respondents strongly agreed and the remaining 30 percent agreed that the LLC's resources support the overall mission and curricular needs of HTIC. Feedback regarding library services has also been very positive. When asked if they were satisfied with the overall services of the LLC, 50 percent of respondents strongly agreed and 50 percent agreed [Faculty Institutional Survey 2017].

Library and Learning Center

The LLC is open more than 65 hours a week. The library website and online resources are available remotely and accessible 24 hours a day, seven days a week [Library Website with Hours]. The library provides students and personnel responsible for student learning and support with reference, circulation (including reserves), and tutoring services, tables for group and independent study, study carrels, computers, free printing, copying, and scanning services, and a student book exchange shelf [2016 Annual Report]. For the convenience of students, staff and

faculty, the library also houses the IT helpdesk. In addition to the library facilities, students have access to seven classrooms which are designated as either quiet or group study spaces. These rooms are available 24 hours a day, seven days a week. The library facilities and services are heavily utilized by students. When asked if they use the library and its resources at least once a week 62.5 percent of students either agreed or strongly agreed. Additionally, 81.3 percent responded that they found the library reference services useful [Student Institutional Survey 2017].

Through close coordination with instructional faculty and staff, library personnel continually strive to ensure that student needs are met. Library staff includes one full-time Librarian, one full-time Library and Learning Center Coordinator, and several part-time Tutors. To ensure that students have access to staff throughout the day the librarian and the LLC coordinator stagger their hours. The library also employs student employees, who work as Peer Academic Coaches and Library Assistants.

Library Collections

The physical library collection supports the educational and research needs of the College by providing access to over 7,000 books, 400 DVDs, maps, CDs, periodicals and a subscription to the *Honolulu Star Advertiser*. All items in circulation can be located using Populi, the College's web-based management system [Populi Library Catalog]. In the 2017 Institutional Survey 68.7 percent of student respondents either agreed or strongly agreed that the library's book collection helps them with their studies [Student Institutional Survey 2017]. The LLC also provides 24/7 and remote access to electronic resources, including subscription databases, Films On Demand and the library's website [Library Page of College's Website]. Students regularly use the databases to complete course assignments, with 71.9 percent either agreeing or strongly agreeing that the online databases help them with their studies [Student Institutional Survey 2017].

To further ensure that materials available to students are sufficient in quantity, currency, depth, and variety, the Library has entered into a Memorandum of Understanding (MOU) with the University of Hawai'i-West O'ahu (UHWO) [MOU with UHWO]. Through this agreement, LA students and full-time faculty are issued researcher cards, which give them access materials from the UHWO Library and the University of Hawai'i System at large. UHWO is a four-year university that offers bachelor's degrees in the liberal arts and is accredited by the Western Association of Schools and Colleges (WASC). As of June 9, 2017 their library held 28,836 print volumes. UHWO offers degrees and certificates in 32 areas of study, several of which are related to degrees and certificates offered at HTIC. These similarities between degrees and certificates ensure that the resources provided by the UHWO Library are relevant for Hawai'i Tokai Students. Areas of study at UHWO that correspond to areas of study at Hawai'i Tokai include but are not limited to democratic principles and social justice, hospitality and tourism, business administration, political science, sociology, and Hawaiian-Pacific studies.

With the specific needs of our students and faculty in mind, the LLC continually evaluates and maintains the following collections:

- *Reference Collection:* These non circulating books include dictionaries, handbooks, almanacs, atlases, encyclopedias and other materials.
- *Main Collection:* These books make up the largest part of the library's collection and are classified according to the Library of Congress Classification (LCC) system. Materials in this section are primarily selected to meet the needs of the LA students, who are engaged in general education studies, and to support the faculty and staff.
- *Folio Collection:* Oversized volumes are shelved separately to make the most efficient use of shelf space.
- *Hawaiian Collection:* This collection focuses on Hawaiian history and culture. It aligns with the College's mission as its cultural focus helps to bridge diverse international perspectives.
- *Audiovisual Collection:* This collection holds the school's DVDs and is divided into two subsections; DOC, for documentaries and DVD, for other movies and feature films.
- *Manga and Graphic Novels Collections:* These collections were added in 2015 to encourage leisure reading, particularly among English as a second language (ESL) students. The graphic novels include more accessible versions of classic texts, such as *The Odyssey*, *Sweeney Todd,* and *A Midsummer Night's Dream*.
- *Popular Reading Collection:* This collection was added in 2017 and is mostly a relabeling of what was previously called the ESL collection. Like the Manga and Graphic Novel collections, the primary purpose of this section is to foster a love of reading and to provide ESL students with texts that are accessible at their varied reading levels. Many of these books are young adult titles.
- *Graded Readers Collection:* These books primarily support the International Programs (IP) and the College Preparatory (CP) curriculum. The readers are graded from level 1 to 6 and serve the varying levels of IP and CP.
- *TOEFL Study Books Collection:* This section was added in 2016 and assists students as they prepare for the TOEFL Exam, which is used by the College to evaluate English competency for non-native speakers.
- *Faculty Collection:* The faculty collection contains supplemental materials that assist instructors in teaching their classes.
- *Closed Stacks Collection:* This collection includes books that require special permission, such as textbooks used by adjunct professors and classroom sets.
- *Reserves Collection:* Instructors may place library or personal materials on reserve to ensure that all students have access. Items on reserve are generally for in library use only.
- *Periodical Collection:* The library subscribes to 30 print periodical publications. These publications are frequently used by students for current events assignments and leisure reading. They cater to the varying levels of English and diverse needs that our students have. These titles range from more popular publications such as *People* to titles that are

utilized in specific courses, such as *The Economist* which is regularly used by the Economy 120 class.

- *Electronic Resources Collection:* The Electronic Resources Collection is comprised of web-based electronic resources, including eBooks, articles, streaming video and more. Many of the databases included in this collection are made available through the library's membership in the Hawai'i Library Consortium (HLC). Electronic resources paid for by library subscriptions include; Encyclopedia Britannica, EBSCOhost (which includes 45 distinct databases), CREDO Reference, Opposing Viewpoints in Context, and Gale Virtual Reference. The library also subscribes to *The Chronicle of Higher Education* and provides access to Films On Demand through our MOU with the UHWO.

Tutoring

The LLC supports student learning and achievement through our tutoring program. The program is highly used by students and in 2016 more than 2,400 tutoring sessions were conducted [Tutoring Statistics 2016]. Tutors are available Monday through Thursday from 4:30 p.m. to 9:00 p.m. and Sunday from 4:00 p.m. to 9:00 p.m. [Library Website With Hours]. Tutors assist students in developing their skills in English, writing, and mathematics, as well as in helping students with particular assignment requirements, such as creating proper citations. In the 2017 Institutional Survey 81.2 percent of students found the tutors to be helpful with their studies and 100 percent of faculty respondents felt that the tutors play an essential role in helping students with coursework [Student Institutional Survey 2017;Faculty Institutional Survey 2017].

To ensure that students get the help that they need, the Tutor Referral Form is used. When the instructors notice that a student is struggling or could benefit from the tutoring services, they use this form to refer students to a tutor [Tutor Referral Form Samples]. Teachers also use the Information for Tutors Worksheet to give detailed instructions on how tutors should help with specific assignments [Information for Tutors Worksheet].

Student Employee Program

Starting in 2016 the LLC created the Peer Academic Coach and Student Library Assistant positions. These positions supplement and run in conjunction with tutoring services. Peer Academic Coaches and Library Assistants are HTIC students who are hired as student employees.

One reason that the student employee positions were created was to give students the opportunity to gain work experience. A large majority of HTIC students are foreign students, whose limited ability to work within the United States make this program even more valuable. Students who have worked in these positions have found the experience valuable both for developing specific work skills and to improve their English [Student Employee Note].

This program also provides an opportunity for LA students to mentor CP and fellow LA students. Students first arriving from Japan and other countries often find it intimidating to approach native English speakers. The Peer Academic Coach position provides an opportunity for students to get support from their fellow students, with whom they often feel more comfortable asking for assistance. This program also develops leadership skills in students who work as Peer Academic Coaches.

Computer Laboratories and Learning Technology

To ensure that our students and personnel have access to adequate technology the College maintains two computer labs. The first is a small lab of 13 Lenovo desktop computers [LLC Photo]. These computers are located within the library and are connected to the library printer, which provides students with free printing, copying, and scanning services. Professors often utilize these computers when bringing their students to the library during scheduled class time [Library Usage Log with Classes Held in the Library]. These computers are also available to students for general use and are heavily used by IP students who often do not have personal laptop computers.

The second computer lab is located across from the library in room A122 and houses 18 student computers and one instructor computer. The instructor computer is connected to a 75" television. This lab is primarily used for library instruction, information and computer sciences (ICS) courses and other instructor-led classes that require computer access.

The College recognizes that technology is a valuable educational tool and that the development of student's technological skills and knowledge is essential to their success. To develop these skills and knowledge, and to support student learning, the College strives to provide and utilize the most up-to-date and effective learning technology available. The most basic component of this technology is the College's wireless network, which is accessible throughout the campus, including in the classrooms, the library, and the dorms. The College has also made a host of application software available for use. This software includes Office 2016, which is available on all of the computers in the library lab. Microsoft Office 2010 or 2013 is available in the A122 computer lab, as is Publisher and Lightroom. To ensure that students, staff, and faculty have access to Microsoft Office both on and off campus, free access to Office 365 is available. Additionally, the College uses Google's G suite, which helps to streamline coordination and communication between students, faculty, and staff.

For many of its management needs, the College uses Populi, a College management cloud-based software, which includes modules for everything from the library catalog and online learning to billing and course registration [Populi Website].

Ongoing Instruction

The library provides regular ongoing instruction through our orientations, library instruction sessions, workshops, programs and reference services [2016 Annual Report]. These programs are regularly assessed to ensure that they are meeting student needs, as well as the library's student learning outcomes (SLOs) [LLC SLOs]. Feedback about library
instruction from both students and faculty is very positive. When asked if they believe that the LLC orientations, activities, and workshops help their students to achieve program SLOs, 70 percent of faculty strongly agreed and the remaining 30 percent agreed [Faculty Institutional Survey 2017]. Additionally, when students were asked if library workshops, which are supplemental to class library instruction and optional for students, are helpful 53.2 percent either agreed or strongly agreed [Student Institutional Survey 2017].

Analysis and Evaluation

The College meets Standard II.B.1
The College supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are regularly evaluated and refined to meet emerging student needs and to ensure that they are both current and relevant to our unique learning community.

List of Evidence

2016 Annual Report
Accreditation and Statistics Page of the Website
Faculty Institutional Survey 2017
Information for Tutors Worksheet
Library Page of College's Website
Library Usage Log with Classes Held in the Library
Library Website With Hours
LLC Photo
LLC SLOs
MOU with UHWO
Populi Library Catalog
Populi Website
Student Employee Note
Student Institutional Survey 2017
Tutor Referral Form Samples
Tutoring Statistics 2016

II.B.2 Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The expertise of librarians, faculty, and other learning support services professionals aid the College in the acquisition and maintenance of educational materials and equipment that support student learning and enhance the achievement of the mission.

Educational Materials

With the guidance of the library's collection management policy, and relying on the expertise of faculty and staff, the head librarian and designated library staff select materials to support student learning and the informational needs of the HTIC community as a whole [Collection Development Policy]. As stated in the library mission statement, "priority is given to the curricular needs of HTIC students, faculty and to the academic research needs of faculty, administrators, and staff" [LLC Mission, Vision, Values, Objectives and SLOs].

Furthermore, in accordance with the College's mission and the curricular needs of the HTIC community, the library selects materials that serve as a gateway to diverse international perspectives and materials related to the Asia-Pacific region. The Library's Hawaiian collection and texts related to the larger Asia-Pacific region particularly support these goals. Additionally, the library strives to acquire materials that have the potential for both high use and interest, and that contribute to the College's focus on Peace Studies. By doing so, the library supports our students in becoming lifelong learners who contribute positively to the world [Example of Book Purchase Order with Justification].

The Library serves as a central social and learning hub within the College. This central role and the small size of the school allow for close coordination between the librarian and instructional faculty. Faculty requests and suggestions are highly encouraged and are used throughout the year in the acquisition of new materials [Faculty Requests]. Patron requests, class syllabi, professional reviews, and student interest also help inform the selection process. Additionally, reference and class instruction sessions are used to monitor student information needs.

The librarian and library staff participate in an ongoing process of deselection. The Library removes materials when they are deemed damaged or obsolete [Book Withdrawals Log]. Criteria for deselection are outlined in the collection development policy and include but are not limited to, relevance, circulation, and collection balance [Collection Development Policy]. The library also has a Request for Reconsideration of Library Materials form available for users who

encounter material that they think should be removed from the collection [Request for Reconsideration Form].

Committee Input and Participation

The Library and Learning Center Committee (LLCC) supports the librarian in the acquisition and maintenance of educational materials and equipment. The LLCC's outlined duties include reviewing library resources and making recommendations as necessary [Faculty and Standing Committee Participation with LLCC Responsibilities].

The librarian and other library personnel also actively participate and coordinate with the larger College community through membership on various standing committees and task forces. Participating in the College's shared governance structure allows library personnel to be aware of emerging and changing student needs and keep the community up-to-date on library programs, initiatives, and resources.

Educational Equipment

Apart from the computer lab in the library and the lab in A122, the College also provides educational equipment within each classroom. Each classroom is equipped with a wireless network connection, an Ethernet connection, and a 75" television [Classroom Photo]. Laptops are used to connect to the television display. Full-time faculty members are issued personal laptops and adjunct professors check out shared laptops from the library as needed. Two classrooms and the auditorium are also equipped with projectors and are used for instruction, presentations, and guest speakers.

Issues related to the selection and maintenance of educational equipment and materials are discussed during committee meetings and, when appropriate, the College's standing committees and task forces make recommendations. The IT Task Force is generally charged with evaluating current educational equipment and technology and making recommendations for upgrades and changes. The IT Task Force includes at least one student representative, one member from each department within the College, an Executive Committee (EC) member, and the IT Specialist. Once the committee comes up with a proposal it is then taken to the Planning Committee (PC) and the EC for approval [IT Task Force Description]. The Library and Learning Center Committee also has the outlined duty of providing input regarding multimedia needs in the classrooms and Learning Center labs [Faculty and Standing Committee Participation with LLCC Responsibilities].

Other processes that help the College identify needs and prioritize the acquisition of educational equipment and materials include Program Review, Institutional Surveys, IT Support requests, and issues brought up to the IT Specialist either directly or through Spiceworks, a program used

to create IT help tickets [Spiceworks; IT Support Webpage]. The IT Specialist is charged with general equipment maintenance and performs updates as needed.

Conferences and Summits

When possible the librarian and library personnel attend state and national conferences and events, such as those held by the Hawaiian Library Association (HLA), the American Library Association (ALA), and the Google EdTech Team. Conference attendance helps library personnel to stay abreast on current trends and research, as well as a chance to share best practices and network with other librarians and library professionals [HLA Website] [ALA Website] [EdTech Team Website].

Analysis and Evaluation

The College meets Standard II.B.2
The expertise of faculty, librarians and learning support professionals throughout the College ensures that the College selects and maintains educational equipment and materials to support student learning and enhance the achievement of our mission. Review and evaluation procedures, as well as standing committees and task forces, assist in ensuring that the College has and maintains educational equipment and materials that meet our student's needs.

In the 2016 Institutional Survey, 75 percent of the faculty either agreed or strongly agreed that LLC resources support the overall mission and curricular needs of HTIC. The remaining 25 percent were neutral [Faculty Institutional Survey 2016]. Similarly, in the staff 2016 Institutional Survey 82.3 percent of respondents either agreed or strongly agreed that LLC resources support the overall mission and curricular needs of HTIC [Staff Institutional Survey 2016].

The level to which the library supports students is also reflected in the high use of the library and its resources. Eighty percent of students who responded to the 2016 Institutional Survey stated that they use the library and its resources (books, computers, etc.) at least once a week. The same survey showed that an area where the library could improve is its book collection. Only 46 percent of student respondents from the 2016 survey reported that they either agree or strongly agree that the library's book collection helps them with their studies. While there is still room for improvement, this number is up from the year before when only 14 percent of students found the book collection useful [Comprehensive Program Review Follow-Up Report, 2015-2016]. The LLC has taken actions to improve student satisfaction with the book collection by increasing instruction on how to successfully use the library catalog, and by increasing efforts to select materials that show high potential for use. These efforts have shown some promise. In a spring 2017 student library survey, 75 percent of respondents reported that they either always or frequently found what they were looking for when they visited the library [Library Survey 2017]. Circulation numbers have also improved, indicating that more students are making use of the library's physical resources [Populi Circulation Statistics].

Due to the limited space within the Library and Learning Center, it is imperative that students have access to and make use of other materials besides the library's book collection. One way that students do this is by using the LLC's electronic databases. In 2016, 57.7 percent of students either agreed or strongly agreed that the library's databases helped them with their studies. Additionally, 40 percent either agreed or strongly agreed that they use the UHWO Library and other libraries for their studies [Student Institutional Survey 2016].

The needs of our students vary greatly depending on whether they are LA, CP, or IP students. The variety of resources that the LLC makes available, such as books, electronic resources, and UHWO Researcher Cards (these cards allow LA students to check out books from UHWO and are discussed in detail in section II.B.4) guarantee that all of our students have access to resources that meet their particular needs.

List of Evidence

ALA Website
Book Withdrawals Log
Classroom Photo
Collection Development Policy
Comprehensive Program Review Follow-Up Report, 2015-2016
EdTech Team Website
Example of Book Purchase Order with Justification
Faculty and Standing Committee Participation with LLCC Responsibilities
Faculty Institutional Survey 2016
Faculty Requests
HLA Website
IT Task Force Description
Library Survey 2017
LLC Mission, Vision, Values, Objectives and SLOs
Populi Circulation Statistics
Request for Reconsideration Form
Spiceworks; IT Support Webpage
Staff Institutional Survey 2016
Student Institutional Survey 2016

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College regularly evaluates the library and other learning support services to ensure that these services adequately meet students' needs and contribute to the attainment of student learning outcomes. Methods for evaluation include Program Review, Annual Reports, the Six-Year Educational Development Plan (EDP), student learning outcome (SLO) assessment, surveys, Library and Learning Center Committee meetings and responsibilities, and less formal methods such as observing students' needs during reference interactions, and discussion and coordination with instructors.

Information gleaned from the College's evaluation processes are used to continually improve learning support services so that they continually meet student needs and support the attainment of student learning outcomes.

Formal Review Processes: Program Review, Annual Reports and the Five-Year EDP

Program Review

The LLC conducts Program Review on an annual basis [Program Review 2013-2014]. During this review process, action plans from the previous year are revisited, and the success of their completion is evaluated. Additionally, data from the current year (including usage statistics, tutor session logs, SLO assessment and Institutional Survey results) is examined to identify problems or areas that need improvement. The final step in the program review process includes creating action plans to address identified issues and to help improve student learning services overall. Additionally, every four years a Comprehensive Program Review is done to cumulatively assess the previous four years [Comprehensive Program Review 2011-2015, pp. 57-64]. This was last done in 2015 and allows the library to look at trends, issues and goals over a more extended period of time, thus contributing to the long range planning process. During the year following the comprehensive review, in this case, 2015-2016, program review takes the form of a follow-up report to the comprehensive review [Comprehensive Program Review Follow-Up Reports, AY 2015-16].

Annual Report

The Library and Learning Center's Annual Report is created for submission to ACCJC. Apart from being a required part of the accreditation process, the report gives the LLC a more concise idea of what the library has accomplished and what services have been provided over the past year. These reports allow us to quickly compare library services and productivity from year to year [2016 LLC Annual Report; 2015 LLC Annual Report].

Five-Year Educational Development Plan

The Five-Year EDP is part of the long-range planning cycle at Hawai'i Tokai International College and reflects the College's commitment to the assessment, evaluation, and planning process. The purpose of the EDP is to outline the College's vision of institutional progress for

the next five years and set goals to strengthen its effectiveness as an educational institution and ensure that it provides adequate support for our students' changing needs [EDP 2012-2016]. In 2017 it was decided that the EDP would be created on a six, rather than a five year cycle, with the new plan starting in 2017 [Six Year EDP 2017-2022].

The 2012-2016 EDP outlined a timeline for the creation, implementation, and assessment of an Information Literate Students Development Plan (ILSDP). Responsibility for the ILSDP was given to the Library and Learning Center Committee. Unfortunately, whether due to high turnover or other factors, this plan was never completed. Although the LLCC failed to complete this task, information literacy remains a high priority for the LLC and the College as a whole. The American Library Association (ALA) defines the information literate person as someone who is "able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" [ALA Presidential Committee on Information Literacy: Final Report]. This is an essential skill for our students both in and outside of the classroom. Information literacy is integrated into the College's curriculum and provides the framework for the LLC's SLOs [Information Literacy Curriculum Draft with Related Class Rubrics/Benchmarks]. Furthermore, the LLC is currently working on standardizing library instruction across the CP and LA programs [LLCC Minutes Discussing Information Literacy Plan]. Standardizing library instruction in this way will help ensure that students are learning all the necessary components of information literacy and that they are learning them in a logical progression.

Student Learning Objective Assessment and Student Needs

The library SLOs are regularly assessed during library workshops and instructional sessions. The SLOs were adapted from the ACRL Framework for Information Literacy and are in alignment with the College's Institutional Learning Outcomes (ILOs) [Hawai'i Tokai Website with ILOs]. Both the College's ILOs and the library's SLOs stress the importance of ethical behavior and critical thinking skills, especially in relation to the evaluation of information and its sources. The library's SLOs are the following:

1. The student recognizes that research involves strategic exploration of resources with a constantly evolving search strategy.
2. The student evaluates information, its sources and its creators critically and ethically.

Instruction sessions are designed in close cooperation with professors to ensure that specific student needs are identified and incorporated into the lesson plan. In addition to formative assessment techniques used throughout the class, feedback is gathered from the students at the end of the session. This feedback takes many forms. At times it is a short online quiz or survey and sometimes it is a briefly written quiz [Instruction Session Evaluations]. Some teachers also accept workshop reflection papers as extra credit [Student Workshop Reflection Paper].

Regardless of the format, feedback is used to assess student needs and the attainment of SLOs. Assessment results are then used to improve future workshops and instructional sessions.

SLOs and student needs are also evaluated during library workshops. At the end of the workshops, a comment card is distributed to participants. The card asks what students have learned, how the workshop could be improved, and if there are any topics that students would like to see covered in future workshops [Workshop Comment Cards][Workshop Attendance and Student Evaluations].

To further measure SLO attainment, and ensure that our students have the skills they need to be successful in the next step of their education and their lives in general, the library has created an IS 200 Bibliography Rubric. Before graduating, students are required to take a Capstone IS 200 course. The culmination of this course is a 12-15 page research paper and presentation. The IS 200 Bibliography Rubric was designed to evaluate the sources students use, how they use them, and if their sources are properly cited. The rubric looks at the variety of sources that students choose, the quality and reliability of those sources, the currency of their research, proper citation, and plagiarism [IS 200 Bibliography Rubric]. Information collected using the rubric allows the library to assess whether we are meeting the library's SLOs and whether or not students are leaving with the skills they need to succeed at a four year university and to be responsible consumers of information [IS 200 Results].

In the spring of 2017, this rubric was also implemented at the CP 5 level. Final papers of CP 5 students are now evaluated, and these bibliography evaluations will be compared with the same cohort's IS 200 evaluations at the time of their graduation. This will allow us to measure the degree of improvement throughout the LA program [CP 5 Bibliography Evaluations].

Surveys

There are several recurring surveys that help the Library and Learning Center assure that it is adequately meeting student needs. These surveys are also used to measure SLO attainment and user satisfaction. Generally, these surveys are administered on an annual basis, except for the graduation survey, which is only given to graduating students.

Institutional Survey

The Institutional Survey is administered on an annual basis with different versions for students, faculty, and staff. The survey has specific questions that are related to the LLC and its services. On the student version, these questions include numbers 25-37, on the faculty version they are numbers 20-26 and on the staff version they are numbers 13-16 [Institutional Survey 2016: Student Version] [Faculty Version] [Staff Version].

Graduation Exit Survey
All graduating students are required to fill out the Graduation Exit Survey. Number 12 on this survey asks students if they have any ideas that would help improve Library and Learning Center Services [Graduation Exit Survey Fall 2016].

College Prep Program Survey
This survey is only given to students in the CP program and has three questions related to the LLC. These questions ask students to rate the LLC's facilities, resources and staff [CP Survey Results].

Library Survey
The Library Survey was created to fill in holes and get feedback in areas that are not addressed in any of the other surveys [Library Survey Spring 2017]. A different version of this survey has been used in the past, but after a gap of several years in its use, a new survey was created in 2017. The gap in the administration of this survey was most likely due to the high turnover rate of the Head Librarian position.

Library and Learning Center Committee

The Library and Learning Center Committee is generally comprised of a representative from each department, a student representative, the library and learning center coordinator and the head librarian. This cross-department representation enables the LLCC to collaboratively review the effectiveness and sufficiency of the current learning support system, to give proper recommendations for change, and to appropriate the budget, via the LLCC meetings and annual program reviews. In the past, finding student representation was difficult, as it was on a voluntary basis. More recently, library student employees have served as student representatives, thus guaranteeing more steady representation [LLCC Responsibilities-Faculty Standing Committee Participation Document].

Informal Evaluation and Needs Assessment

Informal evaluations and needs assessment take place on a day-to-day basis and happen in two main ways:

- Teachers regularly stop by or email the library to discuss specific problems that students are having, student needs, or SLOs that students are failing to meet. Library instruction sessions or workshops are often set up to address these issues [Informal Needs Assessment Samples].
- Library staff identify problem areas and student needs during reference and instruction sessions.

One of the benefits of the College being a small institution is the regular and direct contact that library staff has with both teachers and students. As a result, informal evaluation is a powerful tool that supplements our formal evaluation methods.

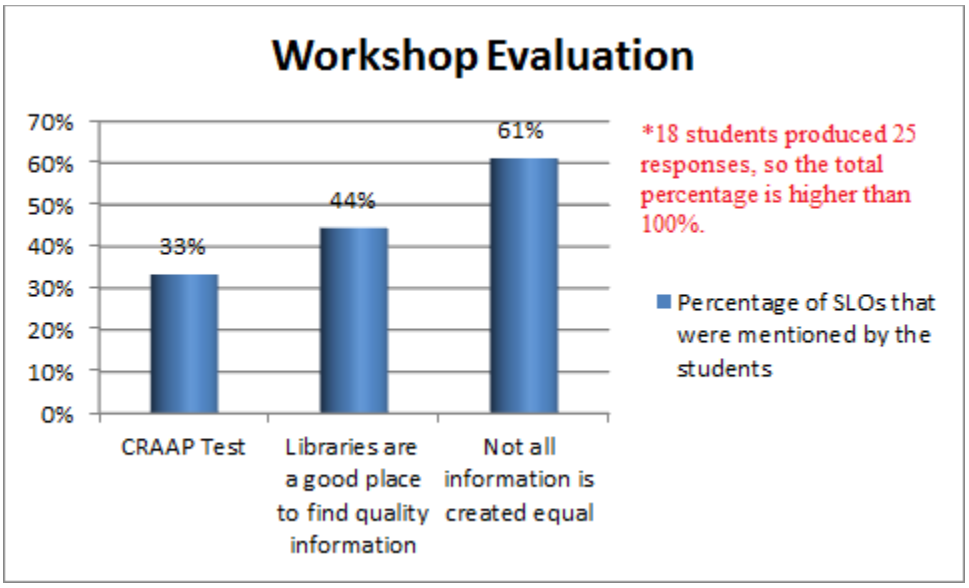
Analysis and Evaluation

The College meets Standard II.B.
Through both its formal and informal evaluation methods, the College ensures that the library and other learning support services meet student needs and contribute to the attainment of SLOs. Results from evaluations are used to continually improve and adapt services to meet user needs.

Student Needs
One of the most direct ways that the LLC identifies student needs is through the Institutional Survey. Number 36 on the survey reads, "How can we improve library services?" The LLC uses comments from this question to improve library and learning support services [Student Institutional Survey 2016]. More than one student has expressed a need for more tutors. After looking at tutor statistics, the LLC realized that demand for tutors is the greatest right before the end of the term. To help meet increased demand for tutors during this time the LLC has teamed up with the Office of Student Services to host Cram Jam, a week of events and extra services provided for students when they are studying for finals or working on final projects. During this time more tutors are scheduled and tutor hours are extended [Cram Jam Poster].

Several students have also expressed a need for the library to be a quieter study space. The College provides quiet study rooms that are available 24/7, but the LLC has also tried to keep noise in the library to a minimum. To do this, the LLC has created signs to remind students to be respectful of students who are studying, and library employees have been instructed to ask noisy students to lower their voices [LLC Noise Level Sign].

SLO Assessment
In January of 2017, a workshop was held on evaluating online sources. Fifteen students and five faculty/staff attended the workshop. The workshop focused on developing information literacy skills by demonstrating that not all information is created equal. Attendees were introduced to the CRA.A.P test, a set of criteria used to evaluate the quality of websites or other information sources. Additionally, attendees were given direction towards reliable sources. Eighteen out of 20 attendees completed the comment card and responses indicated that SLOs for the workshop were met. Questions were open ended, and similar responses were grouped together. Out of the 18 attendees who completed the comment card, all mentioned at least one of the workshop SLOs. More specifically, 11 indicated that they learned that not all information is created equal, six specifically mentioned the CRA.A.P test, and eight indicated that College/university libraries are a good place to find quality information [Evaluating Sources Comment Cards].



In order to collect work for assessment, students are sometimes asked to complete a task and turn it in at the end of their instruction session. The librarian then evaluates the student's work to see if they are meeting SLOs and provides feedback to students via email so that problem areas can be addressed [SLO Assessment-HUM 100 8.30.17].

Actionable Improvement Plan

The process of writing the Institutional Self-Study Report (ISER) has given the College the opportunity to reflect on the adequacy and evaluation of its library and learning support services. The College strives to ensure that it is providing quality services and that it is meeting the needs of its patrons, as well as supporting the mission of the College. In completing the ISER, the College has identified areas for improvement and changes and plans have arisen to address said areas.

Areas for improvement within the library and learning support services include the standardization of information literacy instruction and the assessment of SLO attainment and learning support services. To further improve SLO assessment, the LLC has new initiatives that have recently been implemented or are in the planning phases. These initiatives include the evaluation of CP and IS 200 bibliographies and the creation of a curriculum for information literacy instruction. Additionally, the LLC is working on improving the analysis of the data it collects. To accomplish this, data is being organized into charts that make it easier to interpret. These charts span several years, making broad trends more recognizable and clear [Charts-Student Institutional Survey Results]. Once these new initiatives have been in place and sufficient data has been collected, the next step will be to evaluate their effectiveness, make adjustments as necessary, and set standards. This will be done in the 2018 Program Review.

List of Evidence

2016 LLC Annual Report; 2015 LLC Annual Report
ALA Presidential Committee on Information Literacy: Final Report
Charts- Student Institutional Survey Results
Comprehensive Program Review 2011-2015, pp. 57-64
Comprehensive Program Review Follow-Up Report, AY 2015-16
CP 5 Bibliography Evaluations
CP Survey Results
Cram Jam Poster
EDP 2012-2016
Evaluating Sources Comment Cards
Graduation Exit Survey Fall 2016
Hawai'i Tokai Website with ILOs
Informal Needs Assessment Samples
Information Literacy Curriculum Draft with Related Class Rubrics/Benchmarks
Institutional Survey 2016: Student Version; Faculty Version; Staff Version
Instruction Session Evaluation
IS 200 Bibliography Rubric
IS 200 Results
Library Survey Spring 2017
LLC Noise Level Sign
LLCC Minutes Discussing Information Literacy Plan
LLCC Responsibilities-Faculty Standing Committee Participation Document
Program Review 2013-2014
Six Year EDP 2017-2022
SLO Assessment-HUM 100 8.30.17
Student Institutional Survey 2016
Student Workshop Reflection Paper
Workshop Attendance and Student Evaluations
Workshop Comment Cards

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

ER 17. Information and Learning Support Services
The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

Evidence of Meeting the Standard

As part of a small institution, the Hawai'i Tokai Library relies on formal agreements with other institutions to ensure that we provide our users with adequate services and resources for their professional and educational needs. The library regularly promotes these services and evaluates them to ensure their accessibility, security, and effectiveness.

Memorandum of Understanding with the University of Hawai'i-West O'ahu

Since moving to Kapolei in 2015, the LLC has entered into a Memorandum of Understanding with the University of Hawai'i-West O'ahu [MOU with UHWO]. This agreement was created to provide reciprocal library services to library users from both schools. As the UHWO campus is adjacent to HTIC, the agreement gives our users easy access to a wealth of resources. The MOU stipulates that the UHWO Library extends borrowing privileges to HTIC students and full-time faculty and in return, the HTIC Library extends borrowing privileges to UHWO students and employees. Researcher cards are issued to all LA students at HTIC and employees are issued cards upon request. Students are also able to utilize the private study rooms at UHWO, as well as their reference services and onsite access to licensed databases. Upon request, HTIC instructors and staff may schedule library orientations and workshops with the UHWO librarians.

As part of the MOU, HTIC faculty, staff, and students have gained access to Films On Demand, a database for streaming educational videos. The UHWO Library uses the money collected from HTIC for researcher cards to provide HTIC with a Films on Demand subscription.

To ensure that these resources are utilized, they are introduced and highlighted during orientations, workshops, and classroom instruction [Schedule with Films On Demand Workshop]. Information about and links to UHWO resources are also featured on the Hawai'i Tokai Library website [UHWO Page of HTIC Library Website; HTIC Website with Films On Demand Links]. As a WASC accredited four year university, the UHWO library adds great value as a supplement to HTIC's library collection [UHWO Webpage Showing Accreditation]. Usage statistics and survey feedback show that UHWO resources are utilized and effective. In the 2017 Institutional Survey 50 percent of student respondents either agreed or strongly agreed that they use the UHWO library or other libraries for their studies. Considering that only 50 percent of respondents were L.A. students and that the remaining C.P. students do not have library cards for UHWO, this number is very high [Student Institutional Survey 2017]. On average, from July

2016 to June 2017 each L.A. student checked out 2.8 items from the UH system [UHWO Researcher Card Statistics].

Hawai'i Library Consortium

The Hawai'i Tokai Library belongs to the Hawai'i Library Consortium. Libraries from around the state are members of the HLC, including academic, school, public, private, and special libraries. The HLC is made up of experienced and knowledgeable librarians and library professionals who review, evaluate, and recommend resources. As a member of the HLC the LLC is able to purchase subscriptions to online databases at a discounted price, thus providing our users with resources that would otherwise be unaffordable. Databases licensed through the HLC include Encyclopedia Britannica and EBSCO [HLC Encyclopedia Britannica Agreement; HLC EBSCO Agreement].

EBSCO is an essential resource for our L.A. students. It includes 45 distinct databases with everything from eBooks and trade publications to scholarly and news articles. During the 2016-2017 academic year there were more than 148,000 EBSCO database sessions and more than 54,000 full-text requests [EBSCOhost Usage Statistics].

Encyclopedia Britannica is heavily used by CP students, as it includes resources that are more appropriate for their reading levels. During the 2016-2017 academic year there are more than 4,000 sessions logged on Encyclopedia Britannica and more than 21,000 searches were performed [Encyclopedia Britannica Statistics].

Populi

The current Library Management System (LMS), is provided by Populi and was adopted in 2015. The LMS is part of Populi's larger College management software, which provides everything from course registration to billing and online learning. The Populi LMS includes an Online Public Access Catalog (OPAC), as well as functionality for cataloging, circulation, reserve management, and user account management [Populi OPAC].

Analysis and Evaluation

The College meets Standard II.B.4
The Library's agreements with other institutions give our users access to a wealth of resources that would otherwise be financially impossible to provide. These collaborations are documented, adequate, accessible, evaluated, and utilized.

Responses to the College's Institutional Survey indicate that resources gained through collaboration with other institutions are adequate, accessible, and utilized. In the 2016 Institutional Survey, 61.2 percent of students agreed or strongly agreed that they could easily

access the library's online databases. This number improved from 14 percent the year before and the library continually strives to improve this number. The number of students who reported that the databases help them with their studies was similar, with 57.7 percent indicating that they either agreed or strongly agreed and 30 percent of students responding that they were neutral [Student Institutional Survey 2016].

Faculty at Hawai'i Tokai have also given the library high ratings for accessibility and utility. In the 2016 Institutional Survey, 75 percent of faculty said that they either agreed or strongly agreed that they could easily access LLC information. The remaining 25 percent responded with the opinion of neutral, not applicable or no opinion. Additionally, 75 percent of the faculty either agreed or strongly agreed that the LLC's resources supported the overall mission and curricular needs of HTIC [Faculty Institutional Survey 2016].

The Library and Learning Center further evaluates resources and services secured through collaboration with other institutions through the periodical review of usage statistics, program review, and Library and Learning Center Committee (LLCC) meetings and responsibilities [Faculty Standing Committee Participation with LLCC Responsibilities Outlined].

The LLC has been making efforts to boost usage of UHWO resources. These resources are extremely valuable for LA students, but usage statistics were low. The LLC has increased library instruction related to UHWO resources and emphasized coordination with faculty. These efforts have paid off as Researcher Card usage statistics rose from 168 checkouts during the 2015-2016 academic year to 208 checkouts during the 2016-2017 academic year [UHWO Researcher Card Statistics]. Before 2017, Films On Demand usage was almost non-existent. In 2015 and 2016 there were only two video views per year. The use of this resource has significantly increased since it was featured in a workshop on May 9th, 2017. As of September 28th, the year to date total for 2017 was 170 views [Films On Demand Usage].

Reliability, maintenance, and security for contracted services are assured through either contractual agreement or communication with the vendor, as well as vendor provided technical support.

List of Evidence

EBSCOhost Usage Statistics
Encyclopedia Britannica Statistics
Faculty Institutional Survey 2016
Faculty Standing Committee Participation with LLCC Responsibilities Outlined
Films On Demand Usage
HLC Encyclopedia Britannica Agreement; HLC EBSCO Agreement
MOU with UHWO
Populi OPAC

Schedule with Films On Demand Workshop
Student Institutional Survey 2016
Student Institutional Survey 2017
UHWO Page of HTIC Library Website; HTIC Website with Films On Demand Links
UHWO Researcher Card Statistics
UHWO Webpage Showing Accreditation

Standard II.C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the missions of the institution. (ER 15)

ER. 15 Student Support Services
The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Evidence of Meeting the Standard

HTIC does not offer distance education or correspondence education courses.

The Office of Student Services (OSS) has defined objectives and Student Learning Outcomes. OSS objectives and Administrative Unit Outcomes (AUO) are:

1. Provide comprehensive services, including but not limited to orientations, counseling, and transfer advising, and to meet the unique personal and education needs and goals of students at HTIC.
2. Educate prospective students about the learning community at HTIC.

Student Learning Outcomes are:

1. Students demonstrate competency as leaders by participating in HTIC's student government, peer mentoring program and receiving positive feedback regarding the roles they play.
2. Students demonstrate knowledge of HTIC's certificate and degree program requirements.
3. Students demonstrate the ability to apply to higher degree programs.
4. Students demonstrate cross-cultural understanding through community service, cross-cultural living and other cross-cultural experiences offered through HTIC.

The director of the Office of Student Services (OSS) monitors the daily operations and effective student support from staff members. At the end of each staff member's employment cycle, the director fills out an annual evaluation form to address areas of strengths or weaknesses in OSS' services [Staff Annual Evaluation Form] [Staff Form]. Most recently, the HR Symphony website included a macro evaluation option available to the Dean of Student Services to evaluate staff members. In December 2017, the position of Director of the Office of Student Services was changed to Dean of Student Services.

The office maintains constant communication with students, faculty, and other departments concerning academic and non-academic matters. Frequent communication also takes place with the Assistant Dean of College Prep and the Dean of Instruction regarding various issues such as the number of credit hours needed for degree completion, credit assignment, and plagiarism [LA/OSS Minutes Winter] [LA/OSS Minutes Spring]. HTIC is receptive to student needs while maintaining cohesiveness with a code of student conduct as discussed in Student Affairs Task Force meetings [SATF Meetings] as well as in the HTIC Student Handbook where appropriate student conduct is defined [HTIC Student Handbook].

Student government activities, student initiated clubs as well as participation in the orientations and workshops have been steadily increasing over the past few years. More students are showing interest in participating in the mentoring program within the campus and with the local and American students of the adjacent University of Hawai'i West O'ahu. (SLO #1)

The higher retention and transfer data indicate students are increasingly demonstrating knowledge of how the HTIC degree program and higher degree programs elsewhere work. An LA student is individually advised by the assigned academic advisor each term during the advising week when more detailed and individually tailored information on transferring and next academic steps are discussed at length. Also, in addition to College orientation sessions (seminar type, or College info table on campus) (SLO #2 and #3), the OSS offers periodical transfer orientation sessions to inform and prepare students for higher education (US, Hawai'i and Japan) so that both CP and LA students become more aware and familiarized with various transfer possibilities [HTIC Transfer Workshop Prezi]. While excellent retention and transfer data demonstrate student's ability and knowledge of HTIC's certificate and degree programs as well as their ability to apply their knowledge to accessing the next step in higher education domestically and internationally, the OSS needs to facilitate a method to further articulate student's knowledge in the field with surveys during advising weeks for data collection.

Data collection on the fourth SLO (cross-cultural living and understanding) still needs more improvement [Program Review 2015-2016, pp. 30-33]. Evaluation on the SLO#4 has been a key topic both in the OSS and related committees such as Curriculum Committee and Evaluation and Assessment Committee. In 2016 the OSS and standing committees agreed to have students give a presentation on cross-cultural experiences (volunteer, community service, living with

international students. However, as of Summer 2017 the activity has been discontinued as many students decided to take designated cross-cultural courses and the standing committees decided to streamline the cross-cultural requirements [SLO #4 Data].

In order to assure students' cross-cultural understanding and knowledge as stated in SLO #4, HTIC revised the requirement structure earlier in 2017 to have all the LA students participate in at least one of the required courses or programs. There are six classes and one program designated as Global Citizenship Cross-Cultural Understanding Service Learning requirement: IS 192 (Service Learning), SOC 256 (Race and Ethnic Relations in Hawai'i), ANTH 200 (Cultural Anthropology), POLSCI 220 (International Relations), POLSCI 22 (Issues in International Relations), IS 295 (Business Internship) and Discover East Asia Program (DEA). From 2013 to summer term 2017, a total of 318 students enrolled in 7 such cross-cultural courses or programs. The overall success rate is 97.6 percent including the term long program, Discover East Asia, where students participated in intensive language classes in the target countries (Japan and/or Korea) while experiencing cross-cultural living. These students are required to write a report in the target language and present it in front of the whole school. Other significant cross-cultural courses are IS 192 Service Learning and IS 295, a newly created Business Internship course. In both classes, students participate in community service (such as helping local children, working in the historical museum in Pearl Harbor) and actual business experiences in a local insurance company, amusement park and IT company. HTIC students were supervised by faculty members while the OSS provided logistical support to enhance their cross-cultural experience.

The OSS' departmental AUO focus is on "providing comprehensive services to meet the unique and educational needs and goals of the students at HTIC." In 2014, a half-time counselor was hired and later in 2016, three part-time counselors were hired to handle a large volume of students' needs. A separate counseling room was set up on the same floor as students' classrooms. HTIC has a high number of international students, with more than half of the student population living on campus. The challenges of living in a foreign country, experiencing a new culture, different language and behavioral expectations, along with tackling a demanding academic life while still relatively young all contribute to the need for comprehensive pastoral care to ensure the smooth adjustment to a new culture, and the well-being and contentment of our students. As an educational institution which prides itself on a holistic mission, this pastoral care is indispensable. In 2016, a health room was provided to students seeking help for physical ailments. Because of the regular communication with the nurse practitioner, the OSS can now refer students to/from counselors via the health room.

The OSS is constantly seeking ways to effectively evaluate its functions and activities. Starting May 2016, the OSS developed a Daily Log set up as a Google Form to register daily interactions between staff, students, and faculty [OSS Logs 2016-2017]. The numbers demonstrate an active engagement with the OSS, complete with student satisfaction surveys on the level of service provided. In spring 2016, the log recorded a total of 873 students visiting the OSS; the number

increased during summer 2016 with 1,528 students, while dropping to 203 students in fall 2016, due to inconsistent record keeping after the departure of the Dean of Student Services. The Office of Student Services recognizes the need to improve student tracking system to gather specific data on student satisfaction and propose an effective development of data analysis. Minutes are kept at all meetings (i.e. Town Hall meetings, Student Affairs Task Force meeting, Student Government meetings, RA meetings, OSS staff meetings, etc.) [Resident Adviser Meeting Minutes] [OSS Meeting Minutes] [Town Hall Meeting Minutes] [Student Affairs Task Force Meeting Minutes] [Student Government Meetings].

The College recognizes the need to analyze the meeting minutes and surveys as the basis for decision making and will include it in its focused review due by next fall 2018. Evaluations are completed at the conclusion of various student functions, including surveys for graduation, for international students, student housing, residential advisers, and student government events (i.e. Halloween Party, Moonlight Party, BBQ & Games Day, Valentine Day, etc.) [Evaluation Surveys]. Additionally, there is an exit survey for withdrawing and transferring students as well as a graduation survey for students upon program completion, which have been conducted regularly [Graduation Exit Surveys].

Academic Grievance Petition

With respect to student grievances, the HTIC website, catalog, and Student Handbook have specific sections which clearly explain the students' right to file a grievance in both academic and non-academic matters. These grievances can be filed when a student believes that she or he has been treated unfairly by instructors or other HTIC personnel.

The College grants students the right to challenge any action that is perceived to be unfair or threatening. For academic matters such as the fairness of grades received from an instructor for any given term of study, the authority shall be with the Academic Conduct and Grievance Board.

Students wishing to make such a challenge are required to file a written Grievance Petition with the Dean of Instruction. The student has the option of using the standard Grievance Petition form available at Office of Student Services or a written document of their choosing that states the nature of the grievance, details, and steps already taken to remedy the situation. Upon receipt of a Grievance Petition, the Dean of Instruction (or Vice Chancellor) shall resolve the grievance directly. If the student is not satisfied with the decision made, a formal appeal to the Academic Conduct and Grievance Board can be made [Student Handbook]. Possible Reasons for Filing an Academic Grievance Petition a) Unfair grading or classroom practice, b) Classroom discrimination of any form and c) Other (not limited to these examples)

Non-Academic Grievance Petition Procedure

If the student believes that he/she has been the victim of unfair treatment or misconduct, he/she may attempt to resolve the issue with those involved, so long as there is no danger of violence or physical aggression. Should the attempt to resolve the issue fail, the student may file a Non-Academic Grievance Petition with the Dean of Student Services. The Vice Chancellor should receive the Grievance Petition if the Dean is targeted as a part of the grievance. The Dean of Student Services or Vice Chancellor will then contact the parties involved to help reach a mutually agreeable conclusion to the issue at hand. c) If the student is not satisfied with the decision made by the Dean of Student Services or Vice Chancellor, a formal appeal to the Student Conduct and Grievance Board can be made [Student Handbook, p.33]. The Student Conduct and Grievance Board shall conduct a review of the case and submit its findings and recommendations to the student and to the Executive Committee within ten (10) working days of receiving the appeal request from the student. Upon receipt of the decision by the Student Conduct and Grievance Board, the case becomes final and is closed.

Analysis and Evaluation

The College meets Standard II.C.1
The institution evaluates the quality of student support services throughout defined SLOs and assessment of student satisfaction, monitored by the Dean of Student Services, who communicates changes, improvement, and other plans to the Dean of Instruction and Vice-Chancellor. Students receive academic and personal counseling in the context of the educational mission. Student Clubs and Student Government activities are other means of supporting student learning with extracurricular activities. The Office of Student Services acknowledges the importance of developing more specific measurements for assessing student satisfaction for the services provided. This plan is part of a focused review that will be discussed by next fall 2018.

Actionable Improvement Plan

The College recognizes the need for better data-keeping on student satisfaction for student services, along with the appropriate measurement of SLOs for student services. As an initial step, the Office of Student Services will participate in the campus-wide SLO Day in January 2018 to continue the process of exploring improvements in data collection methods.

Moreover, the recent high turnover of staff and leadership in this office caused instability and loss of data. With the appointment of a highly qualified and experienced Dean of Student Services in December, 2017, the Office of Student Services is ready to move forward in a positive direction.

List of Evidence

Evaluation Surveys
Graduation Exit Surveys
HTIC Student Handbook
LA/OSS Minutes Spring
LA/OSS Minutes Winter
OSS Logs 2016-2017
OSS Meeting Minutes
Program Review 2015-2016, pp. 30-33
Resident Adviser Meeting Minutes
SATF Meetings
Staff Annual Evaluation Form
Student Handbook, p.33
Student Government Meetings
Town Hall Meeting Minutes

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

HTIC's Office of Student Services (OSS) has created student learning outcomes and has expanded student services to achieve the institutional mission. The College ensures students have prompt access to support services, such as counseling, academic advising, assessment and outreach [LA Advising] [LA Advising Forms] [LA Advising Terms] [CP Academic Advising Tools]. The institution identifies and assesses learning support outcomes for its student population. Within the OSS, there are three staff members. As Tokai is a relatively small institution, each staff member is responsible for various aspects of students' life, namely academic registration, advising, transfer, and non academics such as insurance, housing, F-1 student visa, homestay program, meals, student government and clubs, and volunteering. Some staff members speak Japanese in order to successfully communicate and correspond with parents should the need arise. This creates a sense of safety and security for students and parents, especially for those whose language skills are not so advanced. The OSS strives to consistently maintain that sense of security in order that the students may concentrate solely on their academic achievements.

The institution also provides appropriate student support services and programs to achieve student learning outcomes by maintaining a detailed record of assessment data from CP and LA departments to continuously improve student support programs and services. In fact, each

student's Populi's file “Student/academic and Student Life” contains detailed records of academic and non-academic life.

The OSS takes the lead on multiple academic and nonacademic services, including advising events, supervising campus dorms on campus and off-campus housing, maintaining a current record of student immunizations, reviewing visa permits for foreign students. In addition, admissions, transfer, scholarships, and alumni relations are other academic duties performed with the coordination with the Office of Recruitment and Admissions. The surveys on student satisfaction for the services offered revealed a high percentage ranging from 74 to 100 percent from the latest fall 2016 survey [International Student Satisfaction Survey]. Similarly, a longitudinal study of the surveys conducted between spring/fall 2016 and spring/fall 2017 highlighted an increase in student satisfaction concerning services such as housing orientation, safety and emergency information. Data showed a 20 percent increase in student satisfaction from the spring 2017 to the summer 2017 survey. These numbers are significantly higher when compared to the results of the survey from spring 2016, when the highest level of satisfaction only reached a 33 percentile [Fall 2016 Student Orientation Survey] [Summer 2017 Student Orientation Survey].

Residential Advisor (RA) evaluation surveys also highlighted an improvement in student understanding of the RA’s roles, modes of communication, and expressed positive feedback in regards to RA’s availability to address student questions and concerns. From spring 2016, only 15.4 percent of students perceived RAs as being available to students, versus 67.6 percent of students in spring 2017 [RA Survey fall 2016] [RA Survey spring 2016] [RA Survey summer 2016] [RA Survey winter 2017].

The use of data geared toward the success of student services is represented in the survey results for student government, which supports the institutional mission of students contributing to College’s life. According to the survey’s results students improved their understanding of HTIC’s student government, although it appears that there is a decrease in student understanding of leadership opportunities available at HTIC. The Office of Student Services is addressing this with active student recruitment for Student Government and Clubs. Nonetheless, the survey revealed an exponential increase in student satisfaction for the availability of Student Government to students, addressing issues and representing the entire student body [Student Government Evaluation Summer 2016] [Student Government Evaluation Winter 2017].

Analysis and Evaluation

The College meets Standard II.C.2

HTIC is a student-centered institution with a supportive learning environment that addresses both the academic and non-academic needs of the student. The Office of Student Services (OSS) provides support in both of these areas through its various programs and services. The College hires the most qualified staff for each position and provides professional development to maintain the high standard of knowledge and performance. All OSS staff members are active in professional organizations relevant to the respective area of services provided by each. OSS also manages student government, peer mentoring, and residential advisors (RA) to promote student leadership, responsibility, and active participation in the HTIC community outside of the classroom. Student leaders are provided orientation, documentation, and resources to ensure that they are fully prepared to serve in their designated roles as student government representatives, residential advisors, or peer mentors. The institution assesses the quality of educational programs through the administration of course surveys submitted at the end of each term [Post-Course Survey Outcomes] [IS 100 Surveys] [Graduation Exit Surveys]. Four students serve on Student Government for two terms per year, coordinating on-campus student events, raising student issues to the attention of the College, and speaking at convocation and commencement ceremonies [SG Agenda] [SG Events].

OSS assigns certain senior students the role of peer mentor and pairs them with incoming freshmen to help ensure a smooth transition into the College for these new students. OSS works with residential advisors, who are given the responsibility of ensuring that students are well supported in their living spaces on campus and report any problems with facilities or student behavior. An adult staff Dorm Manager resides in the dorm and is available 24/7to address student needs. The presence of these peer mentors, residential advisors, and Dorm Manager, in addition to staff on-call 24-hours a day, facilitates greater access to support services. An initial orientation for members of student government, peer mentors, and residential advisors, is provided to student leaders [RA Minutes]. The security services are also provided on campus for 24 hours a day, seven times a week, including the student living quarters. The College values feedback from students and utilizes regular surveys and evaluations each term to determine student satisfaction with all aspects of student support services, such as course information, orientation, advising, and transfer information sessions. Services are developed and implemented with consideration of the mission and defined learning outcomes [Evaluation Surveys].

Each fall term, the Vice-Chancellor sends out an institutional survey for students to determine the level of student satisfaction regarding academic and non-academic programs, library services, student facilities and student services [Institutional Survey, Fall 2016]. The results of

the survey provide the institution with information on the appropriateness of services and programs to achieve effective learning and student well-being. The institution continues in its efforts to efficiently collect SLO data in order to more accurately evaluate OSS services. Thus far, OSS has been keeping track of daily, weekly, and monthly records (as of Spring term 2016, OSS has implemented a pilot program of online log keeping, as mentioned above) for service learning, volunteer activities, transfer data, and housing matters.

List of Evidence

CP Academic Advising Tools
Evaluation Surveys
Graduation Exit Surveys
Fall 2016 Student Orientation Survey
HTIC Transfer Workshop Prezi
Institutional Survey, Fall 2017
International Student Satisfaction Survey
IS 100 Surveys
LA Advising
LA Advising Forms
LA Advising Terms
Post-Course Survey Outcomes
RA Minutes
RA Survey Fall 2016
RA Survey winter 2017
Student Government Evaluation summer 2016
Summer 2017 Student Orientation Survey

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

ER.15 Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Evidence of Meeting the Standard

HTIC provides advising services to its students. OSS reviews data on student transfer, retention, course and institution withdrawals, and course completion by term to assess the effectiveness of its advising practices. The evidence is collected from the data sheets presented in Standard I.B3-I.B.6. OSS inserts student advising information in the Populi system [Advising Sheet] [LA Advising Folder] [Advising Sign-Up].Training is provided to students in regards to safety on the road and on campus [Safety Briefing] [Road Safety Workshop].

On November 2016, following a tragic event involving three HTIC students who died in a car accident, the College promptly established a Life Counsel Office to offer students grief counseling in both English and Japanese [Grievance Counseling Services Folder] [Headcount of College Life Counseling Service] [Meditation Workshop] [Culture Shock]. The institution held a memorial honoring the memory of the three students and awarded posthumous degrees to the parents of the deceased victims [Memorial Service]. The institution continues to offer life counseling, along with academic counseling. Career counseling is not offered at HTIC given its nature as a two-year institution with emphasis on academics, rather than career [College Life Counseling Workshop Evaluation Form]. During this time, OSS also experienced changes in the directorship as the former OSS director resigned from her position. Since November 2016, the College has been looking for a qualified administrator in student support services, and appointed a new Dean of Student Services in December, 2017.

HTIC offers a reduced tuition plan for students with U.S. citizenship or U.S. legal permanent resident status who are applying to the Associate in Arts (Liberal Arts) degree program. The Global Citizen Scholarship is awarded to a limited number of qualified U.S. citizens or U.S. legal permanent residents on a term-by-term basis based on outstanding academic achievement. It may be awarded for consecutive terms, but no more than a total of six terms. In subsequent terms, a minimum 3.5 term GPA / 3.25 cumulative GPA and participation in at least 10 hours of volunteer community service during the term is required for continued eligibility for the 50 percent (or 25 percent) scholarship. A minimum 3.75 term GPA / 3.5 cumulative GPA and participation in at least 10 hours of volunteer community service during the term is required for eligibility for a 75 percent scholarship (awarded only one time). Only full-time students are eligible to apply for scholarships [HTIC Scholarship Website]. Some changes will apply to HTIC Scholarships, effective Fall 2018:

1. Gateway Scholarships will be offered for incoming US students.
2. The Global Citizen Scholarship will be for all LA students and will have the same requirements regardless of citizenship.

3. Scholarships will meet up to 50 percent of tuition; HTIC will no longer offer 75 percent scholarships.

4. A 3.5 cumulative GPA is required to be eligible.

In addition, CP students may be awarded a TOEFL 500 club scholarship. HTIC encourages LA students to achieve 500 points on the TOEFL to increase acceptance rates to other institutions [PC Meeting 2017].

OSS provides comprehensive training on Populi during orientations. CP students have a log-in session each term where the CP advisor shows "files" in Populi where instruction files are stored and accessible any time. Students learn about various features of the data system including their own grades, info and activity feed which some teachers use for classroom assignments. For LA students, Populi instruction handout is provided to each student during orientation so that a student can register on their own. LA students are required to keep track of their Degree Audit so that they know which requirements are still needed before registering for the following term. Students also learn how to check their class schedule, import unofficial transcripts, communicate with teachers, and access each class files, syllabus and attendance record [Populi: How to register for Classes on Populi] [Populi: How to see your grades on Populi] [Populi: Course Evaluation Instruction to Students][Populi: CP How to check grades and attendance] [Populi: CP How to check Class Schedule] [Populi: CP LA Registration Form] [Populi: LA Tentative Schedule for Academic Years 2016-2019].

Additional information is available to students regarding to emergency contact numbers, information on course registration, medical resources, and reference guides [Campus Service Reference Guide & Emergency Contact] [How to Register for classes on Populi] [How to Register for classes on Populi] [List of Medical Providers] [List of prohibited foods & snacks to send through mail].

Analysis and Evaluation

The College meets Standard II.C.3

OSS functions as a service hub through daily operations that makes sure that all the students have an easy and equal access to HTIC's services. The main communication tools for OSS are various orientation sessions at the beginning of each term, periodical meetings with students, and information distribution through emails and Populi web-base system. As HTIC is a small College, the system of maintaining constant communication with students is well established and implemented throughout the years. From mandatory individual advising sessions to Town Hall meetings, a school assembly held each term, students have opportunities to ask questions, express concerns, and raise issues. The HTIC website has a designated section for Student Life where students can access academic and non-academic information 24/7. HTIC/OSS serves as a central point for any emergencies, such as the above mentioned accident, or student's medical

emergencies. Even with the tragic incident, OCC maintained the sympathetic professionalism to support students and the community.

List of Evidence

Advising Sheet
Advising Sign-Up
Campus Service Reference Guide & Emergency Contact
College Life Counseling Workshop Evaluation Form
Culture Shock
Grievance Counseling Services Folder
Headcount of College Life Counseling Service
How to Register for classes on Populi
HTIC Scholarship Website
LA Advising Folder
List of Medical Providers
List of prohibited foods & snacks to send through mail
Meditation Workshop
Memorial Service
PC Meeting 2017
Road Safety Workshop
Safety Briefing
Student Workshops Folder

II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College has launched and implemented over the years a number of staff-based, student-based activities aimed at increasing the sense of collaboration, teamwork and global citizenship, reflecting the institution's mission. HTIC has several clubs that meet regularly to enjoy special interests. Membership in the various clubs is open to all students. Students wishing to share a special interest may organize new clubs if they have at least three student participants and a faculty/staff advisor. Registration and budget request forms are available from the Student Support Officer.

Club Eligibility: Students participating in all HTIC sponsored club activities must maintain a GPA of 2.75 and above. Students who have received a grade of F in the previous term or are currently repeating a CP level cannot participate [HTIC Student Handbook, p.11]. Some of the activities were the Yoga Club, the Chess Club, and a Kendo Club. Most recently, the College started a Hiking Club to guide students in the discovery of the Hawaiian landscape, a Japanese Tea Ceremony Club, a Running Club, a Tennis Club, a Basketball Club, and a Judo Club, the latest in collaboration with Leeward Judo Club for outreach with the campus for student recruitment. Despite the number of clubs, the teams must be recreated on an annual basis due to frequent student transfer to other institutions which causes high turnover. Aside from club activities, the International Coffee Hour represents another co-curricular activity partnered with University of Hawai'i West O'ahu (UHWO) to improve the level of English competencies for Japanese students, who have an opportunity to start a free conversation with native English speakers from UHWO [Student Clubs][The Constitution of the HTIC Student Government]. HTIC students are allowed to participate UHWO athletic activities with the in-house student activity fees without paying any extra participation fees.

OSS has observed an increase in student government activities, student-initiated club activities as well as participation in orientations and workshops. A number of concerts ranging from ethno music to pop-contemporary bands received added to student inclusion in the campus life, outside studying hours [Concert Series #1] [Concert Series #2] [Concert Series #3]. One of the activities that OSS was heavily involved was to enhance student community volunteer activities. OSS had a designated staff member (2015-2016) who facilitated student's volunteer activities on and off campus. The staff was also a member of Hawai'i Network of Volunteer Leaders (NOVL) and Campus Quad, a consortium of College volunteer coordinators in O'ahu. OSS constantly explores more possibilities of volunteer opportunities, disseminates information and keeps record of student's volunteer hours. Students' volunteer and service learning activities are excellent learning and educational opportunities for HTIC students to put their classroom knowledge into cultural and community actions to enhance cross-cultural understanding and cooperative learning as described in Institutional Learning Outcome, Global Citizenship. OSS also works closely with academic courses such as IS 192: Service Learning and IS 295: Business Internship to make sure their off-campus volunteer hours and conditions are aligned with US Department of Homeland Security/SEVIS regulations for student visa holders.

Analysis and Evaluation

The College meets Standard II.C.4
Although HTIC is a small-sized junior College, its Co-Curricular and Athletic activities are diverse and rich. The whole campus is involved in various types of activities for students. OSS in particular is a focal point for students who want to organize, coordinate, and participate in different types of activities. Some of the volunteer activities are performed at the Moiliili Japanese Community Center, Seagull School in Kapolei, Naval Air Museum in Barber's Point, Pearl Harbor Historic Site, Ala Moana Beach Park cleaning, Honolulu Marathon and Ekiden

events. HTIC Student Government is instrumental in creating many events including annual BBQ parties, moonlight party, sports day, Halloween party and joint events with University of Hawai'i West O'ahu campus. Due to the quick turnover of the student body (average length of stay is about 2.5 years including 1.3 years of ESL program), constant recruiting for new Student Government officers and club leaders is a challenge. OSS has been facilitating these activities very well all these years.

List of Evidence

Concert Series #1
Concert Series #2
Concert Series #3
HTIC Student Handbook
IS 295 Course
Student Clubs
The Constitution of the HTIC Student Government

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

In the Office of Student Services, a number of different staff members are available to assist with student needs. LA academic advisors, CP academic advisors, non-academic advisors, Student Support officers, and College Life counselors all provide a full range of advising services. In addition, students are assigned an academic advisor to receive guidance in the successful completion of their academic programs, while receiving transfer advising and life planning. Currently, the College has one academic advisor for CP and one for LA, which means that each adviser has to provide individual counseling to students, in addition to "walk-in" advising [Transfer Advising Temple University] [Graduation Exit Survey, SP & SU17] [Transfer Advising, University of Hawai'i Manoa] [CLC Flyer], [CLC Meeting Minutes 2017].

Individual reports are presented at the Guardian conference in Japan and Hawai'i, where parents/guardians are shown their child's academic and non-academic achievement and standing on Populi, although HTIC does not provide any written form or report to parents. Individual

reports regarding student achievements and academic standing are sent to parents every Summer through the Populi system. The attendees for the summer guardian meetings are the Chancellor, the Director of International Programs, and any Japanese speaking OSS staff, who hold personal meetings with student parents to inform them about their academic progress or areas of concerns. In case of academic probation, the Chancellor directly contacts the family to address the issue [Faculty-Staff Meeting Aug. 2017]. The administration and student services staff regularly conduct departmental meetings to discuss issues of concern regarding their areas of responsibility to determine how they may more effectively support student learning [Office of Student Services Minutes]. Student advisors in the Office of Student Services (OSS) insure that Liberal Arts students achieve all of the institutional learning outcomes in a timely fashion. Using the curriculum map, three-year course schedule, and syllabi, they assist students in selecting appropriate classes. Achievement of the outcomes is tracked on the Degree Audit Plan and Student Learning Outcomes Tracking Sheet, which are kept in the students' files [HTIC Catalog, pp.18-19]. Students are also given copies and can see the web-based data system Populi so they may track their own progress. Additional venues of discussion and input include the Town Hall meetings held regularly on the third Wednesday of the term and the specific forums held to discuss program review, strategic planning, and the Institutional Self-Evaluation Report (ISER) [Town Hall Meeting Minutes].

Orientation sessions are held for new CP and LA students two days prior to the start of classes each term. These sessions cover, among other things, information about the CP or LA program, course requirements, Program Learning Outcomes, the purpose and the general content of course syllabi, academic policies, and College transfer information [Student Orientation Surveys] [Town Hall Meeting Minutes] [Transfer Advising, University of Hawai'i Manoa] [Transfer Advising Temple University].

HTIC provides 100 percent of its students with personalized one-on-one academic advising and registration assistance to ensure that LA students understand A.A. degree and certificate programs [Discover East Asia, Peace Studies, Hospitality and Tourism] in terms of their purpose, content, course requirements, and expected student learning outcomes. Additionally, during the one-on-one advising session with the LA advisor, students are surveyed verbally using an Advising Checklist to ensure that they have fully understood their degree and certificate programs in terms of their purpose, content, course requirements, and SLOs [Advising Checklist]. The College is also working to build alumni relations to determine what types of support services are most helpful in the continued success of students after graduation.

Analysis and Evaluation

The College meets Standard II.C.5
HTIC offers various types of advising and counseling to support student's academic and nonacademic activities. For international students in particular, OSS, along with the Recruitment and Admissions Office, provides comprehensive support to obtain and maintain student visa (F-1 visa) in order to study in the US. Once the student arrives, Student Life Support and College Life Counseling, both OSS functions, offer individual counseling, academic advising and orientation which covers health, traffic rules, school regulations, student government, clubs, and meals and housings. Each LA student is required to consult with his or her academic advisor so that they stay on the right track by utilizing a web-based database and record-keeping tool, Populi. OSS facilitates and coordinates peer mentor-mentee program, volunteer and community service, cultural and social events and opportunities. As HTIC is a gateway to the next academic step of a 4-year College, transfer advising is an important function in OSS.

List of Evidence

Advising Checklist
CLC Flyer
CLC Meeting Minutes 2017
Faculty-Staff Meeting Aug. 2017
Graduation Exit Survey, SP & SU17
[HTIC Catalog, pp.18-19]
Office of Student Services Minutes
Orientation Packet
Student Orientation Surveys
Town Hall Meeting Minutes
Transfer Advising, University of Hawai'i Manoa
Transfer Advising Temple University

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

ER. 16 Admissions
The institution has adopted and adheres to admission policies consistent with its

mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

Evidence of Meeting the Standard

In keeping with its vision to be an international campus, HTIC has increased its efforts to recruit domestic and non-Japanese students into both its Liberal Arts (LA) degree program and its College Preparatory (CP) academic ESL program. At the same time, the College has moved to recruit larger numbers of Japanese students from non-Tokai affiliated schools. As a result, in spring of 2010, the College created the position of a College recruitment officer to recruit domestic and international students, and an admission officer to recruit non-Tokai Japanese students. The admission policies at HTIC equally apply to U.S. and non-U.S. citizens, although non-U.S. citizens are required to submit financial documentation, may also submit English language proficiency test scores and are asked to submit a copy of the identification page of their passport. In order to be considered for enrollment, students must hold a minimum GPA of 2.5 from their high school or a minimum 2.5 College GPA in the case of student transfer. In addition, students must submit an Admissions Essay in which they provide their background information and address their reasons for selecting HTIC. Applicants may also submit an optional recommendation letter. SAT and/or ACT scores are accepted, although not required [Admission Website] [U.S. Application Checklist] [International Application Checklist]. Official high school transcripts must also be submitted. At the present time, the Office of Admissions is trying to streamline the process by allowing prospective students to upload via an online application a copy of their official transcripts for review. In an effort to increase enrollment in the CP Program and to motivate applicants to attain higher test scores, HTIC created a Guaranteed Placement policy. Applicants may use a variety of different test scores (TOEFL PBT, TOEFL iBT, TOEIC, EIKEN, IELTS, GTEC CBT, GTEC for Students) as proof of their English language abilities and may secure a guaranteed level placement in the CP Program according to their test score. [Guaranteed Placement Table - Gateway 2017-2018 p. 20]

During the admissions process, the College attempts to identify specific academic and non-academic student needs to ensure that services are in place for students upon enrollment. Eligibility criteria such as test scores, prior academic achievement, transcripts, essays, student health statements, teacher recommendations, and personal interviews provide the College with preliminary information by which to determine if students' current goals and capabilities are a match for the programs and services in place. Applicants are required to disclose the need for any additional medical or physical support. The College will assess whether it can effectively implement the identified support services if they are not already in existence. The College is ADA compliant. In the event that the College is not able to provide the appropriate services, it

will seek alternative resources through community providers such as medical and mental health services, testing centers (for standardized tests), and off-campus housing referrals. The institution also provides free, individual, and on-campus mental wellness counseling for all students who seek these services. Referrals to these services are done through the Office of Student Services.

English language and/or writing skills placement tests for CP and LA programs, and foreign language and computer science proficiency tests for LA are conducted upon initial entry to ensure students are enrolled in courses appropriate for their individual academic abilities. These tests also identify needs or concerns that may not have been addressed during the admission process. Academic support exists in the form of access to the library and computer labs and after-hours tutoring at no cost to the students. The College offers merit-based financial awards in the form of partial tuition scholarships to academically qualified domestic students upon entry. This recent initiative has helped increase College access for a greater number of domestic students in terms of affordability. The same scholarship is offered to international students but only after the first full term of study in the LA program. This is due to the need for the student/student's family to show proof of financial support for the first year of study in order to qualify for a U.S. student visa.

To provide continued educational opportunities beyond the A.A. degree, the College maintains Memoranda of Understanding (MOUs) and Articulation Agreements with several institutions in the US, UK, and Japan to promote transfers to baccalaureate and higher education programs upon completion of their studies at HTIC [Articulation Agreements]. The number of MOUs has increased over the years to offer students a broader scope of possibilities. Academic advisors also serve as transfer advisors to assist students in selecting the next institution and navigating the application process. In addition to the development of MOUs, the College hosts visits by recruiters from various four-year institutions for students to learn firsthand about the various opportunities beyond HTIC [School Recruitment 2015] [School Recruitment 2016] [School Recruitment 2017] [Articulation Agreements list].

Analysis and Evaluation

The College meets Standard II.C.6

The College continually assesses the learning support needs of its students and adjusts programs and services accordingly, beginning with the admissions process and continuing throughout the student's attendance. The College even considers the post-graduation needs of students by

encouraging continued studies and providing services such as transcript processing and letters of recommendation to enable them to select and apply to four-year institutions.

List of Evidence

Admission Website
Articulation Agreements list
HTIC Promotional Materials
International Application Checklist
International Application Packet
School Recruitment 2015
School Recruitment 2016
School Recruitment 2017
U.S. Application Checklist
U.S. Application Packet

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The Office of Admissions and recruitment regularly visits Hawai'i high schools to inform them about the mission and course/degree programs at HTIC. The Director of Admissions also takes the lead in attending College fairs where he distributes the College's brochures and catalogs in order to increase diversity on campus with the recruitment of local students [HTIC Catalog]. The Director of International Programs (IP) frequently travels to Japan with the Chancellor to recruit students from Japan who will either join the IP program for English classes or will sign up with the ESL program in the College Preparatory department [Planning Committee Minutes 2017] [Recruitment Task Force Minutes]. Between the AY 2012-2013 and the AY 2016-2017 student enrollment to the LA program has slightly increased, as indicated in the fact book; for instance, while 64 students enrolled in the LA program for winter 2013, 68 students joined the LA program in winter 2017 [Fact Book, p.1].

The spring terms continue to have the largest numbers of College Preparatory Program students as most of the College Prep's students are Japanese and this term coincides with the beginning of the new academic year in Japan. CP enrollment is consistent from spring to spring (See table below) [Fact Book]:

Term	Spring 13	Spring 14	Spring 15	Spring 16
Total Enrollment	117	115	104	115

Increasing Diversity

HTIC is as a liberal arts junior college offering an Associate in Arts degree to all interested students, but targeting, in particular, English as a second language (ESL) speakers from Japan and other countries. Over the course of the last six years the College has increased its efforts to enroll students from around the world without ignoring the State of Hawai'i. Active involvement in local College fairs, visits to all the local high schools on O'ahu and many on the neighbor islands, and the establishment of a new tuition-reduction plan for native-English speaking students who demonstrate academic excellence in high school, have led to a gradual increase in local enrollment.

In general, the College's domestic students have no need to enroll in the College Preparatory Program, and so the greatest diversification in the last five years have occurred in the Liberal Arts Program. The College Preparatory citizenship breakdown indicates that the student body continues to be primarily Japanese [CP Fact Book]. However, the Director of Admissions has been working independently and with the University of Hawai'i West O'ahu to increase diversity in CP. CP has two regular exchange programs from two Korean universities. Over the past few years, we have had 15 students from Tongmyong University and 3 students from Jeju National University. The Jeju National University program is a 15 week exchange program that occurs over half of summer and all of fall term. The Tongmyong University program is usually a one term program that occurs in fall and spring. Occasionally, CP gets other non-Japanese ESL learners from local high schools. [CP Student Citizenship - Fact Book]

The Director of Admissions has finalized a marketing plan to increase the College's visibility and educate stakeholders on HTIC's status as an American, rather than Japanese, Junior College where students are able to build solid relations with teachers and guidance counselors [Marketing Plan 2017-2023]. Participation in the NAFSA annual conference provided information on useful practices for recruitment (i.e. virtual College fairs, partnerships with other Colleges) that are going to be applied as the next step for recruitment [NAFSA Conference]. Despite budgetary restraints, international and U.S. recruitment continues to be a central part of institutional outreach. As highlighted in the marketing plan, the Office of Admissions and Recruitment plans on increasing the annual enrollment to 250 students by the 2023-2024 academic year, compared to the institution's current headcount of 168 students [Marketing Plan 2017-2023].

Currently, faculty have been working with a digital media instructor to create promotional videos of HTIC with a voiceover in six different languages (i.e., Chinese, German, Italian, Korean, Portuguese, Spanish,) in the effort to reach out to a more diverse student population [HTIC

Video-Chinese] [HTIC Video-German] [HTIC Video-Italian] [HTIC Video-Korean] [HTIC Video-Portuguese] [HTIC Video-Spanish]. Furthermore, HTIC is exploring strategies to recruit more students from the U.S. mainland [Faculty/Staff Meeting Summer 2017].

Consistent with the goals of its mission, HTIC's high completion and transfer rates verify that the College admits students who are able to benefit from its programs. These students are supported by the College's Office of Student Services, which strives to ensure student success through the quality of its advising and counseling. Students receive clear and accurate information about their course of study, costs, institutional policies, and transfer opportunities. All publications such as marketing brochures and the catalog, as well as the website, are regularly reviewed for accuracy and currency by the appropriate staff during program review. The Office of Admissions and Recruitment is developing a "Dual Enrollment" program, to attract local high school students as part of an early College program to complete prerequisite courses before entering College. This program has not been formalized yet. However, the institution accepts high school juniors/seniors to core classes. In addition, Hawai'i Tokai established a Double Degree Program (DDP) with Tokai University in Japan. Upon completion of the prerequisites for admissions, Tokai Japan's students are accepted at HTIC and earn an A.A. degree in two and a half terms. Later, they return to Japan and also earn their bachelor's degree [TokaiU-HTIC DDP Agreement] [HTIC DDP - Japanese language flyer].

Analysis and Evaluation

The College meets Standard II.C.7

As articulated in the Quality Focus Essay, increasing enrollment to diversify the student population is a priority for the College. To achieve this goal, the Office of Admissions and Recruitment continues to actively recruit prospective students through frequent visits to local high schools and foreign institutions. For the first time, in Fall 2017, the Director of Admissions attended several college fairs in the west coast of the US mainland, and a Chinese-speaking faculty member went on a recruiting trip to Taiwan. The newly appointed Dean of Student Services has experience in international recruitment and has energized recruitment efforts to increase students from various global markets.

The Admissions and Recruitment staff presents clear and updated information on enrollment paths, academic programs, course transfer, fees, and other essential requirements for enrollment. The Director of Admissions has developed a marketing plan to increase the number of American students joining the College. HTIC has also utilized the diversity of its faculty members to create recruiting videos in different languages, in order to promote the multicultural image of the institution. All the promotional and recruitment materials are constantly reviewed for accuracy and currency with the latest enrollment policies.

List of Evidence

Faculty/Staff Meeting Summer 2017
HTIC Catalog
HTIC DDP - Japanese language flyer
HTIC Video-Chinese
HTIC Video-German
HTIC Video-Italian
HTIC Video-Korean
HTIC Video-Portuguese
HTIC Video-Spanish
Marketing Plan 2017-2023
NAFSA Conference
Peace Studies Program
Planning Committee Minutes 2016
Planning Committee Minutes 2017
Recruitment Task Force Minutes
TokaiU-HTIC DDP Agreement

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Student records are maintained by the Office of Student Services (OSS) using Populi, a Web-based online database. Students and alumni seeking to examine their academic records or those who wish to challenge a grade, contact OSS. Furthermore, OSS assists students needing academic transcripts for transfer to other Colleges, universities, or prospective employers. The OSS staff records student achievement of the outcomes to insure that all students have completed all requirements and are eligible to graduate [Student Learning Outcome Tracker]. Populi is a system which is only accessible to those with special permission. Each student can only access his or her own information. It also has an automatic backup system online and all the information is safely stored. In compliance with the Family Educational Rights and Privacy Act of 1974, HTIC's transcripts are released only throughout a written request from the student with the understanding that they will not be released to other parties [HTIC Catalog, p. 14]. At Orientation, OSS asks each CP or LA student to sign a document answering either "YES" or "NO" to the release of his/her private information, such as grades. This ensures confidentiality of private information.

Initially, OSS created a hard copy file for each student. Student files contained information relating to student Visa, Passport, Immunization, recent graduating records, disciplinary actions, etc. The institution has been storing such records since 1992. In addition to the web-based data system, hard copies are safely stored in the secured OSS storage areas. Each file is maintained in the fireproof file cabinet with locks in the separate room within the OSS. Upon admission to HTIC, a student profile with personal information (i.e. address, phone number, email address) is created in Populi, HTIC's software management system, as well as in a hard copy file.

Analysis and Evaluation

The College meets Standard II.C.8
OSS has been keeping meticulous student records over the years by closely guarding the confidentiality of private information by limiting access to files and Populi. Private data of international and domestic students such as passport copies, visas, high school reports, disability, medical, and financial records have been protected and treated with great care. However, one of the areas for improvement for record-keeping at OSS is to establish explicit policies and clear procedures in writing.

List of Evidence

HTIC Catalog, p.14
Student Learning Outcomes

STANDARD III

Resources

Standard III: Student Voice

What is your involvement with faculty evaluation?

We participated several times in the faculty hiring (full-time, part-time hiring) process. Each student filled out a teaching demonstration rating sheet and our opinions were taken into consideration, along with faculty and staff feedback for hiring purposes. Additionally, we evaluate faculty with course evaluation surveys provide unbiased feedback of the instructors, as we unable to see our grades until after the feedback has been submitted. Overall, we have ample involvement in faculty evaluation.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

A. Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

To assure the integrity and quality of its programs and services, the College employs faculty (which is comprised of 13 full time employees and 18 part-time employees) and staff (which is comprised of 20 full time employees and 15 part-time employees) who are qualified by appropriate education, training, and experience. To ensure a higher success rate in students graduating from HTIC, the faculty/student ratio fluctuates between 10:1 and 12:1 per class and class size is limited to a maximum of 18 and 12 for some classes. Hiring and promotion criteria comply with three sets of standards:

1. Federal and state employment laws
2. ACCJC (Association of Community Colleges and Junior Colleges)
3. Our charter, mission statement, governance rules, etc.

Candidates have access to our institutional mission and goals at several levels, beginning when they first apply for a position through our website. This information is also available in the employee handbook, presented during orientation for new faculty, and incorporated into the orientation for new staff [Faculty Handbook] [Staff Handbook].

Information related to criteria, qualifications, and procedures for selection of personnel are clearly stated. Job descriptions are detailed and include duties, responsibilities and authority. They also reflect the institutional mission and goals of the College.

After a rigorous process of selection, in the Fall of 2017 the institution appointed a new Dean of Instruction, two Assistant Deans: The College Preparatory and Liberal Arts programs, and several full-time faculty in English/Communication, Asian Studies, Social Sciences, and ESL. All the positions were advertised to the public for a minimum of two weeks. In order to obtain a wide range of input, the finalists were interviewed by all available faculty and staff, and each candidate conducted a teaching demonstration. Each attendee filled out a rating sheet and the scores were compiled by the Human Resources Generalist and Human Resources Assistant. The Executive Committee interviews were scored as well. All of the scores and comments played a crucial part in the decision-making process. [Hiring Procedures Faculty Full-time Part-Time 2011] [Hiring Procedures Staff] [Interview Rating Sheet for Faculty].

Analysis and Evaluation

The College meets Standard III.A.1
During the Fall 2015 term, HTIC transitioned to an online applicant tracking system. Internal and external candidates can now view available HTIC openings, the associated job descriptions, and apply directly online through HTIC's website (this is with the assistance of HR Symphony which is a HR software program maintained by Altres). HR Symphony is designed as a human resource database that is comprised of advertising new positions, notifying and maintaining HTIC's full time employees' eligibility for benefits, tracking time & attendance, and processing payroll. If the College selects a candidate through Altres' database, the database streamlines the new hire processing by automatically populating the new hire paperwork and documents, and notifying the full time candidate of his/her eligibility for HTIC benefits. The continuous review and updates of HTIC's job descriptions allow the College to ensure the hiring of qualified individuals who meet the minimum criteria (as listed in the job descriptions) thereby reducing the chances of hiring an unqualified candidate who may not meet the minimum required qualifications outlined in the job description.

On January 1, 2016, HTIC reinstated its standardized interview procedure (originally developed in 2010). Interviewers are required to submit an Interview Rating Form for each candidate interviewed. These documents are kept on file with each candidate's application/résumé in the HR office for a period of no less than two years. With the recent transition to the new online application system, electronic applications are kept indefinitely.

The ratio between students and faculty is also meaningful because it is conducive to better student learning and higher success rate. Traditional top-ranking universities have a 1:50 faculty student ratio. HTIC's faculty-student ratio fluctuates between one faculty to 10 students, or one faculty to 12 students. Overall, the Hawai'i campus represents a positive influence in the Tokai University Pacific System.

List of Evidence

Faculty Handbook
Hiring Procedures 2011
Hiring Procedures Full-Time Part-Time
Hiring Procedures Staff
Interview Rating Sheet for Faculty
Staff Handbook

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

ER.14 Faculty

The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

Evidence of Meeting the Standard

Hawai'i Tokai International College recognizes that its integrity as an educational institution can only be assured if the faculty and staff have the appropriate educational credentials and background experience to effectively do their jobs. In order for the College to achieve its mission and goals, the College has established job descriptions.

Job descriptions accurately reflect the minimum qualifications, position duties, responsibilities, and authority. Qualifications are further substantiated via teaching demonstrations observed by faculty, staff, and volunteer students. Furthermore, faculty are required to present official

transcripts to confirm their degree(s) earned [Employment Requirements, p. 6]. Appropriateness of the hiring criteria is verified by the Dean of Instruction, relevant department head, or Human Resources office after researching similar positions at other Colleges and universities, most often the University of Hawai'i system. All job descriptions are regularly reviewed and updated to ensure alignment with program and service needs. All job descriptions are kept on file in the College's Human Resources office.

HTIC determines the appropriate staffing levels according to the needs of each program and service component. While each program determines its own staffing needs, recommendations for additional staffing can arise through the program review process. Experience, subject knowledge, and qualifications are also verified through constructive feedback from peers and students during teaching observations and demonstrations. [Faculty Instructional Visitation Appraisal 2010] [Faculty Instructional Follow-Up Appraisal 2010].

In general, the staffing needs are determined as follows:

- **Liberal Arts Program**: The LA department staffing is based on these requirements: 1. the ability to meet minimum requirements of the students in each course; 2. the need for qualified instructors to teach courses in upcoming terms; 3. the minimum number of full-time faculty required to conduct committee work, produce program review reports, and perform other duties.
- **College Preparatory Program**: The College Prep program bases its staffing needs on: 1. new incoming student enrollment counts; 2. the need for qualified instructors to teach courses in upcoming terms; 3. the minimum number of full-time faculty required to conduct committee work, produce program review reports, and perform other duties.
- **International Programs**: International Programs determines staffing requirements based upon: 1. the number of visiting groups staying in Hawai'i; 2. the student counts within these groups; 3. the number of educational courses offered to the students during their stay in Hawai'i; 4. the number of educational excursions taken by each group.

The Faculty Handbook includes clear statements on faculty's roles and responsibilities, as well as guidelines on assessment of learning [Faculty Handbook].

Analysis and Evaluation

The College meets Standard III.A.2
HTIC employs part-time and full-time faculty who are highly qualified to teach as subject matter experts in their fields. Faculty job descriptions specifically request faculty to possess a master's degree in the field for which they are applying for or a minimum of 18 credits in the relevant subject matter. The faculty self-evaluation form directly requests faculty to elaborate on how their teaching supports the College's mission. The number of faculty is sufficient in guaranteeing appropriate learning and pedagogical support for students with 5 full-time professors and 15

adjunct faculty in the LA program, and 6 full-time professors and 5 adjunct faculty in the CP program.

List of Evidence

Faculty Evaluation Form
Faculty Handbook
Faculty Instructional Follow-Up Appraisal 2010
Faculty Instructional Visitation Appraisal 2010
Faculty Rating Forms
Christine Green
Danilo Marrone
Dr. Elizabeth Keith
Dr. Ilaria deSantis
Dr. Larry Shinagawa
Dr. Leon Watson
Dr. Samantha Hume
Mark Anthony
Rose Paradise
Shintaro Taniguchi

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Administrators and other employees responsible for HTIC's educational programs and services possess at least the minimum knowledge, skills, and abilities in the specified subject matter area(s), and an applicable degree from an accredited College or university at the time of appointment. Staff members working in the Library and Learning Center, Office of Student Services, and International Programs have experience working with students, collaborating with other departments, and contributing to a variety of skillsets [Job Description Example].

Administrators possess terminal degrees in their fields of expertise and extensive experience in higher education programs [Faculty and Staff]. Credentials of administrators, faculty, and staff members are also available to the students and the general public through the College catalog [HTIC Catalog, pp. 45-47].

Analysis and Evaluation

The College meets Standard III.A.3
The institution employs qualified administrators and staff members to ensure appropriate quality of its programs and services for students. Credentials are listed in the institution's website and the College catalog. Staff members need to have previous experience working with students as a prerequisite for employment.

List of Evidence

Faculty and Staff
HTIC Catalog, pp. 45-47
Job Description Example
Frenando Bautista
Katie Hillenhagen
Rosalynn Kakogawa-Wong
Yabe Domingo

III.A.4 Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Qualifications for applicants are reviewed and approved by the hiring manager in conjunction with HR during the pre-employment process. Official transcripts are required at the time of hiring. For degrees from non-U.S. institutions, the applicant provides proof of equivalency. Official transcripts are filed with HR. Administrators, faculty, and staff members have degrees issued by accredited U.S. institutions of higher education [Faculty-Staff]. Several full-time faculty have received degrees from foreign countries. In this case, the institution requires that the degree be evaluated for degree compatibility through an international database, Educational Credentials Evaluators (ECE) which is a non-profit organization that prepares evaluation reports to identify the United States equivalents of educational qualifications earned in other countries [ECE].

Currently, HTIC's process of receiving transcripts for recently hired faculty/staff is during a contingent offer of employment. The institution requires the recipient to send an official transcript of his/her most recent degree directly to Human Resources. Currently, HR has noted that there are a few current faculty/staff who have received a degree from a foreign university. The Human Resources department has notified the existing faculty/staff that if the degree has not been officially translated by a certified agency that can define the equivalency of the faculty/staff's degree, the faculty is responsible for requesting his/her university to send a

certified and/or official transcript to Educational Credential Evaluators (ECE) directly. HTIC will reimburse the faculty/staff for the expense of sending the foreign transcripts to the ECE [ECE Institutions].

Analysis and Evaluation

The College meets Standard III.A.4
Credentials of faculty, staff, and administrators are screened and evaluated by the hiring manager and HR staff prior to any offer of employment. Official transcripts from accredited U.S. institutions must be sent to the College in order to finalize the employment process. For candidates holding degrees with foreign countries, HTIC requires the candidate to submit his/her credentials to ECE.

List of Evidence

ECE
ECE Institutions
Faculty-Staff

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Full-time faculty's teaching in the classroom is evaluated by two observers prior to contract renewal. All new adjunct instructors are evaluated in their first term of employment and continue to be evaluated on a variable schedule. Self-appraisal forms are completed by all faculty being observed and are sent to HR before observation. Following the observation, there is a follow-up meeting to provide feedback with the observed faculty and observers. All forms are documented and stored in the HR Office, whereas peer observation is monitored by the Professional Development Committee (PDC) [PDC Faculty evaluation guidelines and evaluation forms] [Full Time & Adjunct faculty evaluation forms].

In very rare instances, if the peer evaluation is overwhelmingly negative, the evaluatee may request a second peer evaluation. In this case, the results of the first and the second evaluations are brought up and discussed by the entire PDC committee [PDC minutes]. Ultimately, the final decision regarding the rehiring of the evaluatee rests with the Dean of Instruction and the Vice-Chancellor. Student surveys of the instructor are included as evidence in the discussion.

For staff members, introductory evaluations are conducted following the first 90 days of employment and/or transfer to a new position; self-appraisal forms are completed by all staff being evaluated and are sent to HR [Staff Introductory Evaluation Forms]. Staff are continually evaluated on an annual basis [Staff Annual Evaluation Forms]. All forms are documented and stored in HR within his/her personnel folder.

The Executive Committee members which include the Chancellor, Vice-Chancellor, and Executive Director, are evaluated annually; the results of these surveys are forwarded to the Board of Trustees for review and used as part of their performance appraisal of the Chancellor and for recommendations to be made to the Chancellor regarding the performance of the Vice-Chancellor and Executive Director [2017 Chancellor Assessment Results] [2017 Vice-Chancellor Assessment Results]. The institution is currently advertising for an Executive Director since the former Executive Director resigned in April of 2017.

Analysis and Evaluation

The College meets Standard III.A.5
The institution consistently evaluates its staff and faculty members, and personnel following a protocol which includes a self-evaluation form, peer observation, and a post-evaluation meeting. Administrators and CEO are also evaluated by faculty with an annual survey, the results of which are sent to the Board of Trustees for review and possible action.

List of Evidence

2017 Chancellor Assessment Results
2017 Vice-Chancellor Assessment Results
Full Time & Adjunct faculty evaluation forms
PDC Faculty evaluation guidelines and evaluation forms
PDC Minutes
Staff Annual Evaluation Forms
Staff Introductory Evaluation Forms

> **III.A. 6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**

(See Standard II A. 2)
At the ACCJC Evaluator's Team Training session held in Los Angeles on Sept. 6, 2017, it was announced that this Standard III A. 6 should be addressed in Standard II A. 2.

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

ER. 14 Faculty

The institution has a substantial core of qualified faculty which includes full-time faculty and may include part-time adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

Evidence of Meeting the Standard

The College maintains a sufficient number of qualified faculty, possessing a minimum of a Master's degree in the content area from an accredited college or university at the time of appointment, or a master's degree in a different content area with 18 upper and graduate-level credit hours in the subject to be taught and previous teaching experience with international students [EEO Data - Faculty & Educational Degrees] [Faculty and Staff] [Job Descriptions] [Organizational Chart, fall 2017]. From the organizational chart it is evident that an appropriate number of faculty is employed to ensure coverage of educational programs [Organizational Chart, fall 2017].

Faculty must develop an active and collaborative environment for students by providing research assistance, participating in department meetings, and supporting the College mission thereby creating a learning community in which respect for multilingualism and multiculturalism are fostered. To ensure that appropriate educational programs are delivered consistently and in a timely manner, in Fall 2017 term HTIC hired full-time instructors for Social Sciences, Mathematics, and English/Communication to respond to the high demands of these courses [Interview for Faculty - Social Sciences & Math] [Interview Faculty Rating Sheet]. A statement of faculty responsibility is included in the faculty handbook [Faculty Handbook]. Faculty is assigned a teaching load consistent with the guidelines listed in the faculty handbook for CP and LA programs [Fall 2017 Liberal Arts Schedule of Classes] [Fall 2017 College Preparatory Schedule of Classes]. The overall student-teacher ratio fluctuates from approximately 10:1and 12:1 with a limit of 18 students per class in LA programs or 12 students for Writing Intensive classes.

Analysis and Evaluation

The College meets Standard III.A.7
The institution employs qualified full-time and part-time faculty who possess the minimum qualifications needed to perform their jobs. Quality of learning and academic programs is guaranteed by consistent peer evaluations. The number of faculty and staff employed to fulfill their educational roles are consistent with the need of the College and outlined in the organizational chart. Work expectations and faculty responsibility are outlined in the faculty handbook and reiterated at faculty orientations. Faculty receives a workload commensurate with the academic tasks listed in the handbook. Student-teacher ratio is measured to ensure appropriate guidance to students and a manageable teaching load for faculty.

List of Evidence

EEO Data - Faculty & Educational Degrees
Faculty and Staff
Faculty Handbook
Fall 2017 College Preparatory Schedule of Classes
Fall 2017 Liberal Arts Schedule of Classes
Interview Faculty Rating Sheet
Interview for Faculty - Sociology & Math
Job Descriptions
Organizational Chart, fall 2017

III.A.8 An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

HTIC's personnel policies and procedures are required to be written and included within the Faculty and Staff Employee handbooks and in its policy manual [Faculty Handbook] [Staff Handbook]. To that end, revisions are made to the handbooks on a scheduled basis, reviewed by the College's lawyer and the Executive Committee, and then submitted to the Board of Trustees for approval. All new employees are given a copy of the handbook upon being hired and an acknowledgement sheet is signed by all employees indicating receipt of the most recent handbook. New policies or changes to policies are distributed via e-mail, announced at faculty-staff meetings, or placed in the in-house mailboxes. In addition, HTIC has developed an in-house website where copies of all policies, procedures, and other institutional documents and data are accessible to faculty and staff. New policies are developed as needed to insure compliance with

all state and federal laws and to ensure good institutional practice in regard to human resource requirements. It is the responsibility of the Human Resources Specialist and the Executive Director to insure that all policies and procedures are equitably and consistently administered as required by Equal Opportunity Employment laws and as outlined in the College's employee handbooks. In addition, required federal and state employment posters are posted in common gathering areas for the employees' information and reference. The Personnel Development Committee regularly schedules mandatory Harassment and Equity workshops every three years. Faculty and Staff completed this mandatory training in December 2017 [HTIC -Harassment & Anti-Harassment Training.2017].

The College offers new faculty orientation sessions during each academic term, and provides open access to technology, learning resources, library services, and employee policy manuals. Full-time faculty are required to participate in various committees and task forces. Part-time faculty are highly encouraged to join committees and are welcome to attend meetings with non-voting privileges [Standing Committee and Task Force Membership, 2017-2018]. Recently, adjunct faculty have also been remunerated for their voluntary participation in faculty meetings. Workshops, student clubs, and faculty mentoring provide opportunities for integration of both part-time and full-time faculty into the life of the institution [Faculty Forum #1] [Faculty Forum #2] [Faculty forum #3] [Faculty Forum #4] [Faculty Forum #5]. The workshop topics range from accreditation matters to effective measurement of SLOs and PLOs, as well as teaching and learning techniques and effective use of technology in the classroom.

All faculty are included in participatory governance workshops and invited to complete follow up governance survey [Governance Survey Results 2017]. Full-time and adjunct faculty participated in several faculty forums held at HTIC with the purpose of enhancing their current teaching abilities. University leaders, prominent scholars and other keynote speakers led seminars on interactive teaching and student engagement, accreditation matters, the use of technology in the classroom, and assessment of student learning outcomes. The institution continues to recruit prominent scholars as guest speakers for faculty and staff, encouraging active participation and professional growth to better assist students. Employment policies inclusive of orientation and evaluation instructions are also listed in the faculty handbook [Faculty Handbook]. The handbook includes instructions on new faculty mentor programs and professional development opportunities [Memo to Create Professional Development Funding Policy].

The College provides appropriate opportunities for professional development, consistent with the institutional mission and based upon identified teaching and learning needs. In addition, each full-time faculty member is allowed $1000 per academic year to be used to attend conferences, enroll in educational or professional development programs, purchase supplemental materials for teaching, or to purchase materials that support the individual faculty member's professional development in the areas of curriculum, assessment, program review, and pedagogy.

In November 2016, the Personnel Development Committee (PDC) welcomed the opportunity to allocate funds for professional development of adjunct faculty as well [PDC Minutes, October 2016]. Every academic year, the PDC maintains an accurate record of professional development of staff and faculty, which is listed in a Google calendar [Faculty-Staff Workshop 1] [Faculty-Staff Workshop 2].

Analysis and Evaluation

The College meets Standard III.A.8
The College continues to adhere to the current policy of updating the Faculty and Staff Employee Handbooks on a regular basis. All new institutional policies and procedures are written and placed in the HTIC Policy Manual to insure fairness and consistency and the information will be available on the intranet website for easy access. The College continues to announce policy changes at faculty-staff meetings and distribute the information by sending e-mails or hard copies to the faculty-staff mailboxes. Faculty-staff perceptions regarding fairness and equitability in adherence to policies and procedures are assessed by questions on the faculty/staff institutional survey. The purpose is to ensure that the faculty and staff are knowledgeable of policies and where they may find them, and that fairness and equitability are commonplace. The College developed and instituted a consistent and coherent personnel development program to enhance institutional effectiveness by providing sequenced workshops on assessment, program review, curriculum development, pedagogy, and other requested topics. In addition, the College encourages staff and faculty to participate in professional organizations and attend workshops and conferences related to their areas of job responsibility or academic expertise.

List of Evidence

Faculty Forum #1
Faculty Forum #2
Faculty Forum #3
Faculty Forum #4
Faculty Forum #5
Faculty Handbook
Faculty-Staff Workshop 1
Faculty-Staff Workshop 2
Governance Survey Results 2017
Memo to Create Professional Development Funding Policy
PDC Minutes, October 2016
Staff Handbook
Standing Committee and Task Force Membership, 2017-2018

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

ER. 8 Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Evidence of Meeting the Standard

The organization maintains a sufficient number of qualified staff, possessing at least the minimum knowledge, skills, and abilities in the specified subject area(s), and, where applicable, a degree from an accredited College or university at the time of appointment. As outlined in the Organizational Chart, a sufficient number of staff members populate each department to ensure the functionality of the institution and support of its mission [Organizational Chart 2017]. HTIC is a residential college with dormitories surrounding the campus. For this reason, a staff member serves as a Dormitory Manager to provide administrative and student support around the clock as needed.[Dormitory Manager/Shuttle Supervisor Job Description 2017].

New positions were added from 2012 to 2016 to better provide for organizational needs. The positions are listed below:

2012

- Vice Chancellor's Assistant

2013

- Office of Student Services (OSS) Academic Liaison Officer

2014

- OSS Liberal Arts Academic Officer
- Chancellor's Office Executive Manager
- Senior Assistant to Chancellor

2015

- Director of Recruitment and Admissions
- (OSS Recruitment and Admissions Officer until 2014)
- OSS Assistant
- General Office Clerk

2016

- The positions of Executive Director and Executive Manager have been temporarily consolidated, effective Spring 2016. These titles have been updated to reflect current organizational dynamics.
- Resident Coordinator
- LLC Coordinator
- Senior Assistant to the Vice Chancellor
- Peer Academic Coach
- Student Library Assistant

In 2017, the former Chancellor announced the following structural changes for the Spring Term, 2017, in an email dated March 10, 2017 with changes effective March 13, 2017:

- Hiring of a new Director of Admissions
- Hiring of a new OSS Director [2016 Winter Term Organization Chart] [2017 Fall Term Organization Chart]

The Chancellor, Executive Manager, and Vice-Chancellor resigned at the beginning of April, 2017 and a new Interim Chancellor joined the institution on April 2017. A few months later, in October 2017 a Dormitory Manager/Shuttle Supervisor, and Residential Manager positions were instituted, the latter to reduce the risks of liabilities for student dormitories.

Analysis and Evaluation

The College meets Standard III.A.9
Despite a high employee turnover, the institution maintained a sufficient number of staff members guaranteeing quality services to students and effective facilities maintenance. The College recognizes the need for more transparent hiring practices in view of arbitrary decisions made by the former administration in regards to promotions and hiring. The current administration has remedied this with a system of shared governance seeking input from the HTIC community regarding institutional decisions.

List of Evidence

2016 Winter Term Organization Chart
2017 Fall Term Organization Chart
Dormitory Manager/Shuttle Supervisor Job Description 2017

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

E.R. 8 Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Evidence of Meeting the Standard

The College maintains a sufficient number of qualified administrators possessing at least the minimum appropriate preparation and expertise necessary to provide continuity and effective administrative leadership and services in support of HTIC's mission. For instance, the Chancellor needs appropriate collegiate experience (i.e. minimum seven years in teaching/administrative field) and the appropriate educational credentials [Chancellor Job Description][CV Naoto Yoshikawa]. The Vice-Chancellor's job requirements include supervisory responsibility not limited to directly monitoring employees from multiple departments but also hiring, training, and appraising employee performances [Vice-Chancellor Job Description][CV Elizabeth Keith]. Both the Chancellor and Vice-Chancellor hold doctoral degrees from the University of Hawai'i at Manoa. In September 2017, the institution hired a new Dean of Instruction, supported by two Assistant Deans, respectively monitoring the activities and performances of the CP and LA programs. The Dean of Instruction holds a doctoral degree and is responsible for overseeing all academic curricula and providing direct supervision of full-time and part-time faculty while working collaboratively with administrators to achieve strategic goals in support of student learning and the school's mission [Dean Job Description] [CV Samantha Hume].

Analysis and Evaluation

The College meets Standard III.A.10
HTIC maintains a sufficient number of staff and administrative personnel consistent with the needs of the College, its mission, and students. As outlined in the job descriptions, administrators are expected to exhibit, prior to any employment offer, extensive leadership and academic experiences, along with terminal degrees in a field related to higher education. Clear lines of responsibilities are set; the Dean of Instruction is supported by two Assistant Deans who manage the daily operations of the CP and LA programs. The College is currently revising the job descriptions for Chancellor and Vice-Chancellor to require a terminal degree as a necessary requirement for employment. Nonetheless, the current administration holds terminal degrees from accredited U.S. institutions.

List of Evidence

Chancellor Job Description
CV Elizabeth Keith
CV Naoto Yoshikawa
CV Samantha Hume
Dean Job Description
Vice-Chancellor Job Description

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

As mentioned in the sections above, HTIC's personnel policies and procedures are written and included in the Faculty and Staff Employee handbooks and in its policy manual. To that end, revisions are made to the handbooks on a scheduled basis, reviewed by the College's lawyer and the Executive Committee, and then submitted to the Board of Trustees for approval. All new employees are given a copy of the handbook upon being hired [Faculty Guide 2016-2017] [Staff Handbook] [Faculty Handbook] [Policy Manual].

New policies or changes to policies are distributed via e-mail, announced at faculty-staff meetings, or placed in the in-house mailboxes. In addition, HTIC has developed an inhouse website where copies of all policies, procedures, and other institutional documents and data are accessible to faculty and staff [HTIC Sitemap]. New policies are developed as needed to ensure compliance with all state and federal laws and to ensure institutional good practice in regard to human resource requirements. It is the responsibility of the Human Resources Specialist and the Executive Director to ensure that all policies and procedures are equitably and consistently administered as required by Equal Opportunity Employment laws and as outlined in the College's employee handbooks. In addition, required federal and state employment posters are posted in common gathering areas for the employees' information and reference. A revised Staff Handbook was implemented on January 1, 2017 and shared with staff employees in a meeting with Altres company. The Faculty Handbook was last revised in 2008 and an updated 2017 version is currently under review by the College's lawyers. Faculty are also provided with a Faculty Guide, which is updated annually [Faculty Guide 2016-2017] [Staff Handbook] [Faculty Handbook]. The faculty guide consists of a pamphlet with instructions on accessing the library and learning center, guidelines on textbooks, and the publishing of academic syllabi.

Handbooks are provided to new faculty and staff upon hire. Department managers have additional handbooks and can provide their direct reports with copies for information and review.

Handbooks are also available in the HR office. Policies and procedures are fairly and consistently administered.

Analysis and Evaluation

The College meets Standard III.A.11
Personnel policies are publicly available to all HTIC employees. Several means of publications are employed to distribute such information: Staff and Faculty handbooks, the intranet, or direct distribution to employees' mailboxes. The Executive Committee frequently reviews employee personnel procedures in the handbooks with the support of the College's lawyers and the approval of the Board of Trustees. Any development of new policy is in compliance with state and federal laws. The Executive Director and the Human Resource specialist assess the equitable application of such policies, following the Equal Opportunity Employment Laws.

List of Evidence

Faculty Guide 2016-2017
Faculty Handbook
HTIC Sitemap
Policy Manual
Staff Handbook

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The Personnel Development Committee (PDC) is responsible for supporting and tracking workshops. Starting in 2016, the PDC, with the support of Human Resources Office, launched a mandatory discrimination awareness and prevention training [HTIC Diversity Training 04.2017]. These workshops are offered on an annual basis. Managers participated in a workshop on workplace diversity in October 2016 [Google Calendar]. In addition, the PDC tracks workshops by accessing the HTIC "Workshop" calendar.

Further, at the last reaccreditation, the evaluation committee observed that the PDC collected sufficient data on tracking the number of workshops. The *PDC Assessment Form for Completed Workshops* is an important part of the assessment process and will assist the PDC in determining the value of workshops that have been attended by faculty/staff [Sample Form]. An online training with a video summary was sent out via email by the PDC Chair to all faculty/staff on Aug. 1, 2016, explaining the calendar and assessment process [Google Calendar Training].

Regular assessment of employment equity and diversity was an issue raised in the last accreditation cycle. The institution addressed the matter in the Midterm Report submitted in March 2015. To this extent, the former Executive Director, with assistance from the Human Resources office, completed a hiring survey of faculty and staff for the academic year 2013–2014 [Midterm Report 2014 p44 Appendix G-1];[HTIC Hiring Data Summary for AY 2013–2014]. The survey reveals significant racial diversity representative of Hawai'i's major ethnic groups among HTIC faculty and staff, which is reflective of Hawai'i's overall population. Asians comprise 38 percent of the Islands' population and 44 percent of HTIC's faculty and staff. Caucasian faculty and staff comprise the second highest percentage of faculty and staff at 40 percent, which is higher than the state average of 24 percent. Pacific Islanders were underrepresented among faculty and staff at 6 percent, as opposed to a statewide representation of 14 percent. Although Hispanics and Latinos comprise 8 percent of the state's population, there is less representation among HTIC faculty and staff. African-American representation at HTIC is 4 percent, higher than the state's overall percentage.

The hiring data collected during the AY 2015-2016 do not show a significant change in gender and ethnicity of employees [Hiring Data Graphs 2015-2016] [Hiring Data - Race 2015-2016] [Hiring Data - Gender 2015-2016]. Nonetheless, the implementation of the online applicant tracking system has increased the availability and quality of Equal Employment Opportunity (EEO) data, which has made it easier to run statistical reports and conduct diversity analysis. Candidates have the option to voluntarily complete EEO data during the application process. Analysis of the new-hire EEO data that has been voluntarily provided indicates that the diversity of HTIC's personnel generally reflects Honolulu County's population characteristics (based on the U.S. Census Bureau's 2015 data), with the exception of gender. That is, there is an imbalance of female to male employees (AY: 2013-2014, 78 percent female to 22 percent male; AY 2014-2015, 61 percent female to 39 percent male) in relation to Honolulu County's gender breakdown, which is closer to 50 percent/50 percent. However, the trend is reversed in terms of senior-level positions, specifically the Executive Committee. The pie chart reveals a prevalence of female employees in the AY 2017 (57 percent female and 43 percent male). Until the winter 2017 term, there had not been a female appointed to the Executive Committee at HTIC [EEO Active - Gender and Ethnicity 2017].

Analysis and Evaluation

The College meets Standard III.A.12
HTIC revises and implements the delivery of programs/training workshops addressed to its employees. To this end, the PDC and HR office support mandatory training on diversity and harassment in the workplace. The PDC keeps a detailed record of the number of employees' training.

HTIC actively supports diversity and multiculturalism in alignment with its mission. The institution addressed the issue of the lack of diversity in the last midterm report, addressing the

geographic nature of the Hawaiian Islands as a contributing factor for the majority of Caucasian, Asian, and Pacific Islander employees and a small percentage of Hispanic and African American people. Recent EEO data from 2017 show a slightly higher percentage of Hispanics and African Americans, and evidence of diversity awareness in the workplace. In addition, the appointment of a female Executive Committee member shows that HTIC is striving for equality in top level positions.

List of Evidence

EEO Active - Gender and Ethnicity 2017
Google Calendar
Google Calendar Training
Hiring Data - Gender 2015-2016
Hiring Data Graphs 2015-2016
Hiring Data - Race 2015-2016
HTIC Diversity Training 04.2017
Midterm Report 2015, p. 44 Appendix G-1: HTIC Hiring Data Summary for AY 2013–2014
Sample Form

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Hawai'i Tokai International College was established with the goal of being an international gateway where students and faculty would engage in interactive learning in a multicultural environment. The College's mission includes educational programs dedicated to developing an enlightened global citizenry characterized by civility and cross-cultural understanding. For this reason, HTIC celebrates the multicultural background of its administrators, faculty, staff, and students, treating everyone within the learning community with fairness, respect for cultural differences, and appreciation for their many similarities. By doing so, the school engages in actively developing and promoting responsible global citizens. All programs and services adhere to the College's mission statement and attention is paid to insure that policies and practices of the College demonstrate its stated understanding and concern for issues of diversity and equity.

The College's personnel are ethnically diverse and the College strives to recruit a diverse student body. As part of its appreciation of diversity, the College also pays close attention to equity. The College includes identical policies regarding the integrity and treatment of personnel in the faculty and staff employment handbooks and student handbook [Faculty Handbook, p.10] [Student Handbook, p.24]. The section under the headings of Equal Employment Opportunity, Code of Ethics, Harassment Policy, Workplace Violence and Anti-bullying Policy, detail HTIC's commitment to comply with all applicable laws providing fair treatment to all personnel [Staff

Handbook, p.50]. Open communication policies are practiced by all administrators. In addition, the College holds a mandatory Harassment and Equity workshop every three years.

The Faculty and Staff Handbooks include written codes of professional ethics and consequences for violations. Section V "Company Policies" in the Faculty Handbook details the code of ethics for faculty under the heading "Code of Conduct Regulations & Disciplinary Guidelines," and is further addressed in Section II "Employment Policies" under the headings "Faculty Conduct" and "Code of Ethics." Likewise, the Staff Handbook includes a description of the code of ethics for staff under the heading "Rules of Conduct" [Faculty Handbook] [Staff Handbook]**.** Consequences for violation of academic, ethical, and personal conduct are listed in each handbook delivered to students, faculty, and staff [Student Handbook, pp.21-40] [Staff Handbook, pp. 50-54] [Faculty Handbook, pp.18-24].

Analysis and Evaluation

The College meets Standard III.A.13
The institution celebrates diversity and multiculturalism of its personnel with programs that promote equity and respect in the workplace. To this extent, HTIC maintains a rigid code of conduct for students, staff, and faculty. The Code of Conduct establishes rules for academic/workplace demeanor and determines clear boundaries between the work of faculty and staff. Any interference or disruption of these rules is subject to disciplinary actions. Regulations and consequences for any type of misconduct are listed in the handbooks. The HR office is responsible for maintaining a record of faculty and staff's behavioral and professional performances, while the Office of Student Services records student academic and behavioral misconduct.

List of Evidence

Faculty Handbook, p.10
Staff Handbook, p.50
Student Handbook, p.24

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College provides appropriate opportunities for professional development, consistent with the institutional mission and based upon identified teaching and learning needs. HTIC has

implemented appropriate opportunities for continued professional growth with the support of the Executive Committee. HTIC has financial resources available for professional development that have been approved by the supervisor or Executive Committee. As of June 1, 2016 the Vice Chancellor informed the PDC of new policies regarding the allocation of professional development funds. The new policy states that faculty and staff are allotted $1,000 per fiscal year for personnel development. This policy has been updated by pooling the funds into groups within the faculty and staff [PDC Funding Pools].

In addition, faculty may also use their allotted $500 annual faculty fund to offset future costs (the PDC recommends allowing faculty full access to the $500; currently faculty must allot $100 toward memberships). Between 2013-2015, the PDC put in place a shared Google Calendar for faculty/staff to input all continued professional development activities. This calendar is available to the entire College. The PDC reviews the results of these evaluations, as well as annual or recurring events, if applicable, as a basis for improvement. The PDC distributed professional development worksheet request forms (hard copies) to all faculty/staff at the end of a Faculty/Staff meeting on February 3, 2016. The request form responses were submitted to HR. In 2016, the Google Calendar submissions were updated to include an online tutorial, with a video presentation [Google Calendar Tutorial].

The Manager Development and Training Program was implemented as a pilot program in October 2015 to provide comprehensive manager and leadership training on a variety of topics relating to human resources. Training was open to all employees who served as a supervisor at HTIC. The first training session was held on October 26, 2015, and ranged from giving effective performance feedbacks to direct reports. [Google Calendar 10.26.15] [Copy of Webinar Invite to Mgr - How to Give Performance Feedback to EEs].

With the partnership of ALTRES in late 2016, the Manager Development and Training Program entered a new phase of development. The first workshop, Diversity and Sensitivity in the Workplace, was held on October 26, 2016. This was followed by a training session on the Federal Labor Standards Act on November 2, 2016. Beginning January 2017, the program began a regular cycle of training in which managers were expected to attend a prescribed curriculum focusing on leadership, management training, and development.

The PDC membership has expanded to include staff members who contribute to the organization of workshops and forums for faculty-staff development. In addition, a consistent evaluation form for all such workshops was developed, and the data provided was used to evaluate the workshops for the purpose of improvement. For instance, following a workshop on learning assessment in 2017, faculty members were asked to compile a satisfaction survey, including recommendations for workshop improvement [Workshop Survey Results]. Additional workshops on pedagogy, technology, and learning needs are conducted each term and full-time faculty are required to attend, while adjunct faculty are strongly encouraged to participate [Workshop on Teaching Enhancement] [Accreditation Workshop] [Technology Workshop] [PLO-SLO Workshop].

Analysis and Evaluation

The College meets Standard III.A.14
HTIC has actively pursued the matter of personnel development with innovative workshop programs that gathered the expertise of scholars and subject-matter experts in the field of technology and higher education learning. Faculty and staff have access to ample funding to support their needs of professional development. The number of workshops is tracked on Google Calendar and the PDC counts the number of trainings attended.

Actionable Improvement Plan

The College recognizes the need for an actionable improvement plan in terms of evaluating and assessing the efficacy of workshops and educational programs. A first step was taken at one of the latest workshops with the compilation of a satisfaction survey. HTIC will further extend this practice for upcoming workshops.

List of Evidence

Accreditation Workshop
Copy of Webinar Invite to Mgr - How to Give Performance Feedback to EEs
Google Calendar 10.26.15
Google Calendar Tutorial
PDC Funding Pools
PLO-SLO Workshop
Technology Workshop
Workshop on Teaching Enhancement
Workshop Survey Results

III.A.15 The institution makes provision for the security and confidentiality of personnel records.

Evidence of Meeting the Standard

All employee records are kept in a fireproof, locked filing cabinet in the Human Resources (HR) office. There is limited access to the HR office and only authorized personnel have key card access. Only authorized individuals have access to the employee records' files and these files can only be viewed in the presence of the HR specialist who holds the keys to the filing cabinet. Personnel are able to view their files in the HR office. Computerized files are kept confidential and stored on the HR shared drive; only the HR Specialist and Executive Director have access to this drive.

All personnel records are kept in accordance with state and federal laws. Employee records are held in a secure location in the HR department, and access is restricted to ensure confidentiality of employees' personal information. On May 27, 2016, new file cabinets with reliable locking mechanisms were installed to ensure proper security and allow for the appropriate separation of employee documents.

Analysis and Evaluation

The College meets Standard III.A.15
The Office of Human Resources secures employees' private records and information in a file cabinet that is only accessible by HR staff members and the administration in the presence of the HR specialist. A secure locking mechanism was recently installed to enhance the privacy and security of sensitive information.

List of Evidence

Evidence available upon request in the HR Office
Locked Cabinets in HR Office.2017

B. Physical Resources

> **III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Evidence of Meeting the Standard

As described in the introduction, following ACCJC Committee for Substantive Change's approval received on March 9, 2015, HTIC relocated to a new campus in Kapolei on April 16, 2015.. The incentives for the move included the following: a result of an increase in student numbers, the prohibitive rise in utility costs, the need for upgrades to buildings and equipment, and location next to UHWO with whom the College has been working towards cross-registration.

The current HTIC campus which was built in 2015, is situated in Kapolei and is comprised of four buildings: the main building, an auditorium, dormitory building, and a maintenance shop. The campus was constructed in accordance with appropriate building and safety regulations to assure access, safety, and security [ADA]. Classes are held in the main building which has classrooms on two floors, as well as a library and computer lab on the first floor, restrooms, student services offices, and a larger lecture theater. All classrooms were designed with a flat-screen TV, moveable whiteboards, and internet access. The classrooms have tables and open

spaces to accommodate a wide range of course types that Tokai offers. The auditorium and conference rooms also offer facilities for projection and conference calls.

The foyer and central entrance area of the main building contain the Library and Learning Center and a recreation space for studying and relaxing. This area also has microwaves for students' use. Additionally, there is a medical room with weekly nursing services, and a space for storage. The rooms are all in compliance with health and safety regulations and all areas are accessible with ramps and elevators where necessary. The main building also consists of staff and faculty offices, conference rooms, a lunch and relaxation space, a medical consultation room, and offices for counselors and student services. The second floor is comprised of faculty offices, conference rooms, and classrooms. The offices are well lit and have computers, telephones, and access to printers and copiers. There is a faculty/staff kitchen on each floor to be used as a lunch/break room and are equipped with a fridge, coffee maker, and sink. Workers' Rights information is posted in these locations as well.

Below is a summary of HTIC's physical resources:

- Four campus buildings
- LEED Gold Certificate [Certificate LEED]
- Blue Zone Project
- Three Tokai vehicles (vans)
- Seventy-six dormitory Rooms
- Library and Learning Center
- Computer lab
- Conference rooms
- Medical dispensary
- Adjunct faculty office space
- Parking facilities, including electric vehicle charging stations
- Weight room
- The Great Lawn
- Auditorium equipped with wireless microphones and projector which are used for celebrations, ceremonies, convocation, and graduations

Additional facilities and support services conducive to a healthful learning and working environment include:

- 3 Blue Post Emergency Stations
- An AED machine in Building A and B
- Shuttle bus services to Kapolei and Ala Moana center
- UHWO Cafeteria agreement for student meal plans
- Green space and equipment for outdoor games
- Offices and kitchen facilities for faculty and staff

- Motion sensor lighting
- AC control thermostats in each room
- Water fountains on each floor
- Posted Evacuation Plans and Routes

Standard III.B Healthful Learning and Working Environment

The facility is compliant with the American with Disabilities Act and the State Building Code [Americans with Disability Act (ADA)]. HTIC is a four building complex with multiple entrances controlled by individual electronic key cards and has a 24-hour fire safety system maintained by [Simplex] [Aerial View of the Campus].

Safety concerns are addressed by the Safety Management Task Force which consists of the Executive Director, Front Office Manager, Maintenance Manager, Dorm Manager, Student Support Officer, HR Specialist and Head of Security Service. Fire drills are scheduled every term by the Safety Management Task Force. There are 26 security cameras installed throughout the campus and in operation for 24 hours, 7 days a week; guards have a 'Detects' panel ensuring that the security patrols throughout the campus grounds and scans the perimeter [Star Protection]. Building safety checks with the Fire Department, and City & County and State inspectors are carried out by Maintenance Manager annually and there are additional unannounced inspections by Fire Marshals from Kapolei one or two times per year. HTIC is in compliance with all the appropriate building and fire codes.

There are end of term walk-through activities to ensure dorms, classrooms, and communal spaces are clean and well maintained. There are bi-weekly meetings with the maintenance teams to evaluate issues needing to be resolved. The use of key cards for both dorms and main buildings serve to create a safe and secure environment. The Safety Management Task Force is in the process of producing an updated escape route plan, which will be posted on all main doors and in classrooms. The buildings all have locked doors which are only accessible with an electronic key card with the exception of the main entrance foyer leading to the library and student recreation space.This reception area also has security guards on watch for 24 hours. In addition, there are two guards on night duty who patrol not only the main building but also the dorm areas and parking lot. HTIC is regularly attended by a nurse to administer to minor illnesses, inoculations, and other needs of the student body. There is also a designated private space for consultations.

HTIC has a Safety Management Task Force which attached signage on doors to point students in the right direction in case of an emergency. These signs incorporate images for those students who, as ESL learners, are still at the beginning of the program and may not necessarily understand the words.

HTIC contracts Lions' professional janitorial services to clean all classrooms and restrooms on a daily basis to ensure healthy learning and working environments [Lions]. Grounds are maintained three times per week by a professional landscaping company [Tony's General Services]. HTIC also offers a shuttle service for late Saturday night from Ala Moana. This means that students going out on the weekend will be able to return safely. This service is in addition to the daily shuttle service to Kapolei [Trans Quality]. There is also a city bus service to and from UHWO, the adjacent campus.

There is an annual survey in which the students, faculty, and staff are asked about their living and working conditions [Facilities Questions 10-13]. The Likert scale used was: strongly agree-agree-neutral-disagree-strongly-disagree-no opinion. In the 2017 institutional survey with respect to the physical resources, 99.3 percent of the staff and 75 percent of faculty agreed or strongly agreed that the physical resources supported learning outcomes. Faculty agreed or strongly agreed that technology contributed positively to the program, and overall satisfaction with the LLC was 91.6 percent. Classrooms are spacious and tables and chairs can be moved to create different learning environments. Students can access internet services to show presentations, reports, documents, or video segments. This means that using technology as part of their learning process is a status quo. Additionally, students may use certain classrooms after teaching hours as study spaces, which helps to alleviate students from congregating in the (shared) dorms. The institutional survey showed that both faculty and students were satisfied with the facilities.

Analysis and Evaluation

The College meets Standard III.B.1
HTIC is fortunate to have all the physical resources of a state-of-the-art new building. The standard of maintenance, safety, security and access are very high as evidenced in the appearance, visibility of security staff, and safety record. There have been no accidents or incidents on campus since the move.

As a working and learning environment, HTIC is an open, friendly, and communicative place to study and work. Staff and faculty have open doors to their offices which encourage frequent communication with both students and fellow faculty and staff. The buildings and grounds are well maintained and there are regular meetings and updates concerning maintenance and events which are communicated campus-wide.

In the 2017 institutional survey with respect to the physical resources, the students responded to being predominantly happy with dorms, classrooms, the Library and Learning Center, and meal services at UHWO. Improvements which were requested were more dorm cleanliness, facilities for Mac users in classrooms, and more frequent shuttle service. These suggestions will be discussed in future Planning Committees. While Tokai has no influence over the cafeteria at UHWO, Da Spot offers a range of food that both local and international students can choose as

part of their meal plan. Hours of operation are from 7 a.m. to 7 p.m. which is helpful for students in the dorms.

Actionable Improvement Plan

Evaluation procedures for physical resources are in need of improvement. As a small College, with short very intensive 10-week terms, staff, faculty, and students know each other well. When there are grievances with maintenance issues, or dorm or communal spaces, these can often be addressed informally at "Town Hall" meetings or one on one with staff or faculty. There is a process of filing a paper maintenance request form, which is readily available to anyone in the administration section of the first floor and in the dormitory building. However, how long it takes, or whether the issues are being addressed has not been recorded as data, but rather dealt with as the needs arose. As the College grows, however, it will become more and more necessary to formalize the data and keep track of repairs and maintenance times. Also, feedback in the form of regular evaluations on the many physical resources that exist on campus need to be formalized. At present this is hindered by the lack of a full time Executive Director. However, this situation will hopefully be remedied soon. HTIC plans to review evaluations and organize sections of questions pertaining to specific issues with the dorms, transport, classrooms, support services, maintenance, and food over the next year.

Furthermore, the lack of an Executive Director to head maintenance teams and school facilities management has resulted in a lack of communication or miscommunication between support services and faculty. To resolve this difficulty, there is an urgent need for a facilities director to act as a liaison between academic services and facilities. The position has been advertised and thus far, the Chancellor has assumed the duties.

List of Evidence

Aerial View of the Campus
Americans with Disability Act (ADA)
Certificate LEED
Facilities questions 10-13
Lions'
Simplex
Star Protection
Tony's General Services
Trans Quality

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

As a member of the Tokai Educational System (TES), HTIC possesses adequate physical resources, which include facilities, equipment, land, and other assets, in support of student learning programs, services, and improvement of institutional effectiveness by creating a safe and secure environment in which students live and study. Physical resource planning is integrated into institutional planning. HTIC has been assisted in many ways by its larger parent organization, which is the owner of the physical resources. HTIC has made a maintenance plan, embedded in the 10 year fiscal plan, in which bi-weekly meetings are held to address amendments suggested by the maintenance and Planning Committees. It is Tokai's goal to provide and ensure the integrity and quality of its programs and services, regardless of location or means of delivery, including transport for off-site field trips or events.

As part of such plan, areas around the school, landscaping, furniture, bedding, computers, and furniture are evaluated, inventoried, and costed, and then are either renewed as part of the budget planning or staggered. This ensures constant updating and efficiency of the program. As HTIC has had only two years at the new facility, there are no major costs at present. However, the experienced staff are aware of those items that will need to be replaced in the foreseeable future and have budgeted accordingly [FY 2017 Maintenance Budget Form]. School facilities are evaluated regularly by the facilities and maintenance managers and projection costs are made for larger items, which are included in the long-term budget plans. The overall responsibility lies with the Executive Director as a liaison with TES in fiscal planning.

HTIC is a modern campus with whiteboards, TV, HDMI access, and new tables and chairs in every classroom. Facilities, equipment, land, and other assets accommodate up to 250 students and 87 staff and faculty. Information Technology (IT) services are monitored and maintained by a full-time IT specialist. Monitors, Skype access, and conference presentation facilities are up-to-date and frequently used. In addition, regular facility maintenance is carried out through the Maintenance Department and issues are discussed and resolved in bi-weekly meetings. Students, faculty, or staff may submit a maintenance request form. Janitorial services are carried out Monday through Friday by Lions' day/evening crew; vacuum cleaners are available to staff and students to clean the offices offices and the dormitory building.

With respect to a healthy living and working environment, HTIC endeavors to promote the use of sustainable energy; plastic bottles and cans are collected and recycled, and water faucets and lighting have sensors. There are solar panels on the roofs which provide electricity, and air conditioning can be regulated and turned down or off in each room or office. This is not only environmentally friendly, but it also reduces overhead substantially. The buildings at HTIC are LEED Gold certified [Certificate LEED]. In the annual institutional survey 90 percent of respondents agreed or strongly agreed that the physical resources were satisfactory, 90 percent were happy with IT support services, and 90 percent also agreed that the facilities were well maintained [Institutional Survey Faculty][Institutional Survey, Students, questions 10-13] Of

staff, 99 percent agreed that the facilities supported learning. There were some issues in the dorms which needed to be addressed (i.e. prohibited cooking, loud music at night, cleanliness of rooms and communal spaces). Thus, HTIC decided to employ a Dorm Manager to supervise the dorms. The presence of the manager ensures a quiet, supportive, and safe environment for the students staying after hours or with early classes the next day. Students have at times not been satisfied with the space provided for relaxing, the size of kitchen area, or areas to hang out with their friends. These are issues that are being discussed both in the planning and maintenance committees.

Analysis and Evaluation

The College meets Standard III.B.2
A number of members of the maintenance staff have been working for HTIC for many years and have created a well-oiled machine. This has ensured a consistency in procedures, which is highly supportive of students and faculty. The move to the new facilities has been a challenge for them in that they have had to adapt to different procedures and space, but they have created a smooth transition and are constantly working on improving issues as they arise. Evaluations have not been as meticulous in previous years due to a number of factors: high turnover, lack of communication, and unwillingness to participate. This has resulted in the staff dealing with all issues as they arose without transcripted reviews or evaluations. We hope to change this with the more stable administration and governance structure now in place.

Most importantly, evidence demonstrates that the physical resources fully support the institutional mission. Having computers and internet capability in every classroom means that teachers can immediately access worldwide information, news, political developments, or images that can bring the world into the classroom. This supports students by incorporating a wide range of global perspectives into their daily class. Furthermore, as a gateway to bridging diverse international perspectives, students are provided with a variety of field trips using HTIC's transportation. This facilitates science tours of the islands' environmental protection and water management sites, trips to art museums, geography field trips, outreach visits to local schools where Japanese language classes are offered or visits to the state capital building to speak with government representatives. As a College with a holistic view of education, it is HTIC's aim to provide comfortable living quarters, social events, and access to local amenities to fully integrate our students into what is a foreign environment for most of them. Going forward, it is our aim to increase community involvement to truly support them as members of the local community and foster them as lifelong learners.

List of Evidence

Certificate LEED
Fiscal Plan
FY 2017 Maintenance Budget Form

Institutional Survey Faculty
Institutional Survey Students, questions 10-13

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

As it is the responsibility of HTIC to maintain the buildings, the school facilities staff conducts bi-weekly meetings and have developed a ten-year budget plan. The budget plan covers projected repairs and new equipment needs, and staggers larger purchases, which are submitted for approval to the parent company TES, over several fiscal periods [Maintenance Plan][TES License Agreement]. In addition, the institution developed a ten-year long term budget, which comprehensively plans for the resources needed to support the programs and HTIC's students, faculty and staff.

The following standing committee and task forces address the issues of ensuring that physical resources are available to those who need them:

- IT Task Force
- Safety Management Task Force
- Planning Committee

These committees meet bi-weekly and are comprised of representatives from all departments so that there is a constant flow of information about issues that may arise in physical resources. If further discussion or clarification is needed, other members of the facilities team or IT task force are requested to attend. This procedure ensures that there is constant oversight of the the facilities and that potential financial budgeting changes can be discussed. This is especially true of IT hardware, which is in constant use and needs to be regularly updated.

Analysis and Evaluation

The College meets Standard III.B.3
The resources of the College are regularly evaluated by the maintenance department to determine the needs for the next terms. Since HTIC's academic plan consists of four ten-week terms and a number of short term programs, a number of stresses on materials and equipment must be assessed. This is especially true of the dorms, but also pertains to computer equipment, library resources, and office equipment. Walk-throughs at the end of each term help determine what needs to be renewed and what does not. For example, the vehicles are regularly serviced and

monitored and the IT specialist reviews the IT inventory every term to ensure the equipment needed is available to support faculty.

List of Evidence

Maintenance Plan
TES License Agreement

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. The HTIC facility is owned by its parent organization, the Tokai Educational System, although it is the responsibility of HTIC to maintain the facility in good working condition [TES License Agreement] [Elevator Maintenance][Maintenance Budget]. The TES is committed to subsidizing HTIC on a quarterly basis in its efforts. Five-year plans for facility maintenance and equipment purchases are part of the budget system that ensures the needs of the learning community. In addition, physical resource planning is integrated into institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement. Each department head submits his/her needs for new equipment or equipment upgrades on annual budget proposal upon request from the fiscal department, which are then integrated into the budgetary planning. An inventory is carried out with a new scanner/barcode inventory system for the whole facility. Maintenance and replacements of equipment are assessed in conjunction with budgetary requests and the HTIC Educational Plan. HTIC continues to upkeep the new inventory system on an annual basis.

Analysis and Evaluation

The College meets Standard III.B.4
The Chancellor, Executive Director and Fiscal Manager meet regularly with department heads from both academic and administrative departments in the Planning Committee and administration meetings to integrate their requests into the annual budget, whenever it is feasible. Through continuous biweekly meetings throughout the year, there is a consistent record-keeping of areas in need of assessment and improvement from each department.

List of Evidence

Elevator Maintenance
Maintenance Budget
TES license agreement

C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College offers campus wide wireless as well as an interconnected network to facilitate the Hawai'i Tokai International College's vision statement "To educate students to become enlightened global citizens who contribute to world peace" [Network Diagram]. This network and all its information technology related materials are maintained by our full-time IT Support and Media Specialist. Organizational changes are enacted by our IT Task Force.

The IT Task Force meets once per term to address IT needs including technology services, hardware and software. The IT Task Force shares updates in monthly Faculty Staff meetings [F/S meeting Summer 2017]. IT requests that are made directly to the IT Support and Media Specialist are communicated to the Executive Director in leiu of and Executive Director these requests are made to the Chancellor. These requests are then shared with the Planning Committee as well as the Executive Committee for approval.

Timely professional support to faculty, staff and students is provided by the IT Support and Media Specialist. The IT Support and Media Specialist conducts workshops to faculty, staff, and students including information on how to contact IT support, report issues, and set-up and recover Wifi [Student Orientation Survey and Attendance].

A Spiceworks Ticketing Portal System was created in December of 2016 and implemented in April of 2017, to keep a record of requests and track progress on the completion of tasks [Help Desk]. Requests submitted to the Ticketing Portal go to our IT Support and Media Specialist who is managed by the Executive Director. However, in the absence of the Executive Director the IT Support and Media Specialist will report to the Chancellor. To improve communications and follow through, a section for listing IT requests, including Wi-Fi issues and website recommendations, will be created and directed to the IT Task Force through the survey of Staff, Faculty, and the Student body in both the institutional survey as well as in an independent, "IT

Satisfaction Survey." [IT Task Force Description] [IT Task Force Self-Evaluation] [IT Task Force Meeting Minutes] [IT Satisfaction Survey (Student)][Institutional Survey (Faculty)] [Institutional Survey (Staff)] [Institutional Survey Student].

Facilities

All classrooms are equipped with presentation devices including large-screen Smart TVs and projectors. This equipment is maintained by the Faculty Support Officer, who has a desk in the Administrative lobby.

Development Plan

Rapid advances in technology, including both administrative and educational applications, require regular evaluation and planning. In conjunction with HTIC's Five-Year Educational Development Plan (EDP), a Five-Year IT Development Plan has also been created [Five-Year IT Development Plan]. The Chancellor this year has implemented a new six year plan to be more in alignment with accreditation which is currently in progress [Six-Year IT Development Plan]. In order to ensure follow through on the plan, an annual Institutional Survey is conducted to gauge feedback related to IT services.

Participation in the survey has been historically low, so in order to improve response rates a renamed "Better HTIC" survey campaign was conducted by our Student Support Officer, Head Librarian, and Resident Coordinator in 2016 and the survey participants were entered into a drawing for gift cards. This was effective in improving the response rate. In 2017, the IT department placed those who responded to our google forms survey into a drawing to win a $10 Starbucks Gift Card. Spiceworks Ticketing can also be used to track requests and follow up on requests in a timely manner.

IT Task Force

The IT Task Force meets once per term to address IT needs and reports to the EC to approve purchases [IT Task Force Meeting Minutes]. Updates on IT Task Force decisions and actions are shared in monthly Faculty Staff meetings. An IT Support and Media Specialist provides immediate support to faculty, staff, and students via email requests or through the Spiceworks Ticketing Portal [Help Desk Portal]. Spiceworks Ticketing is used to track requests and follow up on requests in a timely manner. IT requests made to the Support Officer are confirmed and approved by the Executive Director.

To update our software, our IT Support and Media Specialist is currently finalizing a partnership with Microsoft. As a non-profit we have partnered with Microsoft and have been able to obtain Office 365 which is currently available to all students, staff, and faculty.

Several external vendors are under contract with HTIC including Populi (student database management system), Level 3, Clarence Lee Design (web and graphic design), and QP Corporation (web design), Bluehost (hosting), EnvisionNS and Educause (DNS). Populi is a cloud-based storage system that stores data offsite and is our student/teacher interface that allows students to submit work and teachers to post assignments and updates. When students interact with the site it is encrypted using TLS v1.2 and SHA 256 providing a secure communication from end to end. Bluehost hosts our web page which is also done with TLS v1.2 and SHA 256 providing the same level of encryption for end to end devices from computer to server. Data backups are managed via google drive settings.

Analysis and Evaluation

The College meets Standard III.C.1
The institution maintains an adequate amount of technological resources to support the overall function of the College. The campus is equipped with a wireless network, which is periodically maintained by the IT Specialist. In addition, monthly IT Task Force meetings are held to ensure that technology requests and needs are up to date. The IT Specialist shares the results of these discussions at Faculty/Staff meetings. The IT task force has developed a Six-Year Technology plan after gauging meaningful feedback in regards to the IT services from the institutional survey. The plan aims at establishing a solid partnership with vendors by providing technology services and more secure means of virtual communication.

Actionable Improvement Plan

HTIC is in the process of creating a contract, which outlines the Google Privacy statement found under the user emblem “Learn More” section, for institutional property and enacting this contract retroactively with our current staff, faculty, and adjunct personnel [Google Privacy Statement]. This contract will also have an information portion to ensure that personnel do not damage ongoing work by deleting files and folders prior to their exit interview. The Planning Committee approved the creation of this contract and we are currently awaiting approval from the Executive Committee. This will better improve the institution’s ability to meet this need [Equipment Loan Agreement]. Once this actionable improvement plan is in place, the College will be able to better inform its users and employees of the consequences of accidental or purposeful deletion or modification of data created for the sole use of Hawai'i Tokai International College.

List of Evidence

Contacting IT Reporting Issues
Equipment Loan Agreement
Faculty-Staff Meeting Summer 2017
Five-Year IT Development Plan
Google Privacy Statement

Help Desk
Help Desk Portal
Institutional Survey
IT Support and Media Specialist- Job Description
IT Task Force Description
IT Task Force Meeting Minutes
IT Task Force Self-Evaluation
Network Diagram
PC Minutes
Proof of Usage for Google Drive
Six- Year IT Development Plan
Student Orientation and attendance
Survey Results for Faculty
Survey Results for Staff
Survey Results for Students
Wi-Fi Connectivity Support
Wi-Fi Rescue Session May 4, 2016

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Technological infrastructure is planned and implemented from both a 'Software' and 'Hardware' point of view. In the past, due to a gap in the IT management, a budget plan was not created in advance. Nonetheless, the new IT Specialist is currently working on devising an IT budget plan for the next fiscal cycle.

Software

In 2008, HTIC made a decision to shift from 'in-house' to 'outsource/cloud' computing. First, all email servers have been migrated into an external cloud-based service [Google Drive Usage Statistics Screenshot via the G-Admin Account]. HTIC has selected Google Applications as its Educational platform. Following that, HTIC gradually expanded its use of Google Applications including (a) 'Docs' for document creation, (b) 'Drive' as a highly secure shared document storage method, (c) 'Sites' as a portfolio creation tool, (d) 'Forms' as a survey management tool [Google Drive usage Statistics screenshot via the G-Admin Account]. In 2013-2014, a new human resource management system was launched to achieve efficient and inter-divisional collaborative operations. In 2014-2015, HTIC made another decision shifting to a secure cloud based student information management system named Populi. This system has delivered improved security in student data management providing back up through a secured data

exchange over a secure socket layer (SSL). The database is professionally managed by a contract company at all times.

Hardware

The new HTIC campus is designed with a Giga-bit data network, in order to support the trend toward 'cloud-based/network-based' application services. The construction cost only for the network hardware reached more than a quarter of a million dollars. This Giga-bit data network system is the backbone that supports all the hardware throughout the campus. All PC terminals and devices, such as network printers, are on this Giga-bit data network system.

Program Review is conducted annually including sections for Network Operating Services and Facilities. Student input is collected via an IT satisfaction survey. COBIT (Control Objectives for Information and Related Technologies) standards review process has been proposed to rate current services on a standard scale giving a clear way forward for improvement. Concerns are brought up to the IT Task Force which meets at a minimum of once per term to address the IT needs of the organization. The IT Task Force reports its findings to the Planning Committee who will then vote on changes. The IT Task Force also updates staff and faculty with progress reports at the Faculty Staff meetings. Also, the IT Task Force provides surveys to faculty, staff, and students to address any issues with services offered, and to field any new ideas or changes for future and current services. Then, it investigates the best way to implement or improve any new or existing services.

Program Review is an important part of an IT Task Force meeting as it allows the IT Task Force to immediately address problems from both faculty and staff [IT Task Force Meeting Minutes]. This supplements our survey that is conducted with outbound students at the end of each term to analyze and prioritize the needs of students and faculty [IT Satisfaction Survey (Student)]. This follows the COBIT process of improvement in order to better standardize pathways to improvement. IT Task Force receives input from the faculty and staff. Members of the IT Task Force are from different positions within the organization. The IT Task Force reports to the Planning Committee and the Executive Committee, and provides updated minutes from meetings which are available online for review. The Planning Committee takes this information under advisement and reports findings to the Executive Committee who makes decisions based on input from both the IT Task Force and surveys of the campus staff, faculty, and student body. Both short-range and long-range IT planning occurs and is disseminated through the organization with updates shared as needed. Any changes to the IT environment is preceded with informative communication and a deadline to begin services. All services are currently monitored through an online portal to determine the usage and inspect and verify all current configurations and any alerts [Spiceworks][Network Monitoring Portal]. Wireless connectivity had been a concern with frequent outages. However, through the coordination of our IT Support and Media Specialist and EnvisionNS, we were able to migrate the services for Tokai Wireless

over to a new faster internet service provider Spectrum, (Oceanic Time Warner Cable). This migration has increased our network reliability.

Analysis and Evaluation

The College meets Standard III.C.2
The College has an in depth understanding of its technology needs and coordinates its decisions with faculty, staff, and students to best meet those needs. The IT specialist communicates any proposed plan for improvement to the Planning Committee, that may approve planning for enhanced security and faculty/staff technology support.

List of Evidence

Google Drive Usage Statistics Screenshot via the G-Admin Account
IT Satisfaction Survey (Student)
IT Task Force Meeting Minutes
Network Monitoring Portal
Spiceworks

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

HTIC has contracted the management of the network infrastructure to EnvisionNS and hired an IT Support Specialist to coordinate and prioritize the efforts of EnvisionNS to best meet the needs of HTIC [Meeting with EnvisionNS]. The IT Support Specialist is also responsible for the day to day maintenance of internal systems to ensure continuous operations. Staff reports issues via Spiceworks and those tickets are then submitted to the IT Support and Media Specialist and the Director of Administration for review and prioritization. We have renewed all safenet Cisco licenses for all of our networking switches, routers, and firewalls for troubleshooting purposes to ensure our equipment is covered should it ever need to be replaced. EnvisionNS has an on-call service 24 hours a day 7 days a week with which we currently have pre-purchased hours. They also retain on staff CCIE (Cisco Certified Internetwork Expert), certified to work on Cisco equipment [Envision Network Solutions (Webpage)].

In 2014-2015, HTIC made a decision to shift to a secure cloud-based student information management system, named Populi. This system has delivered improved security in student data management and is backed up by a secured data exchange over the secure socket layer [Populi SSL (Screenshot)]. HTIC also shifted from ‘in-house’ to ‘outsource/cloud’ computing. First, all email servers have been migrated and ported into an external cloud based service. HTIC has also

selected Google Applications as its Educational platform and all staff and faculty have gradually expanded their use of Google Applications including (a) 'Docs' for document creation, (b) 'Drive' as a highly secure shared document storage method [Google Drive usage Statistics screenshot via the G-Admin Account]. Staff and faculty have also been encouraged to utilize Google Drive for saving files related to work. HTIC has also partnered with Microsoft to provide Office 365 to all Faculty, Staff, and Students. This allows for a similar functionality as Google Drive but with the ability to utilize the popular Microsoft applications. Uninterruptible power supply is connected at each of the data center storerooms to ensure a proper shut-down in the event of a loss of power.

Analysis and Evaluation

The College meets Standard III.C.3
Hawai'i Tokai International College uses external services with robust mitigation against cyber crimes. Because no one solution has the ability to remedy all problems, HTIC has incorporated many separate solutions to detect, isolate, and update threats to our network and infrastructure.

List of Evidence

Envision Network Solutions (Webpage)
Google Drive Usage Statistics Screenshot via the G-Admin Account
Meeting with EnvisionNS
Populi SSL (Screenshot)

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Training

For the implementation of our new human resource and student management systems, training sessions were arranged and provided to relevant employees to familiarize them with the system. As for the Google system, there have been some internal workshops provided to employees. HTIC also provided financial support and encouragement for interested faculty members to attend Google Workshops in 2015, 2016, and 2017 which were designed for '.edu' users [ED Tech Team Summits].

Populi

Many instructors incorporate technology in the classroom, especially Google Docs and Sites. As mentioned above, faculty, and staff members interested in attending the annual Google Summit were encouraged to participate in 2016. The College Preparatory (CP) adviser assists faculty with specific tasks, such as adding notes about students, submitting grades via Populi, and building classes in Populi [Populi by Posting Step-by-Step Instructions].

Google Drive

Since HTIC is a Google-based platform, Google Drive has become an essential component for the collection of documents and evidence for accreditation. In addition, faculty/staff often use Google Docs to collaborate on the Institutional Self-Evaluation Report and the Program Review [Google Drive Usage Statistics Screenshot via the G-Admin Account]. The PDC created a Google slideshow/video explaining how to submit workshop reports to the HTIC shared calendar [How-to-Slideshow]. This slideshow was created by our very own google certified instructor who is a full-time faculty member. The College provided him with the resources necessary to become a certified "Google Instructor," in order to better our cloud based infrastructure.

Analysis and Evaluation

The College meets Standard III.C.4
Training on how to use our services is openly available by submitting a ticket and requesting training. Many of our services are standard services that require minimal training. Training is also advertised through the IT Task Force and Faculty Staff meetings.

List of Evidence

ED Tech Team Summits
Google Drive usage Statistics Screenshot via the G-Admin Account
How-to-Slideshow
Populi by Posting Step-by-Step Instructions

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The IT Task Force meets at least once per term to address IT policies, including distribution of technology resources. The IT Task Force shares updates and solicits requests in monthly Faculty Staff meetings. IT requests made directly to the IT Support and Media Specialist are

communicated to the Executive Director. These requests are then shared with the Executive Committee to approve budget decisions.

HTIC has a Network Appropriate Usage policy (NAUP), that is included in staff, faculty, and student handbooks, as well as presented to every user when they login to the wireless account. Every user must accept the policy prior to continuing to use our wireless services. The NAUP is also part of the 2015-16 College Catalog (p.36) "Responsible Use of College Computers and College Network Access" [Altres Link] [Network Appropriate Usage Policy]. Students are required to accept the "Network Appropriate Usage Policy" at orientation and are briefed on the proper network usage. The "Network Appropriate Usage Policy" is also displayed every time they logon to the wireless service [Hawai'i Tokai International College Acceptable Use Policy for College Network Access].

Analysis and Evaluation

The College meets Standard III.C.5
HTIC distributes a network acceptable usage policy to its Faculty, Staff, and Students requiring them to acknowledge it prior to usage. Students are also briefed during orientation on acceptable use of our network and computers. Staff and faculty have handbooks designating the acceptable use of the network and are briefed about it during the hiring phase.

List of Evidence

Altres Link
Hawai'i Tokai International College Acceptable Use Policy for College Network Access
Network Appropriate Usage Policy

D. Financial Resources

Financial Resources Planning

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability (ER 18).

ER. 18 Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

Evidence of Meeting the Standard

Hawai'i Tokai International College's financial resources sufficiently support the student learning programs and services offered by the College. The College is committed to the continual development and improvement of all its programs and services and depends on its Program Review assessments for the information needed to implement the needed resource reallocations to ensure improved institutional effectiveness.

HTIC has maintained sufficient resources to support the educational needs of its students and ongoing improvements. Four primary sources of College funding are currently available:

1. Tuition and Fees [Tuition and Fees]
2. Dormitory Fees [Tuition and Fees]
3. International Programs Fees (Program fees calculated based on the content and duration of the program)
4. Subsidy awarded to the College from Tokai University Educational System (TES) in Japan [Ten- Year Budget]

The yearly operating budget at Hawai'i Tokai International College is approximately $5.182 million [ACCJC Annual Fiscal Report 2017]. As a private two-year College, revenues are obtained from tuition paid by students enrolled in its Liberal Arts and College Preparatory programs and by students participating in the programs coordinated by the International Programs department. [ACCJC Annual Fiscal Report 2017]**.** ACCJC annual reports are submitted in March every year. The most recent report, which was submitted to ACCJC in March 2017, reflected the annual fiscal report for fiscal years 2015, 2014, 2013. 1The College outlined a budget that funds instructional programs to increase the number of enrolled students and improve the overall environment of the campus. However, the College experienced $500,000.00 in deficits as of Fiscal year (FY) March 31, 2016, which led to utilizing the College's reserves from the previous year [Auditor's Financial Statements FY 2015]. To ensure fiscal stability, the College reports to Tokai Educational System (TES), on which it is currently dependent financially. With this type of support, HTIC is able to track actual expenditures against budgeted funds. TES is committed to ensuring HTIC's long-term success as an American junior college and provides the contractual fee to HTIC on a quarterly basis to maintain the Tokai University Pacific Center (the building), its physical assets (furniture and equipment), and related administrative operations/costs.

The Tokai University Pacific Center is owned by TES and rented to HTIC for $10 per year. As a result, HTIC is not burdened by long term liabilities other than cost of staff and daily operations which are covered by its budget. Although the College is operated as an independent American junior College, because it is technically a part of the Tokai University Educational System and receives a substantial contractual fee from TES, it submits a ten-year long-range budget [Ten- Year Budget] to TES on a yearly basis. This requirement is significant because TES support insures HTIC's fiscal stability and each yearly budget is integrated with an institutional long range plan that is adjusted each year so resource allocations can be made as needed to meet institutional and program goals. The budget adequately supports the institution's fiscal needs, enabling HTIC to provide to the 100-plus students enrolled full-time in the College's College Preparatory and Liberal Arts programs all courses and services that allow the students to complete their degrees in a timely fashion. It also enables the College to provide educational services to the many participants of the programs organized by the IP. More importantly, the budgetary process allows the College to reallocate resources to enable educational and other improvements that are deemed necessary by the faculty and staff as a result of the Program Review process.

TES has been requesting that the College become self-sustaining without subsidies by the end of FY 2020. Therefore, by increasing enrollment and retention rates, HTIC plans to decrease this subsidized amount from $950,000.00 in FY 2017, $800,000.00 in FY 2018, $400,000.00 in FY 2019, and operate entirely independently by FY 2020 [Ten-Year Budget]. In the meantime, TES will continue to assist the College in case of insufficient funds.

Analysis and Evaluation

The College meets Standard III.D.1
Hawai'i Tokai International College's current yearly operational budget is $5.5 million, which annually supports over 160 students, 33 full-time faculty/staff and 30 part-time faculty/staff. The College maintains its operations with $3.3 million in revenue from student tuition and fees from international programs and approximately $1.3 million from student dormitory fees and facility rentals. The budget gap is filled through a subsidy provided by TES headquarters.

List of Evidence

ACCJC Annual Fiscal Report 2017
Financial Statements FY2015
Ten-Year Budget
Tuition and Fees

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

With a fiscal year that begins on April 1 and ends on March 31, the College implements its budgetary planning in October of each year. All department heads are provided with budget request forms and are asked to, with the input of their staff/department members, complete the forms projecting the budgetary items necessary to successfully achieve their departmental goals and the mission-based goals [Divisional Budget Worksheet]. The completed forms are returned to the fiscal office where they are processed. The Tokai University Pacific Center is owned by TES and rented to HTIC for $10 per year. As a result, HTIC is not burdened by long term liabilities other than the cost of staff and daily operations which are covered by its budget. Budget forms are given to the Executive Committee so line items can be decided. Those are entered into the master operational ten-year budget proposal that is prepared for the Board of Trustees and for TES [10 Year Budget] [BOT Meeting 2016, Section E]. To add further input into the budgeting process, starting every fiscal year the budget requests submitted by each department are reviewed by the Planning Committee and discussed to establish funding priorities to insure HTIC meets its Educational Development Plan (EDP) and program review prescribed goals. Suggestions and concerns of the Planning Committee are further discussed by the Executive Committee before the departmental budgets are integrated into the whole operational budget. This is based on a five-year projection that closely aligns institutional and financial planning to allow annual short term goals to affect and/or support long-term goals. The final budgetary decisions and completion of the five-year budget are the responsibility of the Executive Committee (EC). Based upon resource availability and overall institutional needs, the EC determines resource allocations so the College can best accomplish its goals. It is this budget that is submitted to the Board of Trustees for final review and approval before being forwarded to the TES fiscal department. In the course of the fiscal year, fiscal integrity is assured in several ways. The Chancellor works with the fiscal office in a periodic annual budget planning review three times a year. Department heads report usage of approved funds to the fiscal department to prevent overspending and the fiscal department continually reviews departmental usage of funds and prepares budget status reports twice a year for the Board of Trustees [HTIC Budgetary Cycle].

Every year, the Executive Committee (EC) ensures that financial resources are aligned with the College's mission and goals through affirmation of the annual budget [Ten- Year Budget]. Prior to the annual planning process, all Department Heads bring their requests to the Planning Committee for approval. Once these requests are finalized, departments may then execute their proposed

programs in adherence with their annual department budgets [Departmental Budget FY2016] [HTIC Departmental Budget Cycle]. Due to the changes in leadership and high turnover, the Departmental Budget FY 2017 was not produced. Each department will normally check the year-to-date running expenditures against the budget. However, since there is no departmental budget for 2017 the expenses are monitored against the HTIC general budget for 2017. Currently, the fiscal department is working on the Departmental Budget FY 2018 which will be sent to the Executive Committee for approval. [Departmental Budget 2018 (working budget)]

Analysis and Evaluation

The College meets Standard III.D.2
Department heads work with their colleagues to fill out budget request sheets with their needs to effectively run their departments, and additional items which accentuate their departments' abilities to more effectively accomplish the mission. The progress of each budgeted project's ability to positively affect the department's ability to meet its mission is monitored by the department heads. The institution continues to work on financial planning requests in support of the College's educational mission by establishing a system of budgetary planning request from each department. The requests are compiled and verified for approval/rejection by the Planning Committee and the Executive Committee. Financial information is disseminated throughout the institution through the publication of the annual budget report and approval of requested funds from departments.

List of Evidence

Departmental Budget FY2016
Departmental Budget 2018 (working budget)
HTIC Departmental Budget Cycle
Ten-Year Budget

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The College follows TES's fiscal year (April to March) and its budget planning schedule [Budget Calendar]. The Executive Committee (EC) and Fiscal Department follow a budget cycle and regularly practice financial planning for program budgets and annual operating budgets. The Fiscal Department prepares monthly closing reports [Monthly Closing Reports] to record the expenditure of educational and non-academic support services.

As HTIC has developed its processes for Program Review and evaluated the effectiveness with which it meets the goals of its EDP, the College has slowly worked to reallocate resources to increase effectiveness [Program Review, p.77] [Six-Year EDP, p.10]. The best example of resource allocation to meet the goals of the mission, EDP, and Quality Focus Essay (QFE) is the refocusing of energy on the recruitment of students [Quality Focus Essay]. In addition to the budgetary advantages that additional students would bring to the school, having a larger and more diverse student population would help the College to truly be an international College where students can learn and live together in a multicultural milieu that enhances the development of global citizens. Based upon the success of simple recruitment efforts, the College reallocated budget to more actively recruit with the hope that this would increase awareness of HTIC and bring in more students. The budget reallocation was decided upon to match the goals set in HTIC's EDP to increase diversity and student numbers based upon reviewing existing practices.

Analysis and Evaluation

The College meets Standard III.D.3
The Fiscal Department continues to link the budget cycle to student achievement by requiring that all budget requests include justification based on the relationship of the expenditure to student learning, program planning, and evaluation. The institution set a clear cycle of budgetary planning in alignment with the program review cycle to better assess the practical needs of departments and facilities. All the employees working in their respective departments have opportunities to submit their request for fund allocations; the requests are part of a structured fiscal budgetary plan submitted to the TES and Board of Trustees for approval. Budgetary planning and allocations are reflective of the College's mission and goals as displayed in the Educational Development Plan and the Quality Focus Essay, both geared toward increased recruitment and diversity for the institution. For such reasons, the College has allocated special funds for active recruitment in the mainland.

List of Evidence

Budget Calendar
Monthly Closing Reports
Program Review, p.77
Quality Focus Essay
Six-Year EDP, p.10

Fiscal Responsibility and Stability

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

HTIC currently retains an appropriate cash flow through its income from tuition, housing, and international program fees [10 Year Budget]. Its cash flow is further stabilized by a contractual fee from TES that provides added support to the College in meeting its annual budgetary needs. The ending balance of unrestricted funds for fiscal year (FY) 2016 was $1,778,971; in the FY 2015 the amount was $851,748 [Auditor's Financial Statements FY 2015] [Auditor's Financial Statements FY 2016]. HTIC's fiscal department has developed and implemented clear-cut fiscal policies and procedures that are understood by all and consistently adhered to in order to provide the College with transparency in practices and confidentiality as necessary, and to ensure the College's financial integrity because appropriate control mechanisms are in place. The Fiscal Department Policy Guide includes descriptive narratives for day-to-day functions as well as forms, such as the Petty Cash form [Petty Cash Request Form], to support the need for institution-wide documentation with regard to financial record keeping. Financial department policies and procedures are located in HTIC's Policy Manual, located next to the Chancellor's assistant's desk.

To ensure that financial decision-making best supports the College's mission and student learning, the annual budget is prepared with input from all departments. The yearly process is as follows:
1. Each fall, department heads and staff complete annual budgetary request worksheets detailing departmental fiscal needs to support achievement of targeted student learning outcomes and departmental goals

2. Proposed departmental budgets are forwarded to the Planning Committee for review

3. The proposed budget is submitted to the Executive Committee, which determines the line items and amounts of the final budget that is submitted to the HTIC Board of Trustees for approval. The Planning Committee is integrated into the budgetary review process with the intent to increase fiscal transparency and present a more holistic evaluation regarding budgetary allocations and usage. The approved budget, with line-items and dollar amounts allocated, is provided to all department heads in April [Flow Chart]. As the individual departments expend their funds following the established fiscal procedures, reports are generated by the fiscal office for use at the departmental and management levels. These reports keep the College apprised of its spending and appropriate decision-making regarding the use of remaining funds to insure they are spent in ways that best

support institutional effectiveness [Departmental Budget FY2016]. In addition, the College uses this information as it conducts its program review, assesses progress in meeting the goals of the EDP, and plans for additional action regarding the EDP. The College is currently working on the Departmental Budget FY 2018 which will be submitted to the Executive Committee Departmental Budget FY 2018.

Analysis and Evaluation

The College meets Standard III.D.4
The institution manages its funds prudently to ensure sufficient cash flow and reserves. Strategies and contingency plans for appropriate risk management are also in place to deal with financial emergencies or other anticipated occurrences.

The development of a plan to set the appropriate amount of financial resources is outlined in the 10-Year budget Plan, inclusive of tuition revenues and other program fees. TES provides additional financial allocations for the sustainability of the institution. Integrity and transparency of financial resources are established with the compilation of fiscal reports and financial statements; resource availability is set through the distribution of Petty Cash Forms available to faculty and staff and approved by the Dean of Instruction or Vice-Chancellor before they are submitted to the Fiscal Office for processing. The institution follows a rigorous Budget Cycle, whose flow chart is available to all employees and staff for transparency and clarity.

List of Evidence

Auditor's Financial Statements FY2015
Auditor's Financial Statements FY 2016
Departmental Budget FY 2016
Departmental Budget FY 2018
Flow Chart
Petty Cash Request Form
Ten- Year Budget

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The HTIC Executive Committee highly prioritizes fiscal responsibility, reflected in the role of each department and their department leaders. To ensure the responsible use of its financial resources, the Fiscal Department prepares monthly closing reports [Monthly Closing Reports] to record the expenditure of educational and non-academic support services. This information is transparent and available to all departments, as needed, and informs sound financial decision-making.

The Offices of Admission & Recruitment and Student Services contribute to the institution's primary source of funding, student tuition, by monitoring enrollment and catering to students' needs. The Annual Fiscal Report submitted to ACCJC is disseminated and made public to faculty and staff for review to ensure transparency between all parties [ACCJC Annual Fiscal Report 2017]. Overall, the annual expenditure is relatively stable. However, the College continuously makes an effort to decrease expenditures and reviews any wasteful spending. With the budget reports being done concurrently with the Program Review, and with the final version of the budget submitted in January after the Program Review is completed in December, the College can more efficiently coordinate the assessment, planning, and budgetary processes to maximize efficiency in meeting the goals outlined in its EDP and to appropriately allocate resources based upon Program Review. The integration of financial planning with institutional effectiveness is a requirement of not just ACCJC but also of the Tokai University Educational System. Budget items are scrutinized by the Board of Trustees for relevance to student learning and to insure institutional effectiveness; the budget is similarly scrutinized by the fiscal department at TES [Auditor's Financial Report to the BOT].

Analysis and Evaluation

The College meets Standard III.D.5
HTIC's Planning Committee and Executive Committee meet every year to ensure HTIC's financial resources are aligned with HTIC's mission and goals through affirmation of the annual budget. Prior to the annual planning process, HTIC's department Heads meet with the Planning Committee in order to receive approval for their annual department budgets. After meeting with the Planning Committee and receiving approval from the Executive Committee for their annual department budgets, each department head works collaboratively with their department colleagues to complete a budget request sheet, which lists all goods and services needed to effectively operate their respective departments.

The synchronization of timelines for both the Program Review and the budgeting processes are now embedded into HTIC's institutional calendar---both activities are to be completed in the College's fall term. The EDP identifies the College's goals, and the ability of the entire school or

individual departments to reach those goals is evaluated in the Program Review. The information resulting from the Program Review is used so that appropriate resource (re)allocations can be made in the budget proposal for the subsequent year.

Actionable Improvement Plan

The College will continue to "close the loop" and improve the effectiveness of the College's financial and program review processes which are used to determine budgetary allocations resulting in the accomplishment of institutional goals, improved student learning, and success. The institution is currently striving to become progressively independent from subsidies from Tokai University in Japan by elaborating a ten-year budget plan focused on the increase of student enrollment.

List of Evidence

ACCJC Annual Fiscal Report 2017
Departmental Budget FY2016
Departmental Budget Request Form
Financial Report to the BOT
HTIC Department Budget Cycle

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The documentation that ensures the appropriate allocation of funds are the Annual Independent Auditor's Report (Fiscal Office), Annual Divisional Budget Planning and Usage (each divisional head), and the ten-year financial planning for facility management [Ten-Year Budget]. The Executive Committee and the Board of Trustees use these documents, together with any other specially prepared information, for financial planning and decision-making that support the College's institutional mission and goals. The annual independent external audit done each year insures that the College's fiscal department is operating efficiently and that finances are in order. HTIC's fiscal system is operated on an accrual basis where expenses are linked to the responsible departments, and revenues are recorded in the applicable quarter of instruction [CW Associates_Acceptance Letter] [Auditor's Financial Statements FY 2015] [Auditor's Financial Statements FY 2016]. The fiscal department makes adjustments recommended by the auditors and also responds to the suggested changes or informational requests from management. The requested changes, budgetary, procedural, or both, are implemented in a timely fashion.

Analysis and Evaluation

The College meets Standard III.D.6
After meeting with the Executive Committee and receiving approval for their annual department budgets, each department leader works collaboratively with their department colleagues to complete a budget request sheet which lists all of the goods and services needed to effectively administer their respective departments. Audit Reports and other budgetary planning documents are submitted to the EC and BOT, who evaluate the plans for College sustainability purposes. Annual audits ensure that the appropriate amount of funding is available and allocated for educational and non-academic activities.

List of Evidence

Auditor's Financial Statements FY 2015
Auditor's Financial Statements FY 2016
CW Associates_Acceptance Letter
Divisional Budget
Ten-Year Budget

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The College has continued the process of updating financial documents with a high degree of credibility and accuracy by using an external auditing agency, CW Associates [CW Associates_Acceptance Letter]. CW Associates audits annually and makes an audit report [Auditor's Financial Statements FY 2014] [Auditor's Financial Statements FY 2015] [Auditor's Financial Statements FY 2016]. In the past ten years, HTIC did not receive negative comments from audit reports; therefore, the institution was not required to take action in regards to auditing findings.

Analysis and Evaluation

The College meets Standard III.D.7
The external auditor, CW Associates, has strengthened HTIC's process of updating financial procedures with a sustained high degree of credibility and accuracy [Auditor's Financial Report to the BOT].

List of Evidence

CW Associates_Acceptance Letter
Auditor's Financial Report to the BOT
Auditor's Financial Statements FY 2015
Auditor's Financial Statements FY 2016
HTIC Management Representation Letter to Auditor FY 2014
HTIC Management Representation Letter to Auditor FY 2015
HTIC Management Representation Letter to Auditor FY 2016

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The external audit provides descriptive feedback on the effectiveness with which the institution uses its funds to achieve its mission and institutional goals to support student learning. The results of the annual audits have been increasingly positive as the staff in the fiscal department has followed through on the auditor's advice for improved accounting practices. For example, proper reporting procedures for accrual-based reporting have been streamlined and adjusted, allowing year-end adjustments and audit procedures to flow more fluidly [ACCJC Annual Fiscal Report 2017]. To improve the transparency, efficiency, and effectiveness of the budgeting process, and strengthen institutional planning with regard to Program Review driven resource allocation, the Planning Committee was added to the budgetary planning cycle. Allowing the department heads to engage in the discussion of budgetary allocation contributes significantly to fiscal effectiveness as a consensus develops regarding the best use of funds. Because of the contractual fee, HTIC annually submits a ten-year budget proposal to TES. This budget proposal is a descriptive budget, outlining proposed expenditures in detail. This enables both HTIC and TES to do an analysis of future fiscal needs, and TES feedback provides the College with an additional external viewpoint with regard to financial planning and management.

During the FY 2015 (2015.4-2016.3) the College experienced a decrease in the number of students, resulting in a loss of revenue and a large deficit. As a result, the College needed to cover an unexpected expenditure that occurred in FY 2015. Before the relocation to the new campus, UHWO and HTIC had planned to share UHWO's student housing, with HTIC sending approximately 100 students per term to UHWO's dormitory. However, this plan went unrealized. Therefore, the College had to subsidize HTIC's student housing in Kapolei creating our deficit [Kapolei LOFT Agreement].

Analysis and Evaluation

The College meets Standard III.D.8
HTIC has put measures in place, including annual audits, the submission of a ten-year budget plan to the TES, and the participation of a Planning Committee in decision-making regarding fiscal stability. The financial analysis provided by the findings of our auditor, CW Associates, has become more reliable and as a result, will prevent future repeat instances where unanticipated expenditures occur. The College will continue external audits to insure HTIC's fiscal integrity and continued improvement of fiscal practices.

HTIC uses its program review process to evaluate the effectiveness of its use of financial resources. It gleans information from committee discussions and feedback, departmental surveys, Planning Committee budgetary reviews, and the TES descriptive evaluations as well as student success data. The College reallocates resources to strengthen weaknesses perceived and to build upon success. The College also depends upon the Board's oversight of the budget and its advice regarding effectiveness of expenditures. A third source of evaluation regarding effective use of resources is the review carried out by the fiscal department at TES. HTIC ensures financial integrity through the receipt of clear external audit reports. All suggestions made by the external auditors are quickly implemented by the fiscal office to improve fiscal policies and procedures.

List of Evidence

ACCJC Annual Fiscal Report 2017
Kapolei LOFT Agreement

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Through subsidies from TES, the College has sufficient cash flow and reserves to maintain stability. In the FY 2015, HTIC had asked TES for $1.5MM and in FY 2016, for $2.0MM total in order to obtain approval under the Hawai'i Post-secondary Education Authorization Program (HPEAP) [Auditor's Financial Statements FY 2016]. In order to obtain these funds, the College is required to demonstrate financial integrity, proof of which is found in the composite score of at least 1.5 on its primary reserve, equity, and net income ratios [HPEAP Projection].

Due to the diverse sources of cash flow and the contractual payment flexibility of the TES contractual fee, HTIC has no cash flow difficulties to meet its short term liabilities and does not hold long term liabilities of any significance. An emergency fund loan may be arranged with TES if HTIC experienced an unanticipated operational expense and were in need of an immediate source of cash. The College is careful to maintain sufficient insurance to meet its needs. HTIC's corporate liability, workers' compensation, directors, and automobile insurances are managed by Insurance Advantage, an insurance brokerage that works with the College to provide annual coverage at a reasonable rate. The Executive Director and fiscal department negotiate with the Insurance Advantage representatives to design a plan that best would cover the amount of risk management needed to secure the College's assets.

Analysis and Evaluation

The College meets Standard III.D.9
The College meets the standard. It manages its funds prudently to insure a sufficient cash flow and reserves to insure stability, and it has strategies and contingency plans for appropriate risk management to deal with financial emergencies or other anticipated occurrences.

HTIC has undertaken the following steps in order to demonstrate our College's overall financial integrity, which in turn will boost the confidence of TES. For example, the College has instituted periodic reviews of our Balance Sheet, specifically focusing on our Cash Reserves, Cash Available on Hand, Invoices Paid vs. Invoices Pending, and Projected Receivables in order to update the financial information provided between our Quarterly Reports. Additionally, HTIC has instituted periodic reviews of both our Short-Term and Long-Term Capital Improvement Projects/Proposals to ensure that HTIC distinguishes whether a project/proposal is necessary or not to honor the mission statement.

List of Evidence

Auditor's Financial Statements FY 2016
HPEAP Projection

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

HTIC practices careful and effective oversight of its finances and other institutional resources. It does not currently handle externally funded financial aid, grants, or programs, nor does it have auxiliary organizations or foundations. It does, however, have an important contractual relationship with its parent organization, Tokai University Educational System (TES), which provides the College with a subsidy for the maintenance of the building. This is largely because the building, Tokai University Pacific Center, belongs to TES and is rented for a nominal fee of $10 per annum to HTIC. This contractual agreement, defined in the terms of agreement between HTIC and TES [License Agreement TES_HTIC], insures the College's fiscal stability and enables it to operate as an independent institution in a manner to better support and achieve its mission and goals. The two entities, however, share points of commonality in their missions as educational institutions, most importantly to provide students with an education that enables them to be effective global citizens who actively contribute to world peace.

As part of TES, HTIC's annual financial planning cycle includes a revision and adjustment of the budget three times a year. The process of adjustment is as follows: Autumn: the College produces the following year's budget; in January, the actual expenses for the current year is compared against the budget for that year to produce an "Estimate Fiscal Year-End Report"; in April/May time frame, the actual fiscal year-end report is produced. Based on this year-end report, an audit is conducted during the summer after which an Auditor's Financial Statement is produced. This Auditor's Financial Statement is submitted for review by the Board of Trustees in their October meeting.

This process charts all expenditures to date and allows the College to reallocate funds as necessary. To insure integrity in fiscal management and accounting, the College undergoes an annual external audit. To date the audit findings have been positive and the fiscal department meticulously implements all suggestions made regarding improved accounting and fiscal practices. As a result, the audits and audit reports have improved on a yearly basis [Auditor's Financial Statements FY 2015] [Auditor's Financial Statements FY 2016].

Analysis and Evaluation

The College meets Standard III.D. 10
HTIC manages its funds prudently to insure a stable and sufficient amount of cash flow and reserves, and it has strategies and contingency plans for appropriate risk management to deal with

financial emergencies or other anticipated occurrences. The College has demonstrated effective supervision of finances, which do not include financial aid, grants, and external programs. The TES continues to subsidize the institution to ensure financial stability for educational costs and building maintenance, along with managing HTIC's contractual agreement. The process of budget revisions includes the examination of expenditures and allocation of funds. Annual audits further ensure the effective oversight of managing the College's finances.

List of Evidence

Auditor's Financial Statements FY 2015
Auditor's Financial Statements FY 2016
License Agreement TES_HTIC
Ten-Year Budget

Liabilities

III.D. 11 The level of financial resources provides a reasonable expectation of both short term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The fiscal budgeting cycle of HTIC follows the financial planning cycle of Tokai Educational System. This financial planning cycle includes a ten-year budget as well as procedures for revision and adjustment three times a year. The annual independent audit is also conducted to review the Fiscal Department and assist in an oversight position as an external evaluation of the institutional reporting procedures [Budget Calendar]. Because TES financially sustains the College, HTIC has not experienced issues with liabilities.

Analysis and Evaluation

The College meets Standard III.D.11
HTIC has established multiple safeguards such as the annual independent audit, and has a long-term (Ten Year focused) budget with built-in adjustment periods happening three times every fiscal year to insure integrity and fidelity.

List of Evidence

Budget Calendar

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

As mentioned above, TES provides financial stability to the College, although HTIC is planning financial sustainability, as outlined in the long-term 10 year budget plan. In 2016, the Executive Committee and Director of Human Resources reviewed other human resources related companies. There was a need to simplify and streamline human resources related data (i.e. an automated time and attendance system that can interface with a payroll processing system, a user-friendly applicant and recruiting tracking system, and an automated benefit tracking system that can notify faculty & staff of when they are eligible for HTIC benefits). For this reason, the institution began outsourcing with Altres and abandoning the Ceridian software system.

Altres is designed as a Human Resources Information System (HRIS), encompassing the following components: advertising job vacancies, verifying potential candidates' background checks, new hire processing, tracking, notifying eligible faculty/staff of their benefits, tracking time and attendance, and processing payroll [Altres Agreement]. The components of Ceridian were the recruiting tracking module, tracking time and attendance, and processing payroll. However, HR was unable to interface the time and attendance module with the payroll processing module. Due to being unable to resolve this issue, HR had to use manual timesheets to track staff's attendance.

Analysis and Evaluation

The College meets Standard III.D.12
HTIC paid $10,000.00 on February 22, 2016 to the Hawai'i Post Secondary Education Authorization Program in order to stabilize its financial foundation. Personnel tracking has also been implemented with the outsourcing to the Altres system which supports the daily HR procedures such as background checks, benefit eligibilities, and employees' attendance.

List of Evidence

Altres Agreement
HPEAP Projection

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

HTIC paid $10,000.00 on February 22, 2016 to the Hawai'i Post Secondary Education Authorization Program in order to stabilize its financial foundation [HPEAP Link]. HPEAP is a mechanism set up by the State of Hawaii Department of Commerce and Consumer Affairs (DCCA) to ensure that institutions are in financial good standing. Academic institutions are required to submit documentation for authorization every two years, and HTIC has been in compliance.

Analysis and Evaluation

The College meets Standard III.D.13
The institution allocates necessary funds to guarantee any repayment of incurred debt. Thus far, the institution did not encounter such emergencies, as evident from the HPEAP score.

List of Evidence

HPEAP Link

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

HTIC paid $10,000.00 on February 22, 2016 to the Hawai'i Post Secondary Education Authorization Program in order to stabilize its financial foundation [HPEAP Link]. HTIC does not manage financial aid, grants or externally funded programs due to a decision made earlier by the Executive Committee based on HTIC's internal organizational policies. In lieu of offering financial

aid, grants and/or externally funded programs, HTIC does offer Academic Scholarships to Highly Qualified HTIC Students based on their Record of Academic Achievement.

Analysis and Evaluation

The College meets Standard III.D.14
All financial resources are carefully utilized for the specific reason they were initially allocated. Although the institution is not supported by federal aid and grant systems, it establishes funds for academic scholarships to relieve the burden of student tuitions.

List of Evidence

HPEAP Link

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

This particular section (III. D.15) is non-applicable because HTIC does not manage financial aid programs, grants, or externally funded programs due to its status as a private institution. (Please refer to III.D.10).

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

HTIC periodically reviews its Contractual Agreements prior to their expiration/renewal in order to determine whether or not our contractors/vendors have lived up to the terms of their respective contractual agreements. In the event that HTIC has determined that a given contractor/vendor has not lived up to the terms of their respective contract, then Hawai'i Tokai International College will proactively contact that particular contractor/vendor for the purpose of discussing Hawai'i Tokai International College's concerns in order to satisfactorily resolve our concerns in a timely manner. Additionally, HTIC utilizes a "Competitive Bidding Process" where several key factors are taken into consideration prior to the selection/retention of a given contractor/vendor. These key factors

include: (1) Reputation of the Contractor/Vendor within our local community; (2) Previous History with that Contractor/Vendor (if contractor/vendor has been used in the past); (3) Research using the various Consumer Reports produced by independent agencies, such as the Better Business Bureau of Hawai'i; (4) and Standardized Request for Proposal.

Hawai'i Tokai International College Contractual Agreements:

Elevator Maintenance	Otis Elevator Company [OTIS Contract]
Landscape Maintenance	Tony's General Services [TGS Proposal]
Copier Lease	Ricoh [Ricoh Agreement]
Fire Alarm System Maintenance	SimplexGrinnell LP [Simplex Agreement 1] [Simplex Agreement 2]
Refuse Disposal	Honolulu Disposal Services, Inc. [HDS Agreement]
Shuttle Service	Trans Quality, Inc. [TQI Agreement]
Cleaning Contract	Lions' Cleaning & Maintenance [Lion Proposal] Aloha Dry Cleaners and Laundry [Aloha Proposal]
Security Contract	Star Protection Agency LLC [SPA Quotation]
Housing Contracted_Pest Control	Terminix Commercial [Terminix Agreement]

Professional Services_Legal	Damon Key Leong Kupchak Hastert [DKLK Agreement]
Professional Services_CPA	CW Associates, CPAs Corp. [CWA Agreement]
Professional Services_HR	ALTRES [Altres Agreement]
Professional Services	Pension Services Corporation [401(k) Retirement Plan] [Pension Services Agreement]

Analysis and Evaluation

The College meets Standard III.D.16
HTIC's contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

List of Evidence

401(k) Retirement Plan
Aloha Proposal
Altres Agreement
CWA Agreement
DKLK Agreement
HDS Agreement
Lion Proposal
OTIS Contract
Pension Services Agreement
Ricoh Agreement
Simplex Agreement 1
Simplex Agreement 2
SPA Quotation
Terminix Agreement
TGS Proposal
TQI Agreement

STANDARD IV
Leadership and Governance

Standard IV: Student Voice

Describe your involvement with the Governance. Tell us about your communication with the Executive Committee (i.e. Chancellor, Vice Chancellor).

We participated in Student Government activities and had some interviews with the previous Executives; one of this was for the advertisement of Hawai'i Tokai. When we first arrived at HTIC, the former Chancellor asked us why we wanted to join the College and we discussed transfer options to the Shonan campus for the bekka program. We also talked to the upper leadership team during advising week and have been to the Shonan campus for Judo training camp.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-College districts or systems, the roles within the district/system are clearly delineated. The multi-College district or system has policies for allocation of resources to adequately support and sustain the Colleges.

A. Decision-Making Roles and Processes

> **IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Evidence of Meeting the Standard

At Hawai'i Tokai International College (HTIC), governance is a collaborative effort as all members of the administration, faculty, and staff work together to create a supportive

environment that nurtures student success. To that end, the Board of Trustees and administrators recognize, encourage, and appreciate contributions from faculty, staff, and students as the College strives to achieve institutional excellence as envisioned in the mission statement.

In short, the functional environment and program goals of HTIC are supported by the Educational Development Plan (EDP), which sets a path for institution wide excellence by providing a descriptive guide to be followed to achieve the College's mission [Five-Year EDP 2012-2016] [Six-Year EDP 2017-2022].

Governance and decision-making at HTIC have their roots in and are defined by the College's mission. HTIC makes every effort to insure that the entire learning community is aware of and understands the College's mission. The philosophy and goals of the mission statement permeate every aspect of the programs and operations at HTIC. The College's institutional learning outcomes and the EDP are manifestations of the mission statement, and the program review process is designed to assess the College's progress in meeting the goals of the EDP and the learning outcomes. The mission statement is published in the catalog, and posters highlighting the main points of the mission statement are placed in classrooms. HTIC's EDP is electronically distributed to faculty and staff with copies in the library.

To help everyone understand the governance structure at HTIC and the respective roles of faculty, staff, students, and administration, there are distinct documents delineating the various functions and processes, such as the HTIC Governance Chart. The HTIC Governance Chart outlines the various sources of governance and their roles, as well as Faculty and Standing Committee Participation, which clearly delineates the function of each standing committee and its role in governance [HTIC Governance Chart].

The College's decision-making process is conducted in accordance with the institution's governance chart to ensure the College can make decisions based on voices of students, faculty and staff [HTIC Governance Chart, pp.4-5]. Year-round input can be made from each academic department, support unit, committee, task force, and meeting. Input from students can be obtained from the Student Government and Town Hall meetings throughout the year.

In the case of the Annual Program Review, each academic department, such as Liberal Arts, College Preparatory, and International Programs (LA, CP and IP), and support unit compiles a Program Review narrative, which then is submitted to the Planning Committee before the campus wide Program Review Forum is held. Members of the Student Government also attend the forum. After that, the Planning Committee reviews the narratives once again to review funding requests. The Program Review Report is submitted to the Board of Trustees by the Executive Committee. Having three focused Program Reviews in AY 2011-2012, 2012-2013 and 2013-2014, and one Comprehensive Program Review in 2015 enabled the College to analyze departments' performances over a long range of time in the context of the Five-Year Educational Development Plan, 2012-2016 [Comprehensive Program Review Report AY 2011-2015]. Based

on the Program Review, the institution has developed a six-year EDP to meet the next accreditation cycle [Six-Year EDP 2017-2022].

One good example of this decision-making process is the formation of the Governance Committee to "facilitate better communication at the College and foster a more positive, transparent atmosphere" [Comprehensive Program Review Report AY 2011-2015]. The idea was originally proposed by the Evaluation and Assessment Committee, and discussed in the Planning Committee and Faculty Staff Meeting in June 2016 [Planning Committee Minutes 2016-06-06] [Faculty Staff Meeting Minutes 2016-06-08].

The necessity of the Governance Committee arose after the self-study accreditation process in 2012. The results of the Governance Survey revealed the need for evaluation of the College's governance, planning and decision-making structures. This need was then brought to the Planning Committee for discussion and analysis and it was passed down to the newly formed Evaluation and Assessment Committee in 2013. With the workload of the committee and the significance of the survey results in mind, the Evaluation and Assessment Committee made a proposal to form a separate committee dedicated to discuss the College's governance.

To facilitate communication within the learning community, all the constituencies are represented in the Governance Committee, including a board member and a student representative [Standing Committees/Task Force Membership 2016-2017] [Standing Committees/Task Force Membership 2017-2018]. All of the committees within the College are tasked with specific decision-making responsibilities, as detailed in the shared governance documents. These committees then forward recommendations and requests regarding institutional improvement to the Planning Committee for further discussion. The Planning Committee is composed of the Chancellor, Vice Chancellor, Executive Director, Dean of Instruction, Dean of Student Services, Head Librarian, Director of International Programs, Director of Admissions, and Assistant Deans of the College Preparatory and Liberal Arts programs. Finally, recommendations are passed on to the Executive Committee, where a final decision is made. The Executive Committee is composed of the Chancellor, Vice Chancellor, and Executive Director.

All of the College's committees and departments engage in the institution's program review process. During this process, faculty and staff evaluate the College's progress in meeting its goals and maps out plans for improvement. At the Program Review Forum, the program review report is discussed by all and further input is offered regarding future plans. All faculty, staff, and students have the opportunity to contribute to HTIC's evaluative and planning processes through these various committees and through institutional meetings.

Other opportunities for institutional dialogue include monthly Faculty Staff Meetings, Faculty Forums, Student Government meetings, Safety Management Task Force meetings, and program, department, committee, task force, and administrative meetings. Additionally, each term a Town

Hall meeting is held. During Town Hall all students, faculty, staff, and administrators, have the opportunity to voice their thoughts, concerns, suggestions, and ideas. Individual faculty and staff responsibilities to develop ideas for improvement in their areas of expertise are made clear in their job descriptions.

Since its formation in the fall of 2016, the Governance Committee, comprised of members ranging from students to members of the Board of Trustees, has reviewed best practices for Governance and provided recommendations to the various constituencies to improve transparency and decision-making processes at HTIC [Governance Committee Meeting PPT]. Moreover, the Governance Committee conducted a Governance Workshop and a Governance Survey in March of 2017. Based on the survey results, the committee submitted recommendations to the Planning Committee [Governance Workshop 2017 Minutes] [Governance Survey Results] [Governance Survey Recommendations]. The recommendations were shared in the Faculty Staff Meeting in May 2017 [Faculty Staff Meeting Minutes 2017-05-17].

Analysis and Evaluation

The College meets Standard IV.A.1
HTIC has solid procedures to encourage input and discussion to improve the College through Program Reviews and committee and task force activities. All full-time staff and faculty members serve on multiple committees and task forces and participate in shared governance. HTIC leaders encourage employees to participate in decision-making processes for continuous improvements, as evidenced through the College wide participation in program review.

The Six-Year EDP is also developed through extensive dialogue with all of the College's constituencies, such as collecting feedback and recommendations from the Planning Committee members and during Faculty Staff Meetings. Overall, the decision-making process follows a structured governance procedure. HTIC has a system of governance understood throughout the College. It is rooted in the College's mission statement and vision of educational excellence expressed therein. All members of the HTIC faculty and staff are engaged in governance, representatives from the student body are involved, and most importantly, the governance structure works within the context of HTIC's culture to contribute to the continuous improvement of the quality of the institution's programs and the integrity with which it supports student learning and success.

List of Evidence

Comprehensive Program Review Report AY 2011-2015
Faculty Staff Meeting Minutes 2016-06-08
Faculty Staff Meeting Minutes 2017-05-17
Five-Year EDP 2012-2016

Governance Committee Meeting PPT (Dec 2016)
Governance Committee Meeting PPT (Feb 2017)
Governance Committee Meeting PPT (Jan 2017)
Governance Survey Recommendations
Governance Survey Results
Governance Workshop 2017 Minutes
HTIC Governance Chart
Planning Committee Minutes 2016-06-06
Six-Year EDP 2017-2022
Standing Committees/Task Force Membership 2016-2017
Standing Committees/Task Force Membership 2017-2018

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The HTIC Governance Chart describes the decision-making procedures and the roles of each group in the decision-making process [HTIC Governance Chart]. In the Program Review process, students can voice their input by completing the Institutional Survey and Student Course Evaluations, attending Town Hall meetings, and talking to the Student Government, who attend the Program Review Forum each year. For year-round input, student representatives are placed on each Standing Committee and Task Force (except the Evaluation and Assessment Committee and the Personnel Development Committee) [Standing Committees/Task Force Membership 2017-2018]. In May 2017, the Student Government held a Student-Led Meeting to gather students' opinions and suggestions [Email on Student-Led Meeting]. Additionally, Student Government members are invited to attend the Governance Workshop and Program Review Forum every year.

HTIC's Student Government consists of five full-time students and "has a variety of decision-making responsibilities that include selecting student representatives to HTIC Standing Committees, serving on grievance committees, and serving as liaison to HTIC for the planning of school activities" [Student Handbook, p.11].

Each standing committee and task force annually evaluates its performance in the College's governance process and reviews governance procedures in the self-evaluation process. The Governance Workshop and Survey are conducted every year to ensure that staff and faculty

understand the process and their roles in it. The newly formed Governance Committee reviewed the Board of Trustees Policy Manual in December 2016 and January 2017 [Governance Committee Minutes 2016-12-18] [Governance Committee Minutes 2017-01-19]. As a result of these meetings, a Governance Survey and Workshop were conducted.

The Employee Policy Handbook (Faculty) describes the academic freedom policy, professional standards, and open communication [Employee Policy Handbook (Faculty), p. 13 and p.15]. Every fall, committee and task forces are re-assigned based on staff and faculty members' preferences. According to the Standing Committee/Task Force General Guidelines, full-time faculty are required to serve on at least two committees, while academic staff are required to sit on at least one committee or task force [Email on Standing Committee/Task Force General Guidelines]. Active participation in academic and/or administrative committees is listed as an essential function in the full-time faculty job description [Full-Time Faculty Job Description]. Participation in academic meetings and the Faculty Staff Meetings is also encouraged in adjunct faculty job descriptions [Adjunct Faculty Job Description]. The Vice Chancellor is "responsible for overseeing the general operation of HTIC's standing committees and task forces" [Vice Chancellor Job Description]. The Dean of Instruction is tasked to oversee "all academic curricula and facilitate the integration of the CP and LA academic programs to ensure appropriate academic rigor and compliance with established HTIC outcome measures and accreditation standards" [Dean of Instruction Job Description].

Analysis and Evaluation

The College meets Standard IV.A.2
The Governance Chart explains clearly the roles of the Board of Trustees, administration, staff, faculty, and students in the College's governance procedures. Student input is taken into consideration through the governance procedures, student participation in standing committees and task forces, Institutional Surveys, and activities conducted by the Student Government. Since 2016, the Governance Committee has taken on the responsibility of evaluating the College's governance-related policies and procedures to ensure transparency in decision-making. The job descriptions of the faculty and academic administrators outline their responsibilities as related to curriculum and other educational matters.

List of Evidence

Adjunct Faculty Job Description
Dean of Instruction Job Description
Email on Standing Committee/Task Force General Guidelines
Email on Student Led Meeting
Employee Policy Handbook (Faculty)
Full-Time Faculty Job Description (Humanities)
Governance Committee Minutes 2016-12-18

Governance Committee Minutes 2017-01-19
HTIC Governance Chart
Standing Committees/Task Force Membership 2017-2018
Student Handbook
Vice Chancellor Job Description

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

HTIC's administrators and faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice in policies, planning and budget that relate to their areas of responsibility and expertise. The primary instrument which allows participation in governance is the Program Review Report which consists of data analysis, recommendations. planning, and budget requests from each academic department and support unit of the College. In addition, every fall, a budget request worksheet is disseminated to all the department/unit heads. In FY 2013, the Divisional Budget Request Worksheet was revised so that each department and unit can explain how their requests are tied to HTIC's mission [Divisional Budget Request Worksheet]. Professional development opportunities for staff and faculty were also allocated and incorporated into the planning and program review process. Planning of such opportunities and procedures were discussed by the Personnel Development Committee and Planning Committee, with the budget planning for professional development being discussed by the Planning Committee as part of the general discussion concerning the FY 2014 Divisional Budget [Planning Committee Meeting Minutes 2014-03-10] [Planning Committee Meeting Minutes 2014-04-01]. As a result, $1,000 was allocated to faculty for use as professional development funds. Thus, through various committees, program review, and budget request processes, administrators and faculty have a substantive and clearly defined role in institutional governance, planning, and budgeting.

After the completion of the Comprehensive Program Review in AY 2011-2015, the College completed the Follow-Up Report in 2015-2016. Findings from the Comprehensive Program Review and the Follow-Up Report were used to inform the budget for FY 2017. In November 2016 and before finalizing the 2017 budget, the Executive Committee met with each department/unit head to discuss planning agendas and budget requests [Planning Committee Meeting Minutes 2016-11-08, IX.E]. The participation of faculty and staff in setting institutional policies and planning takes place through active feedback collected at Faculty Staff Meetings and Planning Committee Meetings [Faculty and Staff Meeting Minutes 2017-04-12, XV.] [Faculty Staff Meeting Minutes 2017-05-17, VI. and XVI.] [Planning Committee Meeting Minutes 2017-05-02, III.].

Analysis and Evaluation

The College meets Standard IV.A.3
Each department and support unit is responsible for reviewing and planning their programs, including budget development in accordance with the College's mission. The requests submitted by all department and support units are reviewed by the Planning Committee and approved by the Executive Committee. The leadership team invites faculty and staff to submit robust feedback for the purpose of institutional improvements.

List of Evidence

Divisional Budget Request Worksheet
Faculty Staff Meeting Minutes 2017-04-12
Faculty Staff Meeting Minutes 2017-05-17
Planning Committee Meeting Minutes 2017-05-02
Planning Committee Meeting Minutes 2014-03-10
Planning Committee Meeting Minutes 2014-04-01
Planning Committee Meeting Minutes 2016-11-08

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Faculty in the Liberal Arts (LA) and College Preparatory (CP) Programs are responsible for performing program review, as stated in job descriptions [Full-Time Faculty Job Description (Communication)]. Faculty participate in monthly or bi-monthly meetings, LA Faculty Meetings and CP Faculty Meetings to discuss their programs, pedagogy, and the day-to-day educational operations of the College, as well as aspirational goals to include in the focused/program review. The HTIC Governance Chart illustrates these procedures clearly [HTIC Governance Chart]. In the Program Review Report, faculty analyze students' achievement of Institutional Learning Outcomes (ILOs), and review the effectiveness of their programs, with analysis and discussion followed by recommendations. Those recommendations are revisited in the next year's Program Review to assess their work on "closing the loop" of the review process.

From the latest Program Review Reports a number of recommendations and action plans emerged:

Liberal Arts Program

2012-2013

1. Review the rubric by the seventh week of each term (Discussed and decided that "Beginning in spring 2015, the LA faculty will ask the IR specialist to review and analyze rubric data to identify possible concerns and present her conclusions to us before the 7th week" [Program Review Report 2013-2014, p.6])
2. Revise the definition of WI, OI an CLI (Completed [Program Review Report 2013-2014, pp.6-7])
3. Develop Freshman Experience Program outcomes (Completed [Program Review Report 2013-2014, p.7])
4. Update Discover East Asia Program requirements (Completed [Program Review Report 2013-2014, p.7])
5. Revise IS 200 syllabus (Completed [Program Review Report 2013-2014, pp.7-8])
6. Provide all new adjuncts with rubric training (Completed [Program Review Report 2013-2014, p.8])

[Program Review Report 2012-2013]

2013-2014

1. Analyze the effectiveness of the IS 200 Capstone Course (Completed [Comprehensive Program Review Report 2011-2015, pp.6-9])
2. Analyze trends in learning outcomes assessment data (Completed [Comprehensive Program Review Report 2011-2015, pp.6-9])
3. Assessing the effectiveness of the PLO rubric points (Completed [Comprehensive Program Review Report 2011-2015, pp.6-9])

[Program Review Report 2013-2014]

2011-2015

1. Review the outcomes approved for the Freshman Experience Program (Ongoing due to faculty turnover [Comprehensive Program Review Follow-Up Report 2015-2016, p.4])
2. Revise the Program Learning Outcome sub-categories and definitions (Ongoing due to faculty turnover [Comprehensive Program Review Follow-Up Report 2015-2016, p.4])
3. Create a generic assessment rubric for the paper in IS200 to increase consistency (Ongoing due to faculty turnover [Comprehensive Program Review Follow-Up Report 2015-2016, p.4])
4. Establish program-set standards to be assessed during the Program Review process (Completed [Comprehensive Program Review Follow-Up Report 2015-2016, p.5])

[Comprehensive Program Review Report 2011-2015]

2015-2016

1. Continue with 1 - 3 from the Comprehensive Program Review
2. Review and revise the PLO rubrics
3. Assess the program-set standards

[Comprehensive Program Review Follow-Up Report 2015-2016]

College Preparatory Program

2012-2013

1. Discuss how to bring more focus to extensive reading and vocabulary (Completed [Program Review Report 2013-2014, p.16])
2. Compare students' performance in Level 1-2 and Level 3-5 (Completed [Program Review Report 2013-2014, p.17])
3. Reasses the effectiveness of CP's speaking evaluations (Completed [Program Review Report 2013-2014, p.17])

[Program Review Report 2012-2013]

2013-2014

1. Complete the benchmarking project on listening and speaking courses (Ongoing waiting for fund approval for two years [Comprehensive Program Review Report 2011-2015, p.20])
2. Discuss how to improve the student retention rate (Completed [Comprehensive Program Review Report 2011-2015, pp.19-20])
3. Review the CP survey (Completed [Comprehensive Program Review Report 2011-2015, p.19])

[Program Review Report 2013-2014]

2011-2015

1. Continue the discussion on regulations and standards on skipping levels (Completed [Comprehensive Program Review Follow-Up Report 2015-2016, p.14])
2. Continue the benchmarking project with a revised 2016-2020 plan (Ongoing [Comprehensive Program Review Follow-Up Report 2015-2016, p.14])

[Comprehensive Program Review Report 2011-2015]

2015-2016

1. Assess TOEFL textbooks
2. Continue the benchmarking project
3. Encourage students to use the tutors
4. Discuss the possibility of allotting Wednesday afternoons for a projects

[Comprehensive Program Review Follow-Up Report 2015-2016]

All full-time faculty must serve on two or more committees and/or task forces. The committees are chaired only by faculty members. As ex-officio, the Dean of Instruction serves on the

Curriculum Committee and is responsible to "review and approve course syllabi in conjunction with the committee" [Job Description (Dean of Instruction)]. In addition to reviewing and approving syllabi, the Curriculum Committee discusses and votes on curricular matters concerning both the CP and LA programs.

For example, the Curriculum Committee meetings highlighted the following need assessment:

2012-2013

1. Approve LA's CLOs which are revised based on recommendations made by the Curriculum Committee (3 meetings)

2013-2014

1. Discuss transfer of credits between HTIC and Tokai University under the Discover East Asia Program
2. Discuss a possible change in the content of ICS 100
3. Add a few changes to LA Curriculum Map
4. Approve a new course
5. Approve the theme of HUM 100
6. Discuss ICS 100 and new ICS 101

2014-2015

1. Discuss a student proposal to offer a French language course
2. Discuss the possibility of changing the current quarter system toa term system

2015-2016

1. Discuss an instructor's proposal on MATH 241
2. Discuss a proposal on a continuing education opportunity offered to the community

2016-2017

1. Discuss a course syllabus that does not fit the actual course description (2 meetings)

[CC Minutes Evidence]

Each committee and task force discusses its performance and fills out a self-evaluation form each year to evaluate the effectiveness of their committee in the College's shared governance. Curriculum Committee members also annually evaluate their contributions to the improvement of the College CC Self-Evaluation 2014] [CC Self-Evaluation 2015] [CC Self-Evaluation 2016] [CC Self-Evaluation 2017].

Analysis and Evaluation

The College meets Standard IV.A.4

The job descriptions of faculty and academic administrators detail their responsibility for

curriculum and student learning programs and services. Faculty and administrators are responsible for sound decision-making in regards to curriculum and student learning outcomes through participation in the Program Review, which highlights areas in need of improvement, such as the alignment of Student Learning Outcomes (SLOs) with Program Learning Outcomes (PLOs).

Many areas have already been improved from the last Program Review. These areas include a revision of the Writing Intensive (WI) and Oral Intensive (OI) course definitions for the LA program and a revision of syllabi to assess the effectiveness of learning practices. The institution continues on this path of improvement involving all the constituencies in the decision-making process.

List of Evidence

CC Minutes Evidence
CC Self-Evaluation 2014
CC Self-Evaluation 2015
CC Self-Evaluation 2016
CC Self-Evaluation 2017
Comprehensive Program Review Follow-Up Report 2015-2016
Comprehensive Program Review Report 2011-2015
Dean of Instruction Job Description
Full-Time Faculty Job Description (Communication)
HTIC Governance Chart
Program Review Report 2012-2013
Program Review Report 2013-2014

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

In the previous Program Review Report, each academic department and support unit analyzed data and discussed whether or not they have met the goals set in the Five-Year Educational Development Plan 2012 -2016. After this review, the entire institution participated in the process of outlining the Six-Year EDP 2017-2022 to meet the next accreditation cycle [Six-Year EDP 2017-2022]. This document sets specific goals aimed at increasing student enrollment, retention, learning achievement, and raising awareness on the College's mission throughout yearly workshops and surveys. The HTIC Governance Chart delineates how different constituencies can contribute through the Program Review process and throughout the year [HTIC Governance

Chart]. The chart specifies that all three academic departments are responsible for assessing their educational programs.

To include diverse perspectives in the governance process, all full-time faculty and staff serve on standing committees and task forces, most of which have one to two student representatives. The newly established Governance Committee has a board member and two student representatives since its inception in fall 2016 [Standing Committee/Task Force Membership 2016-2017] [Standing Committees/Task Force Membership 2017-2018]. Results of the Institutional Survey completed by students, faculty and staff were reviewed by the Planning Committee until 2012, the Evaluation and Assessment Committee in 2013-2015, and the Governance Committee since 2015 for recommendations. The results were also analyzed by Administrative Departments and the Library and Learning Center in Program Review Reports to assess their performance for improvement. The latest Institutional Survey was conducted in fall 2017; the overall results were much more positive than the previous 2016 surveys [2016 Institutional Survey_Faculty] [2016 Institutional Survey_Staff] [2016 Institutional Survey_Students] [2017 Institutional Survey_Faculty] [2017 Institutional Survey_Staff] [2017 Institutional Survey_Students].

The results of the Governance Survey in 2017 show that the change in administration is one of the major reasons for an increased sense of collegiality and employee morale [Governance Survey 2016] [Governance Survey April 2017] [Executive Survey Chancellor Fall 2017] [Executive Survey Vice Chancellor Fall 2017]. A comparison between the 2016 surveys and the 2017 survey reveals a higher level of employee satisfaction in terms of transparency and willingness from the new administration to accept proposals for institutional improvement.

Faculty, staff and students review and discuss the College's governance structure at the annual Governance Workshop. The workshop is held to remind them of their roles in governance and to help them effectively assess HTIC governance structures and processes. To conduct a more efficient Governance Survey with useful data, a sub-committee of the Evaluation and Assessment Committee volunteered to refine the questions in the existing survey in November and December 2015 [Evaluation and Assessment Committee Minutes 2015-11-04] [Evaluation and Assessment Committee Minutes 2015-12-02].

During the March, 2017 Governance Workshop, a revision of the College's Mission Statement was discussed and voted on by 37 participants, including one board member and five student representatives [Governance Workshop Minutes 2017-03-15].

The revision of the Employee Handbook (Faculty) is currently under way. Feedback from the LA faculty was sought in the Faculty Forum in February, 2017 and in the LA faculty meeting to incorporate faculty's voices [Faculty Forum#3] [LA Faculty Meeting Minutes 2017-06-13].

Work on the new Six-Year Educational Development Plan 2017-2022 was initiated in August 2016 by the Planning Committee. Directors from each academic department and support unit were asked for input based on the results of their Comprehensive Program Review [Email from ALO]. After the final draft was compiled by the Planning Committee, it was disseminated to all staff and faculty members for more input and comments on August 29, 2017 [Email from Chancellor on the Final Draft]. The Six-Year EDP was approved by the Board of Trustees and emailed to the staff and faculty on October 5, 2017 [Email from Chancellor on the Approved Six Year Educational Development Plan].

The Board of Trustees and institutional governance enable the College to act on major operational changes. For example:

- The Board of Trustees acted swiftly to appoint an Interim Chancellor in January 2015, when the Chancellor at that time was transferred back to Tokai University Japan in spring 2015. Another Interim Chancellor was appointed in February 2017 immediately after the then-Chancellor submitted his letter of resignation.

- In the summer of 2017, the Executive Committee approved the hiring of new full-time faculty members for the Liberal Arts Program per request of the Dean of Instruction.

Analysis and Evaluation

The College meets Standard IV.A.5
The Governance Chart provides students, staff and faculty with information on the roles each constituency has. The annual Governance Workshop, which started in 2012, serves as an opportunity to inform all groups of their roles in the governance of the College. The College has a system of shared governance seeking student, faculty, and staff perspectives on institutional matters. Feedback is gathered through institutional surveys, which currently reflect an overall satisfaction and a sense of inclusion in the decision-making process. The most recent Governance Survey also highlighted a perception of inclusiveness and positive change within the administration.

List of Evidence

2016 Institutional Survey_Faculty
2016 Institutional Survey_Staff
2016 Institutional Survey_Students
2017 Institutional Survey_Faculty
2017 Institutional Survey_Staff
2017 Institutional Survey_Students
Email from ALO
Email from Chancellor on the Approved Six-Year Educational Development Plan

Email from Chancellor on the Final Draft
Evaluation and Assessment Committee Minutes 2015-11-04
Evaluation and Assessment Committee Minutes 2015-12-02
Executive Survey Chancellor Fall 2017
Executive Survey Vice Chancellor Fall 2017
Faculty Forum 2-22-17
Faculty Forum 2-17-17
Governance Survey 2016
Governance Survey April 2017
Governance Workshop Minutes 2017-03-15
HTIC Governance Chart
LA Faculty Meeting Minutes 2017-06-13
Six-Year EDP 2017-2022
Standing Committee/Task Force Membership 2016-2017
Standing Committees/Task Force Membership 2017-2018

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The process for decision-making is explained in the Governance Workshop, which staff, faculty and student representatives have attended every year since 2012 [Governance Workshop 2013] [Governance Workshop 2015] [Governance Workshop 2016] [Governance Workshop 2017]. Decisions and recommendations that are made in each department and committee are reported at the monthly Faculty Staff Meeting and decisions related to students are announced in class, by email or in Town Hall Meetings, which are held once a term. In addition, discussions held and decisions reached in department and standing committee meetings are documented in meeting minutes, which are uploaded to the HTIC Google Drive and shared among faculty and staff. Since April 2017, meeting minutes from the Executive Committee have also been shared with staff and faculty [EC Minutes 2017-05-01] [EC Minutes 2017-07-03] [EC Minutes 2017-08-28] [EC Minutes 2017-10-16].

Analysis and Evaluation

The College meets Standard IV.A.6
The College reminds all constituents of its decision-making process at the annual Governance Workshop and has an established system for documenting and sharing discussions and decisions from committee meetings.

Actionable Improvement Plan

The institution recognizes that under the former administrative team there was a lack of transparency in the decision-making process and planning procedures. The College is currently working on improving transparency through the publication of the Executive Committee minutes and active institutional involvement at monthly Faculty Staff Meetings, where the EC requests feedback for academic and non-academic endeavors.

List of Evidence

EC Minutes 2017-05-01
EC Minutes 2017-07-03
EC Minutes 2017-08-28
EC Minutes 2017-10-16
Governance Workshop 2013
Governance Workshop 2015
Governance Workshop 2016
Governance Workshop 2017

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Effectiveness of the College's governance structure and procedures is evaluated with the Governance Survey, which is filled out by staff and faculty every year [Governance Survey April 2017]. Analysis and recommendations from the Governance Survey have been compiled by the Planning Committee, the Evaluation and Assessment Committee and Governance Committee and are shared during Faculty Staff Meetings [Faculty Staff Meeting Minutes 2017-05-17]. Recommendations that have emerged from the Governance Survey results include an increased involvement from the Board of Trustees, more clarity and transparency of information and decision-making from the Executive Committee, and open communication between the Planning Committee and faculty and staff members. The Standing Committees and Task Forces also complete the Self-Evaluation Form to assess if the committee/task force was able to satisfy its roles in the College's governance [Self-Evaluation Form] [LLC Self-Evaluation 2017] [IT-Self-Evaluation 2017] [SA Self-Evaluation 2017] [CC Self-Evaluation 2017] [EAC Self-Evaluation 2017] [GC Self-Evaluation 2017] [RTF Self-Evaluation 2017].

The Executive Survey is conducted annually to evaluate the effectiveness of the leadership [Executive Survey Chancellor Fall 2017] [Executive Survey Vice Chancellor Fall 2017]. These surveys were not conducted by the Executive Committee in 2015 and 2016 but resumed in fall 2017.

Analysis and Evaluation

The College meets Standard IV.A.7
HTIC regularly evaluates its governance structures through the annual Governance Survey and the results are shared with staff and faculty. A committee is assigned to discuss the results of the survey and make recommendations so that necessary improvements can be made.

At HTIC, the role of leadership and the institution's governance as well as decision-making structures and processes are evaluated through the governance survey. In addition, concerns regarding governance and the decision-making structures are discussed at departmental and standing committee meetings, in Faculty Staff Meetings, and directly with the Chancellor, Vice Chancellor, or Executive Director. Using these various sources of information to fuel the dialogue with the goal of institutional improvement, the faculty and staff evaluate HTIC's leadership, governance, and decision-making structures on a yearly basis.

Actionable Improvement Plan

As the effectiveness of assessment is reliant upon the mechanisms and methodology used, the College will continue to assess its evaluation surveys and tools on a regular basis. The Evaluation and Assessment Committee (EAC), founded to determine the integrity and accuracy of institutional surveys, will play a fundamental role in these efforts. This will ensure that HTIC's evaluation of its leadership, governance, decision-making structures and processes are effective and robust.

List of Evidence

CC Self-Evaluation 2017
EAC Self-Evaluation 2017
Executive Survey Chancellor Fall 2017
Executive Survey Vice Chancellor Fall 2017
Faculty Staff Meeting Minutes 2017-05-17
Governance Survey April 2017
GC Self-Evaluation 2017
IT-Self-Evaluation 2017
LLC Self-Evaluation 2017
RTF Self-Evaluation 2017

SA Self-Evaluation 2017
Self-Evaluation Form

B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

As Chief Executive Officer (CEO), the Chancellor of Hawai'i Tokai International College (HTIC), communicates institutional values and goals at monthly Faculty Staff Meetings, and with in his Opening Remarks at Convocation, which is mandatory for students, full-time faculty, and staff. The Chancellor also communicates with the Board of Trustees at the semi-annual Board of Trustees Meeting, which is held in spring and fall [BOT Meeting Minutes 2016-10-11] [BOT Meeting Minutes 2017-04-21]. The Chancellor also emphasizes the importance of student learning achievements through the above-mentioned meetings.

The annual Program Review process is the most evident example of the Chancellor's mechanism to link institutional research with student learning, institutional planning and resource allocation processes. The College employed a combination of the Focused Program Reviews in 2011-2012, 2012-2013 and 2013-2014 and the Comprehensive Program Review for 2011-2015, which was followed by the Follow-Up Report in 2015-2016 [Program Review 2011-2012] [Program Review 2012-2013] [Program Review 2013-2014] [Comprehensive Program Review 2011-2015] [Comprehensive Program Review Follow-Up Report 2015-2016]. The Focused Program Reviews allowed staff and faculty to closely analyze student learning and institutional performance, while the Comprehensive Program Review enabled all departments to evaluate the institution over a longer span of time. The findings from the Comprehensive Program Review became the foundation of the Six-Year Educational Development Plan 2017-2022. With the Follow-Up Report, the College assured that the recommendations made in reports since 2011 were completed. With the Follow-Up Report completed in October 2016, each department was able to submit their departmental budget request for the next fiscal year based on the items discussed in the report. The CEO also took the responsibility of compiling the Six-Year Educational Development Plan, seeking active involvement from faculty and staff, and input from the Planning Committee. The results of this plan refocused the College's mission and its overall purpose, along with long-term planning for increased enrollment [Six-Year EDP 2017-2022].

The Chancellor annually attends meetings for the principals and chancellors of the Tokai Educational System in Japan. These meetings focus on information sharing in July and January and on budget planning in December. Information shared and discussed in these meetings is reported to each department head in a bi-weekly Planning Committee Meeting, and then to staff and faculty in the monthly Faculty Staff Meeting [Faculty Staff Meeting Minutes 2017-05-02]. At every fall Board of Trustees meeting, the Chancellor presents the audit report for discussion [BOT Meeting Minutes 2012-09-13] [BOT Meeting Minutes 2013-10-03] [BOT Meeting Minutes 2014-10-11] [BOT Meeting Minutes 2015-10-09] [BOT Meeting Minutes 2016-10-11]. The CEO is also involved in the Convocation program, which is held at the beginning of each term. There, the Chancellor participates as a motivating keynote speaker [Convocation Program Winter 2017].

Analysis and Evaluation

The College meets Standard IV.B.1
With the Chancellor's delegation and supervision, HTIC uses assessment data in the Program Review process to ensure that institutional goals and standards are met. The Chancellor leads the college in assuring the quality of educational enterprises and non-academic tasks in several ways: he frequently communicates plans for changes and improvements to faculty and staff during monthly Faculty Staff Meetings; these plans are previously discussed in the Planning Committee, which may approve the changes or suggest a different alternative. In addition, the CEO provides leadership in outlining the Educational Development Plan and through assistance with program review reports. Additionally, the Chancellor participates in Convocation events and other student-led activities to offer encouragement, support, and reiterate the values embedded in the College's mission.

List of Evidence

BOT Meeting Minutes 2012-09-03
BOT Meeting Minutes 2013-10-03
BOT Meeting Minutes 2014-10-11
BOT Meeting Minutes 2015-10-09
BOT Meeting Minutes 2016-10-11
BOT Meeting Minutes 2017-04-21
Comprehensive Program Review Follow-Up Report 2015-2016
Comprehensive Program Review 2011-2015
Convocation Program Winter 2017
Faculty Staff Meeting Minutes 2017-05-02
Program Review 2011-2012
Program Review 2012-2013
Program Review 2013-2014

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Hawai'i Tokai International College's Chancellor is its Chief Executive Officer (CEO) [Chancellor Job Description]. He has primary responsibility for and provides effective leadership with regard to planning, budgeting, personnel selection and development, and assessment of institutional effectiveness. The administrative structure of the College is of adequate size to support the College in meeting its mission and effectively supports student learning. Authority for daily operations of the College is delegated to the Chancellor by the Board of Trustees. He, in turn, delegates oversight of the academic programs to the Vice Chancellor. Human, physical, technological, and financial resources are delegated to the Executive Director. While governance is shared throughout the College and decision-making is collaborative, the final authority rests with the Chancellor [HTIC Organizational Chart Fall 2017].

The Chancellor chairs the Executive Committee (EC), which is composed of the three top administrators of the College, the Chancellor, Vice Chancellor, and Executive Director. The EC is the final decision-making body for HTIC, and as the CEO, the Chancellor bears ultimate responsibility. The Chancellor also chairs the Planning Committee, the body that has policy and decision-making oversight and is responsible for leading institutional planning, evaluation and assessment processes, and budgetary allocations to ensure HTIC's organizational, programmatic, and financial integrity. The Planning Committee is composed of the Chancellor, Vice Chancellor, Executive Director, Dean of Instruction, Assistant Dean for CP, Assistant Dean for LA, Head Librarian, Dean of Student Services, Director of International Programs, and Director of Admissions.

To help ensure that the College's administrative structure reflects the mission, size and complexity of the institution, the Chancellor receives hiring proposals from department/unit heads. The most recent examples of this include hiring a part-time HR Assistant and an Office of Student Services (OSS) Assistant in spring 2015 and changing the full-time IT Specialist position to part-time in winter 2016. The latter position was shifted back to full-time in September 2017 due to an increase in IT issues and tasks. In October 2017, the new position of Dorm Manager was added to ensure the safety of dormitory life.

The bylaws of Hawai'i Tokai International College state that, "when expressly authorized by the Board of Trustees to do so, the President of the Corporation may delegate to one of the Vice Presidents the whole or any part of the general management and care of the business and property of the Corporation, including the employment and discharge of the Corporation's agents and employees" [Bylaws of Hawai'i Tokai International College, p.9]. As permitted by these bylaws,

coordination of the Program Review process and accreditation related matters are delegated to the Vice Chancellor and Accreditation Liaison Officer (ALO). Supervision of the Administrative Division is delegated to the Executive Director. Since April 2017, the position of Executive Director has been vacant while the Chancellor serves as interim. Since June 2017, the position of Director of Student Services has been vacant while the Vice Chancellor serves in the interim. The Personnel Development Committee and Human Resources are tasked to oversee professional development opportunities, with funding requests submitted to the Executive Committee for final approval.

The Executive Committee has been revising HTIC's organizational chart to improve the effectiveness of the institution, and created a new position, Dean of Student Services. This was approved by the Board of Trustees in the semi-annual meeting in November 2017 [HTIC Organizational Chart Fall 2017]. Positions vacancies, such as those of the Executive Director and Dean of Student Services, are major human resources issues that HTIC is currently confronting. In response, the Executive Committee has been diligently looking for qualified candidates while making internal changes to accommodate the temporary lack of personnel.

Analysis and Evaluation

The College meets Standard IV.B.2
The Chancellor plans the staffing of the administrative structure based on the needs of the divisions. Some of the Chancellor's authority is delegated to administrators and committees in accordance with the Bylaws of Hawai'i Tokai International College. The Executive Committee has revised the organizational chart to better outline roles and responsibilities of faculty and staff members. The Executive Committee is currently screening potential candidates for two vacant positions, the Executive Director and the Dean of Student Services.

List of Evidence

Bylaws of Hawai'i Tokai International College
Chancellor Job Description
HTIC Organizational Chart Fall 2017

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the College sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**

- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The Chancellor guides the institutional improvement of the teaching and learning environment at HTIC. He supports the mission statement, which details the values and goals that are foundational to HTIC. He provides vision and leadership for the strategic planning process that results in the College's mission-based Six-Year Educational Development Plan and sets a pathway and goals for accomplishing the mission. Based upon the Program Review Reports done by the College over the past four years, the College has been successful in sustaining and improving its programs by meeting the goals of the EDP 2012-2016.

Values, goals, and priorities are delineated in the Five-Year Educational Development Plan 2012-2016 and in the newly compiled Six-Year Educational Development Plan 2017-2022 [Five-Year EDP 2012-2016] [Six-Year EDP 2017-2022]. The Educational Development Plan was established with input from all academic programs and support units and with guidance from the Chancellor and the Planning Committee [Email from Chancellor on the Final Draft] [Email from Chancellor on the Approved Six-Year Educational Development Plan].

Program Review ensures the improvement of the teaching and learning environment through analysis and discussion of institutional data. This data is compiled by the Institutional Researcher and includes information on ILO rubrics and survey results. The three academic departments (LA, CP and IP), Office of Student Services, Library and Learning Center, and Administrative Division reviewed their programs or departments in three Focused Reviews in AY 2011 - 2014 and one Comprehensive Review in AY 2011 - 2015. The report was shared by the Chancellor or Vice Chancellor in the Board of Trustees meeting for discussion. Each department/unit's narrative concludes with plans, recommendations, and budget requests.

HTIC's three Institutional Learning Outcomes (Effective Communication Skills, Global Citizenship, and Intellectual and Practical Skills) are aligned with the College's mission. Measuring students' success by analyzing their achievement of the ILOs is an important part of Program Review. The Program Review Report discusses whether or not programs are meeting goals and standards set in the Educational Development Plan.

The Chancellor also ensures the appropriate delivery of educational planning through a fair allocation of resources that support student achievement. In order to achieve this objective, each academic department and support unit submits a departmental budget request form in the fall,

which is later evaluated by the Executive Committee for approval [Divisional Budget Worksheet] [Budget Department Cycle].

Analysis and Evaluation

The College meets Standard IV.B.3
The Chancellor guides institutional improvement by overseeing the creation and implementation of the Educational Development Plan. The Program Review process enables the community to review their programs by analyzing institutional data. The allocation of resources is based on recommendations proposed by each academic program and support unit, with the Chancellor, upon consultation with the Executive Committee, being responsible for final decisions regarding funds and resources. The educational planning, inclusive of a clear set of values, goals, and collegiality, are outlined in the Educational Development Plan, in which the Chancellor upholds the College's mission.

Actionable Improvement Plan

The institution will proceed with the hiring process of a new Chancellor, starting March 2018. Currently, HTIC has received the support of an Interim Chancellor from Japan, who oversees the operational activities of the College, while travelling back to Japan where he is responsible, as Vice Chancellor, for Global Initiatives and Consistent Education Program at Tokai University, Japan.

List of Evidence

Budget Department Cycle
Divisional Budget Worksheet
Email from Chancellor on the Final Draft
Email from Chancellor on the Approved Six-Year Educational Development Plan
Five-Year EDP 2012-2016
Six-Year EDP 2017-2022

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Board of Trustees gives the Chancellor the responsibility to implement all statutes, regulations and board policies. He is responsible for ensuring that institutional practices are

consistent with the institution's mission and policies. To ensure that this is successfully done, the Chancellor regularly meets with the Vice Chancellor and Executive Director, as the Executive Committee. In addition, he meets with the Planning Committee to discuss matters of concern regarding the institutional mission, policies, and accreditation.

In order to be up-to-date on accreditation matters, the Chancellor attended following conferences, workshops and meetings, in 2013-2017:

- HTIC Board Development Workshop: Accreditation and Trustee Roles and Responsibilities by Vice President for Community Colleges, University of Hawai'i on January 10, 2013
- ACCJC workshop on the Role of Trustees and CEOs on the Goal of Student Success in California on April 12-13, 2013
- Accreditation Standards Conference in San Diego on April 23-24, 2015 (Chancellor and ALO)
- ACCJC conference on Student Learning Outcomes at Kapiolani Community College on July 14, 2015 (Chancellor, ALO, Vice Chancellor and CP Coordinator)
- Meeting with President and Vice-President of ACCJC in July 2017 (Chancellor, Vice Chancellor)
- Meeting with two Vice-Presidents of ACCJC at the HTIC campus in November 2017
- Meeting with ACCJC Commissioner at the HTIC campus in December 2017

Since accreditation-related matters are delegated to the ALO and Vice Chancellor, they were assigned to participate in an Accreditation Team Visit in 2016 and 2017, respectively so that they could learn the process first-hand. The Vice Chancellor and ALO also presented at the ACCJC conference in Irvine, in April 2017, sharing their work on aligning Student Learning Outcomes to the College's mission of World Peace. Their paper was on launching a multi-disciplinary project to commemorate the 75th Pearl Harbor Anniversary [Pathways to Sustainable Peace] [ACCJC Conference Program 2017, p.19]. The Vice Chancellor participated in an ACCJC Evaluation Team and went on a site visit to a college in California in October 2017.

The Chancellor's Accreditation Survey was conducted in October 2016 to gauge staff and faculty understanding of the accreditation process and the effectiveness of the accreditation process at HTIC. The Survey had 20 respondents and the results were shared with the ALO [Chancellor's Accreditation Survey Results]. After the ALO's contract ended in December 2016, the Chancellor served as Interim ALO until a new ALO was appointed in February 2017. Furthermore, by participating in training workshops, the Chancellor keeps himself updated on eligibility requirements, changes in policy manuals, and other accreditation updates. For instance, the Chancellor, Vice Chancellor, and ALO attended the ACCJC workshop on ISER

training held at Kapiolani Community College on November 15, 2017. In addition, the Vice Chancellor held a workshop on her experience serving as Team Evaluator at Columbia College and shared tips for success with the institution [Accreditation Team Visit, October 2017]. Faculty and staff members were also encouraged to sign up as Team Evaluators to increase a sense of collegiality.

At the Board of Trustees meeting in November 2017, the Chancellor and Vice Chancellor presented a report on accreditation practices and shared HTIC's strengths and weaknesses, along with displaying current academic and nonacademic practices in line with the College's mission [Workshop for the BOT in Japan].

Analysis and Evaluation

The College meets Standard IV.B.4
As the primary leader in the accreditation process, the Chancellor stays current with the accreditation standards and eligibility requirements. The Vice Chancellor and ALO are required to be trained for the accreditation process as they are delegated to serve in leadership roles. In addition, the Chancellor ensures that staff and faculty understand the process and its importance.

The Chancellor actively led projects aimed at reinforcing collaborative teamwork for accreditation, through the participation in seminars and workshops led by ACCJC, while the Vice Chancellor ensured that the institution was aligned with the eligibility requirements and commission policies. The Vice Chancellor and ALO held workshops for faculty and staff to increase collaboration and inform them about the need of compliance with the eligibility requirements. Preparation for these workshops included numerous visits to California to discuss institutional requirements with ACCJC Commissioners. [Faculty Forum #2]

List of Evidence

ACCJC Conference Program 2017, p.19
Accreditation Team Visit, October 2017
Chancellor's Accreditation Survey Results
Faculty Forum #2
Pathways to Sustainable Peace
Workshop for the BOT in Japan

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Chancellor is delegated by the Board of Trustees to ensure that "all academic programs are consistent with the stated mission and goals of the institution; that said programs meet the necessary intellectual standards; that the institution complies with all federal and state laws; and that sound administrative practices and procedures are established and followed, including those relevant to fiduciary matters" [Board of Trustees Policy Manual, p.3].

Since April 1, 2014, HTIC has been authorized by the Hawai'i State Department of Commerce and Consumer Affairs to operate in the State of Hawai'i under the Hawai'i Post-Secondary Education Authorization Program (HPEAP). HPEAP was created in 2013 by Act 150, which later was coded as Hawai'i Revised Statutes Chapter 305, to ensure the quality of post-secondary institutions located in the State of Hawai'i in terms of accreditation, financial integrity, and student success. To demonstrate financial integrity, approved institutions are required to "maintain a composite score of at least 1.5 on your equity, primary reserve, and net income ratios" [Hawai'i Post-Secondary Education Authorization Program Website]. HTIC has been maintaining the approved status since 2014 [HPEAP Authorization Letter in 2014] [HPEAP Reauthorization Letter 2016] [HTIC Composite Score 2015] [HTIC Composite Score Projection 2017].

Since 2013, department and support unit heads have been requested to explain how their budget request is aligned with the College's mission and assists student learning [Divisional Budget Request Worksheet]. Based on these explanations and considering the College's financial situation and priorities, the Executive Committee discusses whether or not to approve these requests The Executive Committee and the Board of Trustees discusses the possibility of raising tuition every two years. Raises in tuition are made to ensure the quality of instruction and to cope with the rising operational costs in Hawai'i [Letter on Tuition Revision 2014] [Revised Chart of Tuition and Fees 2016].

As for the Human Resources related regulations, the Employee Handbook for staff was revised in 2015 and 2017 to comply with updated state and federal labor laws [Staff Handbook 2017]. The revision of the Employee Handbook for faculty is currently underway.

Working with the ALO and Vice Chancellor, the Chancellor makes sure that the College satisfies the Accreditation Standards and follows the procedures outlined by the ACCJC. To prepare for the College's move to the new location in the spring of 2015, a Substantive Change Proposal was submitted to ACCJC in October 2014 [Substantive Change Proposal].

The Chancellor's actions above were communicated and discussed in the semi-annual BOT meetings and the bi-weekly Planning Committee Meetings.

Analysis and Evaluation

The College meets Standard IV.B.5
The Chancellor ensures that the College's financial situation meets the requirements of the HPEAP and is responsible for its budget and expenditures while making sure they are consistent with the institutional mission and policies. The Chancellor monitors the revision and implementation of statutes and governing policies by supervising finances and resources allocated for educational and non academic programs. HTIC is authorized to function as a degree-granting institution by the State of Hawai'i. The Chancellor assigns the management of departmental budgeting to the Fiscal Office, and assigns compliance with labor regulations to Human Resources and works collaboratively with both departments. Ultimately, the Chancellor and the Board of Trustees discuss ongoing strategies to increase enrollment and, in turn, tuition revenues for the College.

List of Evidence

Board of Trustees Policy Manual
Divisional Budget Request Worksheet
Hawai'i Post-Secondary Education Authorization Program Website
HPEAP Authorization Letter in 2014
HPEAP Reauthorization Letter 2016
HTIC Composite Score 2015
HTIC Composite Score Projection 2017
Letter on Tuition Revision 2014
Revised Chart of Tuition and Fees 2016
Staff Handbook 2017
Substantive Change Proposal

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Chancellor works and communicates on behalf of HTIC with the Tokai University Educational System and the Tokai University affiliated high schools from which the majority of HTIC's students are recruited. He has established and maintains relationships with many of his peers it the University of Hawai'i System. In addition, he is the primary conduit of communication with the College's Board of Trustees. Since the College moved to its new location in April 2015, it has been crucial that HTIC make itself known to this new community in West O'ahu. Developing a partnership with the University of Hawai'i West O'ahu, which is adjacent to the HTIC campus, has been the top priority in terms of community outreach. Since May 2015, a general partnership and cross-registration between HTIC and UHWO have been

discussed in seven meetings with representatives from both institutions present [HTIC UHWO Meeting August 2015] [HTIC UHWO Meeting September 2015] [HTIC UHWO Meeting November 2015] [HTIC UHWO Meeting July 2016] [HTIC UHWO Meeting December 2016] [HTIC UHWO Meeting June 2017] [HTIC UHWO Meeting July 2017]. Developing collaborative programs and cross-registration programs is part of the new Six-Year Educational Development Plan 2017-2022, which was approved by the Board of Trustees in October 2017 [Six-Year EDP 2017-2022, pp.5-7].

In order to enhance ties with communities that are served by the institution, the Chancellor is also a member of the Kapolei Chamber of Commerce, the Nippon Club, and the Japan-America Society of Hawai'i (JASH). In 2015, the Chancellor also attended neighborhood board meetings in Nanakuli, Waianae and Waipahu to introduce the College to the community [Faculty Staff Meeting Minutes 2015-09-16]. The Chancellor communicates with students at the Convocation on the first Monday of each term and with staff and faculty at monthly Faculty Staff Meetings and bi-weekly Planning Committee Meetings.

Analysis and Evaluation

The College meets Standard IV.B.6
The Chancellor has established regular channels of communication with the HTIC community including students, faculty and staff. The Chancellor also reaches out to the greater O'ahu community, especially West O'ahu and communities in Hawai'i with ties to Japan. The Chancellor actively engages with the Chamber of Commerce and other local groups which value the role of HTIC in Kapolei. The Board of Trustees was involved in the approval and revision of the Six-Year EDP, reflective of collaboration with the University of Hawai'i West O'ahu and neighboring communities.

List of Evidence

Faculty Staff Meeting Minutes 2015-09-16
HTIC UHWO Meeting August 2015
HTIC UHWO Meeting September 2015
HTIC UHWO Meeting November 2015
HTIC UHWO Meeting July 2016
HTIC UHWO Meeting December 2016
HTIC UHWO Meeting June 2017
HTIC UHWO Meeting July 2017
Six-Year EDP 2017-2022

C. Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

ER. 7 Governing Board The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

Evidence of Meeting the Standard

The Board of Trustees (BOT) of Hawai'i Tokai International College (HTIC) reflects the unique nature of the College. Three trustees are from HTIC's parent institution, Tokai University Educational System (TES), and four trustees are from Hawai'i [BOT Biographies]. Currently, the Board is in the process of filling two vacancies.

The Board of Trustees is responsible for hiring the Chancellor of Hawai'i Tokai International College and delegates to that person full responsibility and authority to administer Board policies without interference. The Board holds the Chancellor responsible for governance as outlined in his contract, in the Bylaws of the College, and in the Board policy manual, which also details the basic policies and procedures that guide the College in its daily operations and the Board in carrying out its responsibilities [Board of Trustees Policy Manual]. Also included in the manual is the job description and process followed for hiring and evaluating the performance of the Chancellor.

In section II.B. of the Board of Trustees Policy Manual, it is stated that "the Board of Trustees for Hawai'i Tokai International College is responsible for ensuring the institutional, academic and financial integrity of the College so that the students' intellectual development and success

are nurtured" [Board of Trustees Policy Manual, p.4]. Also, in II.C. it states that the Board is "responsible for overseeing all the policies of the College and serves as the final authority over the College's Policies" [Board of Trustees Policy Manual, pp.4-5]. Board oversight ensures that the College focuses on the goals of its mission. It also ensures the quality, integrity, and effectiveness of the academic programs, and the financial stability of HTIC. For this reason, the College's Six-Year EDP was reviewed and approved by the Board of Trustees [BOT Meeting Minutes 2017-04-21, Section G.].

The College's annual Program Review, which assesses HTIC's progress in meeting the goals of the EDP and evaluates the effectiveness with which the College supports student learning, is also submitted to the Board for approval. The Program Review Report enables the Board to verify that the programs of the College are appropriately and effectively supporting student learning and the mission, and that budgetary allocations support the needs made evident in the Program Review cycle. The Board is provided with additional information on the status of the College through the College's Annual Report, which summarizes student and program information for the past year, and the annual budget, which is submitted by the Chancellor at the Board meeting in January.

The entire membership of the HTIC Board of Trustees meets twice a year to discuss the College's academic quality, integrity, effectiveness of the learning programs and services, and financial stability [Bylaws of Hawai'i Tokai International College]. The Chancellor meets more regularly with different members of the Board of Trustees. The Annual Report from each department is discussed in the spring board meeting and the Program Review Report is discussed in the fall board meeting. Below are the main topics discussed in the Board of Trustees Meetings from 2012 to 2016.

2012

January

Membership Meeting

a) Formation of Corporate Governance Task Force to Review the Bylaws and Corporate Governance

Trustees' Meeting

a) 2011 Annual Reports (Academic/Administrative)
b) 2011 - 2012 Fiscal Year Budget
c) Relocation Project to the new Kapolei Campus
d) 2012 Annual Plan
e) Closed Executive Session: Discussion of 2011 Board of Trustees Self-Evaluation

[BOT Meeting Minutes 2012-01-10]

May (Hawai'i Board Only)

a) Procedures of CEO's Executive Survey

[BOT Meeting Minutes 2012-05-11]

September (Hawai'i Board Only)

a) Financial Report/2011 Audit Report
b) Relocation Project to the new Kapolei Campus

[BOT Meeting Minutes 2012-09-13]

September

Members' Meeting

a) Confirmation of Members

Board of Trustees' Meeting

a) Legal Issues in Previous Practice of Taking Minutes
b) ACCJC Evaluation Report
c) 2011 Program Review
d) 2011 Audit Report
e) Five-Year Educational Development Plan
f) Relocation Project to the new Kapolei Campus
g) Closed Executive Session: CEO's Evaluation

[BOT Meeting Minutes 2012-09-26]

November (Hawai'i Board Only)

a) Relocation Project to the new Kapolei Campus
b) Five-Year Educational Development Plan

[BOT_Meeting Minutes_2012-11-02]

2013

January

a) Report of Membership Meeting in December 2012
b) Approval of the Five-Year Educational Development Plan 2012 - 2016
c) 2012 Annual Reports (Academic/Administrative)
d) Relocation Project to the new Kapolei Campus
e) 2013 Annual Plan
f) Articles of Incorporation and Bylaws
g) Executive Session: BOT Self-Evaluations

[BOT Meeting Minutes 2013-01-09]

August

a) ACCJC Response to HTIC's Follow-Up Report and Team Visit
b) Relocation Project to the new Kapolei Campus

[BOT Meeting Minutes 2013-08-08]

October

a) Report of Membership Meeting in September 2013
b) ACCJC Evaluation Letter
c) New Student Handbook
d) Program Review AY 2011 - 2012
e) Revision of Mission Statement
f) 2012 Audit Report
g) Relocation Project to the new Kapolei Campus
h) Revision of Board Policy Manual
i) Governance Evaluation Results
j) Closed Executive Session: CEO Evaluation

[BOT Meeting Minutes 2013-10-03]

2014

January

a) Report of Membership Meeting in January 2014
b) 2013 Annual Reports (Academic/Administrative)
c) Relocation Project to the new Kapolei Campus
d) 2014 Annual Plan
e) Approval of the Revised Board of Trustees Policy Manual
f) Proposal for Secretary

[BOT Meeting Minutes 2014-01-11]

October

a) Program Review AY2012 - 2013
b) 2013 Audit Report
c) Relocation Project to the new Kapolei Campus
d) Report of Membership Meeting in October 2014
e) Discontinuation of CEO's Chancellorship
f) Formation of Chancellor Search Committee
g) Interim Chancellor Appointment
h) Additional Members of Board of Trustees
i) Closed Executive Session: Transition of Chancellorship

[BOT Meeting Minutes 2014-10-11]

2015

January

a) Notice of Potential Conflict of Interest
b) Report of Membership Meeting in January 2015
c) Confirmation of New Chairperson

d) 2014 Annual Reports (Academic/Administrative)
e) Relocation Project to the new Kapolei Campus
f) 2015 Annual Plan
g) Establishment of Chancellor Search Committee
h) Closed Executive Session: Confirmation of New Vice Chairperson

[BOT Meeting Minutes 2015-01-09]

April

a) COLA Recommendation
b) Update on Chancellor Search
c) Request for Discussion on Changing to Academic Calendar

[BOT Meeting Minutes 2015-04-17]

October

a) Report of Membership Meeting in September 2015
b) Program Review AY 2013 - 2014
c) Revision of the Employee Handbook
d) Smoke Free Campus Proposal
e) 2014 Audit Report
f) Closed Executive Session: Board of Trustees Self-Evaluation

[BOT Meeting Minutes 2015-10-09]

2016

April

a) Report of Membership Meeting in March 2016
b) 2015 Reflection and 2016 Annual Plan
c) 2015 Annual Reports (Academic/Administrative)
d) Relocation Project to the new Kapolei Campus
e) Incentive Bonus for Staff and Faculty
f) Governance Survey Results

[BOT Meeting Minutes 2016-04-15]

October

a) Institutional Progress Report
b) 2015 Audit Report
c) New FLSA Overtime Exemption Rule1

[BOT Meeting Minutes 2016-10-11]

November (Hawai'i Board Only)

a) Discontinuation of HTIC Entrance Examination in Japan

[BOT Meeting Minutes 2016-11-14]

2017
April

a) Report of the Membership Meeting in March 2017
b) Resignation of Chancellor
c) Appointment of Interim Chancellor
d) Appointment of Vice Chancellor
e) Chancellor's progress report
f) Annual Academic Report
g) New Five-Year Educational Development Plan
h) Chancellor Search Formation

[BOT Meeting Minutes 2017-04-21]

In the Board of Trustees meeting in fall 2014, the members decided that "the Board will increase the number of trustees from seven (currently of four in the US and three in Japan) to nine. The reason is to increase the diversity of the Board with women and a person with a business outlook" [BOT Meeting Minutes 2014-10-11].

The HTIC Bylaws were revised in winter 2012 and the revised version was approved by the Board in January 2013 [BOT Meeting Minutes 2012-01-10] [BOT Meeting Minutes 2013-01-09].

The Board of Trustees Policy was revised in fall 2013 and the revised version was approved by the Board in January 2014 [BOT Meeting Minutes 2013-10-03] [BOT Meeting Minutes 2014-01-11].

Analysis and Evaluation

The College meets Standard IV.C.1
The HTIC Board of Trustees provides appropriate oversight, works with and evaluates the Chancellor, and establishes policies appropriate to and in support of the College's mission. Bylaws and the Board of Trustees Policy Manual are in place and were reviewed and revised in 2013 and 2014. The Policy Manual gives the Board of Trustees responsibility for the academic and financial integrity of the institution. At the biannual Board of Trustees meetings, Board members review Program Review Reports, Annual Reports, the budget, and audit reports. Based on these reports, the Board discusses student success and the financial stability of the institution.

List of Evidence

Board of Trustees Policy Manual
BOT Biographies
BOT Meeting Minutes 2012-01-10
BOT Meeting Minutes 2012-05-11

BOT Meeting Minutes 2012-09-13
BOT Meeting Minutes 2012-09-26
BOT Meeting Minutes 2012-11-02
BOT Meeting Minutes 2013-01-09
BOT Meeting Minutes 2013-08-08
BOT Meeting Minutes 2013-10-03
BOT Meeting Minutes 2014-01-11
BOT Meeting Minutes 2014-10-11
BOT Meeting Minutes 2015-01-09
BOT Meeting Minutes 2015-04-17
BOT Meeting Minutes 2015-10-09
BOT Meeting Minutes 2016-04-15
BOT Meeting Minutes 2016-10-11
BOT Meeting Minutes 2016-11-14
BOT Meeting Minutes 2017-04-21
Bylaws of Hawai'i Tokai International College

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

As outlined in HTIC's Board Policy Manual, the Board bears the ultimate responsibility for educational quality, legal matters, and financial integrity. Decisions made by the Board at its biannual meetings are final and are documented in the minutes of those meetings. HTIC's Board of Trustees is an independent policy-making body. The College's Bylaws and the BOT Policy Manual reflect the independent nature of the Board and its role and purpose [Bylaws of Hawai'i Tokai International College] [Board of Trustees Policy Manual].

Its principal purpose is to support HTIC and to provide guidance so that HTIC can continue to develop as an educational institution of quality and integrity. In the Board of Trustees meetings, all of the agenda items were voted on and approved after being fully discussed. Additionally, section H.8 of the Board of Trustees Manual reminds Board members that "power resides with the Board as a cohesive whole, not with individual members" [Board of Trustees Policy Manual, p7]. Below is a list of the items voted on:

2012
January: Fee increase [BOT Meeting Minutes 2012-01-10]
September: Hiring of additional CP full time instructor per request in the Program Review report [BOT Meeting Minutes 2012-09-26]

2013
January: Approval of the Five-Year Educational Development Plan 2012-2016, salary adjustment, the Articles of Incorporation and Bylaws [BOT Meeting Minutes 2013-01-09]
October: Approval of the revised Student Handbook and revised Mission Statement [BOT Meeting Minutes 2013-10-03]

2014
January: Approval of tuition increase, salary adjustment and the revised Board of Trustees Policy Manual [BOT Meeting Minutes 2014-01-11]
October: Authorization of the EC to revise HTIC's housing plan without further action by the Board [BOT Meeting Minutes 2014-10-11]

2015
April: Approval of bonus to staff and faculty and staff and faculty's request discuss the possibility of changing from the quarter system to trimester system [BOT Meeting Minutes 2015-04-17]
October: Approval for the EC to make the final decision on the revision of the Employee Handbook and Smoke Free Campus Proposal [BOT Meeting Minutes 2015-10-09]

2016
April: Approval of incentive bonus for staff and faculty [BOT Meeting Minutes 2016-04-15]
November (Hawai'i Board Only): Discontinuation of HTIC entrance examination in Japan [BOT Meeting Minutes 2016-11-14]

The entire Board meets twice yearly. None of the Board members have ownership of the institution and no conflict of interest is involved. In the event that a concern regarding conflict of interest arises, HTIC's Bylaws and the Board Policy Manual have specific directions for the procedures to be followed. In the future, the BOT will discuss the need for more frequent meetings, as outlined in the proposal sent in October 2017 by the Governance Committee, and publish the results of their self-evaluation [GC Recommendations to BOT] [BOT Self-Evaluation Form]. The BOT conducted a self-evaluation in 2017, the first time since 2013, and these results were published and disseminated to the public [BOT Self-Evaluation 2017].

Analysis and Evaluation

The College meets Standard IV.C.2
The Board is an independent entity that effectively considers the needs and mission of the College as well as the public interest. It consistently works as a cohesive whole, as required by the Board of Trustees Policy Manual which states that the Board's power resides "as a cohesive whole."

Actionable Improvement Plan

The Board of Trustees accepted the recommendations of the Governance Committee to consider increasing the number and frequency of meetings. In addition, the BOT will continue to publish the results of its annual self-evaluation.

List of Evidence

Board of Trustees Policy Manual
BOT Meeting Minutes 2012-01-10
BOT Meeting Minutes 2012-09-26
BOT Meeting Minutes 2013-01-09
BOT Meeting Minutes 2013-10-03
BOT Meeting Minutes 2014-01-11
BOT Meeting Minutes 2014-10-11
BOT Meeting Minutes 2015-04-17
BOT Meeting Minutes 2015-10-09
BOT Meeting Minutes 2016-04-15
BOT Meeting Minutes 2016-11-14
BOT Self-Evaluation 2017
BOT Self-Evaluation Form
Bylaws of Hawai'i Tokai International College
GC Recommendations to BOT

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the district/system.

Evidence of Meeting the Standard

The College experienced a Chancellor search in 2015, after the previous Chancellor's term ended. The Chancellor's search procedures are covered in section III.D of the Board of Trustees Policy Manual [Board of Trustees Policy Manual pp.9-10]. The preparation for the Chancellor search started in the Board of Trustees meeting in October 2014 and was revisited in January and April 2015 [BOT Meeting Minutes 2014-10-11] [BOT Meeting Minutes 2015-01-09] [BOT Meeting Minutes 2015-04-17].

The process of the Chancellor search in 2015 was consistent with procedures 1-7 of section III.D in the policy manual:

1. The Board of Trustees shall approve the procedures for the Chancellor's search at the Board's meeting [BOT Meeting Minutes 2014-10-11, pp.5-6]

2. A Selection Committee will be formed by members of the Board [BOT Meeting Minutes 2014-10-11, pp.5-6] [Email on Chancellor Search Update]
3. The search will be publicly announced [Chancellor Position Ad on the Chronicle of Higher Education]
4. After applications are received, interviews will be scheduled [Chancellor Search Interview Schedule] [Email on Chancellor Search Interview by the Board Members]
5. After all interviews are completed, the Search Committee must complete a report and submit recommendations to the Board for consideration
6. The Board will meet to select the new Chancellor [Call for Additional BOT Meeting]
7. The new Chancellor will be announced by the Board [Minutes of Special Faculty and Staff Meeting Regarding Chancellor Search] [Chairman's Letter to HTIC Faculty and Staff]

After the resignation of the Chancellor in February 2017, the Board of Trustees discussed the need to start the Chancellor Search process [BOT Meeting Minutes 2017-04-21]. The search procedures and schedule were approved by the Board in June 2017 [BOT Email on Chancellor Search].

Regarding the evaluation of the CEO, the Board of Trustees Manual states in III.B. that, "evaluation is based on performance expectations described in the job description and the general responsibilities delineated above, and is done on a yearly basis by the Board of Trustees in a closed executive session" [Board of Trustees Policy Manual, p.8]. According to the Board of Trustees minutes, the closed evaluation meeting was conducted in 2012 and 2013 [BOT Meeting Minutes 2012-09-26] [BOT Meeting Minutes 2013-10-03]. In fall 2014, however, the closed executive session was replaced with a discussion on how to handle the transition of Chancellorship due to the Chancellor's transfer to Tokai University [BOT Meeting Minutes 2014-10-11]. The Chancellor's evaluation was not conducted in 2015 because the Chancellor had only been in the position for three months. Subsequently, the Chancellor's evaluation was removed from the agenda in spring 2017 because of his resignation [BOT Meeting Minutes 2017-04-21].

According to the Board of Trustees Policy Manual, "the annual institutional evaluation of the Chancellor conducted by the faculty and staff may be utilized by the Board in its process" [Board of Trustees Policy Manual, p.8]. This evaluation has taken the form of an Executive Survey, which is filled out by staff and faculty. The Executive Survey evaluates the Chancellor, Vice Chancellor, and Executive Director and was completed in 2012, 2013, and 2014. The survey was not conducted in 2015 and 2016. The absence of an Executive Survey during these years was discussed in a Governance Committee meeting in December 2016 and the committee recommended that the survey should be conducted annually no matter how new an executive is [GC Meeting Minutes 2016-12-08]. Based on the recommendation, a Governance Survey, which included the evaluation of the leadership of HTIC, was conducted in March, 2017 [Governance Survey 2017]. Subsequently, the campus-wide evaluation of the Chancellor and Vice Chancellor

in October 2017 and results were presented in the Board of Trustees meeting in November 2017 [2017 Executive Survey Chancellor] [2017 Executive Survey Vice Chancellor].

Analysis and Evaluation

The College meets Standard IV.C.3
The Board of Trustees closely follows the selection of the CEO and follows the guidelines listed in the Board of Trustees Manual. The qualifications and requirements for the position of CEO are distributed and discussed among BOT members during their meetings. Sudden changes in leadership positions have been carefully considered by the BOT, which developed strategies for the gradual shift in leadership positions. In addition, the BOT reviews and discusses the results of the Executive Survey, submitted annually by faculty and staff. The College follows the Chancellor search process delineated in the Board of Trustees Policy Manual. The Board of Trustees did not evaluate the Chancellor's performance in 2014-2016 due to the transition of Chancellorship, but it resumed the evaluation in 2017.

List of Evidence

2017 Executive Survey Chancellor
2017 Executive Survey Vice Chancellor
Board of Trustees Policy Manual
BOT Email on Chancellor Search
BOT Meeting Minutes 2012-09-26
BOT Meeting Minutes 2013-10-03
BOT Meeting Minutes 2014-10-11
BOT Meeting Minutes 2015-01-09
BOT Meeting Minutes 2015-04-17
BOT Meeting Minutes 2017-04-21
Call for Additional BOT Meeting
Chairman's Letter to HTIC Faculty and Staff
Chancellor Position Ad on the Chronicle of Higher Education
Chancellor Search Interview Schedule
Email on Chancellor Search Interview by the Board Members
Email on Chancellor Search Update
Governance Survey 2017
GC Meeting Minutes 2016-12-08
Minutes of Special Faculty and Staff Meeting Regarding Chancellor Search

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

ER. 7 Governing Board The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

Evidence of Meeting the Standard

HTIC's Board of Trustees is informed of and involved in the accreditation process. The Board pays close attention to HTIC's Program Review process and the recommendations made in the report. Budget allocations that support student learning are discussed and approved at BOT meetings. In addition, members of the Board of Trustees attend training sessions on the purpose and process of accreditation. For instance, in November 2017 the Chancellor and Vice Chancellor held an informative workshop on accreditation for the BOT members, providing both an overview of the accreditation process and changes that have been made to that process [BOT Presentation]. HTIC's Board is kept informed and is knowledgeable about accreditation standards, especially those that apply to the Board and governance. To further board engagement, a member of the Board of Trustees joined the Governance Committee in 2016 and 2017 [GC Minutes 2016-11-01] [GC Minutes 2017-11-09].

The Board of Trustees Policy Manual states that "the Board of Trustees for Hawai'i Tokai International College is responsible for overseeing all policies of the College and serves as the final authority over the College's policies" [Board of Trustees Policy Manual, p.4]. Board of Trustees members are representative of the public interest in the College. The Board consists of four members from Hawai'i and three members from the Tokai Educational System (TES) in Japan. Member's varied occupational fields reflect different areas of public interest and have included education, business, finance, media, and law [HTIC Catalog 2012-2013, pp.86-87]

[HTIC Catalog 2013-2014, p.81] [HTIC Catalog 2014-2015, p.52] [HTIC Catalog 2015-2016, p.48] [HTIC Catalog 2016-2017, p.43] [HTIC Catalog 2017-2018, p45].

Analysis and Evaluation

The College meets Standard IV.C.4
The HTIC Board of Trustees is the independent, final authority over the College's policies. The Board is comprised of members from different fields that reflect the public interest in the institution, as well as members from Tokai University who reflect the mission of the Tokai Educational System. The governing board ensures the institutional and academic quality of the programs and services at HTIC. Evidence of this involvement appears in the BOT's approval process and their participation in the College's Program Review and Educational Development Plan. To prevent conflicts of interest, BOT members are not affiliated with the institution. BOT members have a diverse background ranging from business and law to education and finance.

List of Evidence

Board of Trustees Policy Manual
BOT Presentation
GC Minutes 2016-11-01
GC Minutes 2017-11-09
HTIC Catalog 2012-2013
HTIC Catalog 2013-2014
HTIC Catalog 2014-2015
HTIC Catalog 2015-2016
HTIC Catalog 2016-2017
HTIC Catalog 2017-2018

IV.C.5 The governing board establishes policies consistent with the College/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

In order to ensure the institutional, academic, and financial integrity of the College, the Board discussed a draft of the Five-Year Educational Development Plan 2012-2016 in September and November, 2012 [BOT Meeting Minutes 2012-09-26] [BOT Meeting Minutes_2012-11-02]. The draft was created with input from staff and faculty and went through multiple revisions

before the Board of Trustees' approval in January 2013 [BOT Meeting Minutes 2013-01-09]. In the annual Program Review Report, each department assesses its performance in accordance with the goals set in the Five-Year Educational Development Plan, which was discussed in the fall Board of Trustees Meeting in 2012-2015 [BOT Meeting Minutes 2012-09-26] [BOT Meeting Minutes 2013-10-03] [BOT Meeting Minutes 2014-10-11]
[BOT Meeting Minutes 2015-10-09]. The Six-Year Educational Development Plan 2017-2022 was then approved by the Board of Trustees in October 2017 and disseminated to staff and faculty by email [Email on Six-Year Educational Development Plan].

The Bylaws of Hawai'i Tokai International College were revised in winter 2012 and approved by the Board in January 2013 [BOT Meeting Minutes 2012-01-10] [BOT Meeting Minutes 2013-01-09]. In addition, the Board of Trustees Policy was revised in fall 2013 and the revised version was approved by the Board in January 2014 [BOT Meeting Minutes 2013-10-03] [BOT Meeting Minutes 2014-01-11]. The Board discussed the Employee Handbook (Staff) and, in October, 2015, approved its final revision to be done by the Executive Committee [BOT Meeting Minutes 2015-10-09].

Proposals for bonuses and COLA for employees, as well as tuition increases, were discussed in the Board Meetings between 2012-2015. Such proposals were considered in light of the College's financial stability [BOT Meeting Minutes 2012-01-10] [BOT Meeting Minutes 2013-01-09] [BOT Meeting Minutes 2014-01-11] [BOT Meeting Minutes 2015-04-17].

Analysis and Evaluation

The College meets Standard IV.C.5
The Board of Trustees plays a crucial role in developing the College's Educational Development Plan because it embodies its mission statement and sets the institutional goals of the College to ensure its academic and financial integrity. Policies such as the Board of Trustees Policy Manual, the Bylaws of Hawai'i Tokai International College, and the Employee Handbook were reviewed and approved by the Board of Trustees.

List of Evidence

BOT Meeting Minutes 2012-01-10
BOT Meeting Minutes 2012-09-26
BOT Meeting Minutes 2012-11-02
BOT Meeting Minutes 2013-01-09
BOT Meeting Minutes 2013-10-03
BOT Meeting Minutes 2014-01-11
BOT Meeting Minutes 2014-10-11
BOT Meeting Minutes 2015-04-17

BOT Meeting Minutes 2015-10-09
Email on Six-Year Educational Development Plan

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The board's size and operating procedures are delineated in the Bylaws of Hawai'i Tokai International College. Its duties, responsibilities and structures are outlined in the Board of Trustees Policy Manual [Bylaws of Hawai'i Tokai International College, pp.4-8] [Board of Trustees Policy Manual, pp.4-5].

Both the Board of Trustees Policy Manual and the Bylaws are shared in the HTIC Google Drive, where faculty and staff can view them, and are available in printed hard copies from the Chancellor's Assistant. Per request of the Governance Committee, the Policy Manual was emailed to staff and faculty in May 2017, [Email on HTIC Board of Trustees Policy Manual]. This request resulted from the Governance Survey conducted in March 2017 [2017 GC Governance Survey Analysis and Recommendations].

Analysis and Evaluation

The College meets Standard IV.C.6
The Board size, responsibilities, tasks, and operating procedures are all listed in the Board Policy Manual, which is made available to the entire institution. The outlined duties are reflective of HTIC Bylaws. The Bylaws of Hawai'i Tokai International College and the Board of Trustees Policy Manual are available in print and online.

List of Evidence

2017 GC Governance Survey Analysis and Recommendations
Board of Trustees Policy Manual
Bylaws of Hawai'i Tokai International College
Email on HTIC Board of Trustees Policy Manual

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

In the Five-Year Educational Development Plan 2012-2016, the Board of Trustees set its goal to review both the Board of Trustees Policy Manual and the Bylaws for Hawai'i Tokai International College [Five-Year EDP 2012-2016, 3.B.].

The Board of Trustees used to also be Members of the Corporation (i.e. non-profit corporation, within which HTIC and members of the corporation can elect the trustees). Then in January 2012 it was proposed in the Membership Meeting that the Corporate Governance Task Force review the Bylaws and corporate governance [BOT Meeting Minutes 2012-01-10]. In January 2013, the revised Bylaws were approved, and the Members and the Board of Trustees were separated [BOT Meeting Minutes 2013-01-09] [Bylaws of Hawai'i Tokai International College]. In Section 4.01. of the Bylaws, the Members maintain the control of the corporation and are responsible for electing the Trustees "to hold office until the next annual meeting and thereafter until their successors are duly elected and qualified, and subject to any requirements of law or of the Article of Incorporation or of these Bylaws with respect to notice, may transact any other business that may be brought before the meeting and take any other corporate action" [Bylaws of Hawai'i Tokai International College, pp2-3].

The HTIC Bylaws were revised in winter 2012 and approved by the Board in January 2013 [BOT Meeting Minutes 2012-01-10] [BOT Meeting Minutes 2013-01-09]. The Board of Trustees Policy Manual was also revised and approved in January 2014, with input collected from the Board of Trustees in November 2013 [BOT Meeting Minutes 2013-10-03] [BOT Meeting Minutes 2014-01-11]. Review of the Board of Trustees Manual and the Bylaws of Hawai'i Tokai International College are an action item in the Six-Year Educational Development Plan 2017-2022 [Six-Year EDP 2017-2022].

Analysis and Evaluation

The College meets Standard IV.C.7
The governing board issues decisions consistent with HTIC Bylaws, which are regularly assessed for reliability and accuracy at the BOT meetings. The Six-Year EDP includes an upcoming revision of the governing board's manual and Bylaws. The Board of Trustees' decisions and actions are consistent with its policies and bylaws. The College's Educational Development Plan sets the schedule for reviewing its policies and ensures that the review and evaluation are done consistently.

List of Evidence

Board of Trustees Policy Manual
BOT Meeting Minutes 2012-01-10
BOT Meeting Minutes 2013-01-09

BOT Meeting Minutes 2013-10-03
BOT Meeting Minutes 2014-01-11
Bylaws of Hawai'i Tokai International College
Five Year EDP 2012-2016
Six-Year EDP 2017-2022

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

In the Board of Trustees meetings in 2012, 2013, 2014, and 2015, members of the Board of Trustees discussed the Program Review Report, compiled by faculty and staff and submitted by the Executive Committee. In 2016, an Institutional Progress Report was submitted by the Executive Committee instead. Following are the key indicators in regards to students' learning and achievement and institutional plans discussed in those meetings.

2012 (AY 2010-2011)

a) Need for Focused Program Review
b) Enrollment Projection after the Campus Relocation
c) Hiring of New Faculty

[BOT Meeting Minutes 2012-09-26] [Program Review Report 2010-2011]

2013 (For AY 2011-2012)

a) Student Learning Outcomes of Liberal Arts and College Preparatory Programs
b) Student Learning Outcomes of Office of Student Services
c) Student Recruitment

[BOT Meeting Minutes 2013-10-03] [Program Review Report 2011-2012]

2014 (For AY 2012-2013)

a) Disaggregated Data
b) Metrics for Program Review
c) Hiring of Full-Time Liberal Arts Faculty
d) Grade Inflation

[BOT Meeting Minutes 2014-10-11] [Program Review Report 2012-2013]

2015 (For AY 2013-2014)

a) Enrollment
b) TOEFL Score

c) Partnership with the University of Hawai'i West O'ahu
d) Transfer Rate

[BOT Meeting Minutes 2015-10-09] [Program Review Report 2013-2014]

2016 (Institutional Progress Report for AY 2015- 2016)

a) Enrollment
b) Partnership with the University of Hawai'i West O'ahu
c) New Memorandum of Understanding

[BOT Meeting Minutes 2016-10-11]

Analysis and Evaluation

The College meets Standard IV.C.8
The Board discusses data on student performance in the fall Board meeting by reviewing the College's Program Review Report. The BOT meeting minutes from 2012 to 2016 display a variety of topics of discussions, from a review of SLOs in the LA and CP programs to TOEFL scores, grading, and student achievement. The BOT requests that the College be proactive in proposing strategies for ongoing improvement.

List of Evidence

BOT Meeting Minutes 2012-09-26
BOT Meeting Minutes 2013-10-03
BOT Meeting Minutes 2014-10-11
BOT Meeting Minutes 2015-10-09
BOT Meeting Minutes 2016-10-11
Program Review Report 2010-2011
Program Review Report 2011-2012
Program Review Report 2012-2013
Program Review Report 2013-2014

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

According to section II.F of the Board of Trustees Policy Manual, "an orientation session to acquaint new Board of Trustees members regarding the College's mission, programs, and goals will be conducted by the Chancellor as they join the board. The Board Policy Manual, catalog,

and other materials will be distributed and explained to new Board members at this time" [Board of Trustees Policy Manual, p.6].

2013

1) Roles and Responsibilities of a Board of Trustee Member by the Association of American College Trustees [BOT Roles and Responsibilities]
2) Board of Trustees Policy Manual [Board of Trustees Policy Manual]
3) Board Self-Evaluation Questionnaire [BOT Self Evaluation Form]

2016

1) Board of Trustees Policy Manual [Board of Trustees Policy Manual]
2) Eligibility Requirements [Eligibility Requirements]
3) ACCJC Accreditation Standards [ACCJC Accreditation Standards]
4) History of Tokai University and Hawai'i Tokai International College [History of Tokai University and Hawai'i Tokai International College]

2017

1) Board of Trustees Policy Manual [Board of Trustees Policy Manual]
2) Eligibility Requirements [Eligibility Requirements]
3) ACCJC Accreditation Standards [ACCJC Accreditation Standards]

The Bylaws of Hawai'i Tokai International College 5.04. state that "the Trustees shall be elected by the Members for two (2)-year terms to begin immediately following the election. The terms of the Trustees will be staggered. Each Trustee will hold office until the successor of such Trustee is duly elected and qualified, subject however, to removal by the Members. Trustees may or may not be re-elected to serve additional consecutive terms" [Bylaws of Hawai'i Tokai International College pp.4-5].

The Five-Year Educational Development Plan 2012-2016 set goals for professional development opportunities for the Board of Trustees [Five-Year EDP 2012-2016, 3.B.]. In 2013-2017, opportunities for Board training were provided on the topics of governance, accreditation, trustees roles and responsibilities, and the program review process. There were five opportunities in 2013, one in 2014, four in 2015, and five in 2017 [Board of Trustees Development 2013-2017]. Future goals for Board training opportunities are set in the Six-Year Educational Development Plan 2017-2022 [Six-Year EDP 2017-2022].

Analysis and Evaluation

The College meets Standard IV.C.9
The governing board follows the policies listed in the Board of Trustees Policy Manual, according to which BOT members must undergo continuous training in regards to their knowledge of institutional needs and their active participation in campus life.

The CEO conducts the new Board member orientation with information on governance, accreditation, and the history of Hawai'i Tokai International College and Tokai University. Development opportunities are given to the Board members to deepen their understanding of the accreditation process and the roles and responsibilities of trustees.

List of Evidence

ACCJC Accreditation Standards
Board of Trustees Development 2013-2017
Board of Trustees Policy Manual
BOT Roles and Responsibilities
BOT Self Evaluation Form
Bylaws of Hawai'i Tokai International College
Eligibility Requirements
Five-Year EDP 2012-2016
History of Tokai University and Hawai'i Tokai International College
Six-Year EDP 2017-2022

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees Policy Manual states in II.G. that "the Board annually assesses its own performance at the first Board meeting in order to improve its functions according to the following criteria:

1. Its fulfillment of the mission of the College.
2. Its facilitation of the College's goal to provide a high quality education.
3. Demonstration of its competence in budgeting, finance and overall management.
4. Its support of the Chancellor who provides leadership and is responsible for the daily operation of the College.
5. Demonstration of its ability to fairly evaluate the Chancellor's and Vice Chancellor's performance

[Board of Trustees Policy Manual, pp.6-7].

Each board member fills out the Board Self Evaluation Form in response to the five points mentioned above [BOT Self Evaluation Form]. The Board discussed the results of the evaluation

in the closed Executive Meeting in 2012, 2013, and 2015 [BOT Meeting Minutes 2012-01-11] [BOT Meeting Minutes 2013-01-09] [BOT Meeting Minutes 2015-01-09]. However, the results of the self evaluation were not publicized, with the exception of the report from the 2013 self-evaluation [2013 BOT Self Evaluation Report]. In 2017, the BOT publicized the results of its self-evaluation [2017 BOT Self-Evaluation].

The Governance Survey is filled out by staff and faculty once a year; the survey asks them about the Board of Trustees' collegiality, adequate involvement in the day-to-day operations of the College, and its transparency in decision-making [2017 Governance Survey Results]. In order to increase Board involvement in the community, the Governance Committee requested that the Board of Trustees attend a meet-and greet-opportunity in April 2017, [2017 GC Governance Survey Analysis and Recommendations]. This event was held immediately following the BOT meeting in April, 2017. It was also recommended in April 2017 that the Board of Trustees Policy Manual be emailed to staff and faculty to familiarize themselves with the Board's responsibilities [Email on Dissemination of the HTIC BOT Policy Manual].

Analysis and Evaluation

The College meets Standard IV.C.10
The Board's self-evaluation was conducted in 2012, 2013 and 2015. Recognizing the importance of evaluating its role and effectiveness, the Board of Trustees conducted one in 2017 and made the results public.

Actionable Improvement Plan

The Board will continue to make the results of their self-evaluation available to the public with the regular publication of these documents.

List of Evidence

2013 BOT Self Evaluation Report
2017 BOT Self-Evaluation
2017 GC Governance Survey Analysis and Recommendations
2017 Governance Survey Results
Board of Trustees Policy Manual
BOT Meeting Minutes 2012-01-11
BOT Meeting Minutes 2013-01-09
BOT Meeting Minutes 2015-01-09
BOT Self Evaluation Form
Email on Dissemination of the HTIC BOT Policy Manual

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

ER. 7 Governing Board The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

Evidence of Meeting the Standard

The Code of Ethics for the Board of Trustees is delineated in section II.H of the Board of Trustees Policy Manual. If a member of the Board of Trustees displays unethical behavior, "the Board will deliberate whether or not to continue his/her membership on the Board," which may result in the termination of his/her membership [Board of Trustees Policy Manual, p.7].

The Bylaws of Hawai'i Tokai International College detail the policy for conflict of interest of the College's Members, Trustees or Officers [Bylaws of Hawai'i Tokai International College, p.13]. Based on that policy, a new Trustee's potential conflict of interest was acknowledged in the Board of Trustees meeting in January 2015. The potential conflict of interest involved the possibility of the trustee's company and the College entering into a business arrangement. It was then agreed in the meeting that the Trustee "will notify the Board immediately if any such conflicts of interest occur" [BOT Meeting Minutes 2015-01-09].

None of the Board of Trustees members have been the owner of the institution from 2012 to 2017 [HTIC Catalog 2012-2013, pp.86-87] [HTIC Catalog 2013-2014, p.81] [HTIC Catalog

2014-2015, p.52] [HTIC Catalog 2015-2016, p.48] [HTIC Catalog 2016-2017, p.43] [HTIC Catalog 2017-2018, p45].

Analysis and Evaluation

The College meets Standard IV.C.11
The Board of Trustees has an established process for dealing with the Board member's unethical behavior including conflict of interest. The governing board strictly adheres to its code of conduct and ethical behavior, as outlined in the Board Policy Manual. It is made clear that board members should not have a connection with the institution in terms of lineage, employment, or ownership. Institutional integrity has been preserved through the accurate screening of Board of Trustees members' qualifications and affiliations to the College. Any potential conflict of interest is evaluated by the entire Board and may be subject to unanimous decision of removal of that member.

List of Evidence

Board of Trustees Policy Manual
BOT Meeting Minutes 2015-01-09
Bylaws of Hawai'i Tokai International College
HTIC Catalog 2012-2013
HTIC Catalog 2013-2014
HTIC Catalog 2014-2015
HTIC Catalog 2015-2016
HTIC Catalog 2016-2017
HTIC Catalog 2017-2018

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or College, respectively.

Evidence of Meeting the Standard

According to section I of the Board of Trustees Policy Manual:
"The Board delegates the responsibility to the Chancellor for ensuring that all academic programs are consistent with the stated mission and goals of the institution; that said programs meet the necessary intellectual standards; that the institution complies with all federal and state laws; and that sound administrative practices and procedures are established and followed, including those relevant to fiduciary matters" [Board of Trustees Policy Manual, p.4].

The Board of Trustees Policy Manual was emailed to staff and faculty in April 2017 to re-introduce them to the Board responsibilities [Email on Dissemination of HTIC Board of Trustees Policy Manual]. Its dissemination was recommended by the Governance Committee, which reviewed the results of the Governance Survey conducted in March 2017. To fulfill another recommendation by the Governance Committee, the Chancellor defined the Board's roles and responsibilities in a meet-and-greet meeting with the Board and the College in April, 2017 [2017 GC Governance Survey Analysis and Recommendations].

The Board of Trustees approved the Five-Year Educational Development Plan 2012-2016 and Six-Year Educational Development Plan 2017-2022, which reflect their expectations as well as those of staff and faculty to improve the College [Five-Year EDP 2012-2016] [Six-Year EDP 2017-2022]. The Chancellor discusses his annual plan in the spring Board of Trustees Meeting and the Program Review Report is discussed in the fall meeting to account for the operation of the College.

Analysis and Evaluation

The College meets Standard IV.C.12
The Board's delegation of administrative authority to the Chancellor is defined in the Board of Trustees Policy Manual. The Chancellor's annual plan and the College's Program Review Report are discussed in the bi-annual Board Meeting so the Board can ensure the institutional, academic and financial integrity of the College. The governing board delegates and monitors the CEO's leadership skills in the launch and implementation of sound instructional practices. The Chancellor is responsible for the development of the EDP, which is sent to the Board for approval.

List of Evidence

2017 GC Governance Survey Analysis and Recommendations
Board of Trustees Policy Manual
Email on Dissemination of HTIC Board of Trustees Policy Manual
Five-Year EDP 2012-2016
Six-Year EDP 2017-2022

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

As discussed in IV.C.9., a new trustee member is introduced to the Eligibility Requirements, Accreditation Standards, and the accreditation process in the new trustee orientation. The ACCJC Evaluation Report was discussed in the Board of Trustees meeting in September 2012. ACCJC's response to the Follow-Up Report was discussed in August 2013, and the ACCJC Evaluation Letter in October 2013 [BOT Meeting Minutes 2012-09-26] [BOT Meeting Minutes 2013-08-08] [BOT Meeting Minutes 2013-10-03]. This Institutional Self Evaluation Report was discussed by the Board of Trustees in November 2017.

The College's Self Evaluation Report, Follow-Up Report, and Mid-Term Report are submitted to the Board of Trustees for input and approval before submission to the ACCJC. The Board's trainings focus on the topics of accreditation and governance so it can support the College's effort to improve and ensure the quality of the institution [Board of Trustees Development 2013-2017]. In November 2017, the Chancellor and Vice Chancellor provided the BOT with an update and overview of the accreditation process, emphasizing the need for clarity and transparency for all HTIC constituencies [BOT Workshop 2017].

Analysis and Evaluation

The College meets Standard IV.C.13
The Board of Trustees receives training on accreditation and governance, including the new trustees' orientation. The Board participates in the self evaluation process and Program Review by reviewing and discussing the report compiled by staff and faculty. ACCJC's responses are shared with the Board members as well. During the last Board of Trustees Workshop, Trustees were reintroduced to their responsibilities in regards to accreditation and active involvement in the campus life. The BOT acknowledges its key roles in accreditation standards and compliance with the Eligibility Requirements.

List of Evidence

Board of Trustees Development 2013-2017
BOT Meeting Minutes 2012-09-26
BOT Meeting Minutes 2013-08-08
BOT Meeting Minutes 2013-10-03
BOT Workshop 2017

D. Multi-College Districts or Systems

HTIC is not considered part of a multi-College district or system. However, the institution shares a strong relationship with the Tokai Educational System (TES).

This system is as follows:

- The Tokai University Educational System (TES) was founded by the late Dr. Shigeyoshi Matsumae (1901-1991) in 1942. Today, the system is comprised of Tokai University with eight campuses across Japan (undergraduate and graduate schools), two junior Colleges, four Tokai University hospitals, 17 affiliated secondary schools, one elementary school, and four kindergartens. The total number of students served by TES at all levels is approximately 47,000. TES offers an educational gateway to realizing the common philosophy and mission of contributing to the creation of a harmonious and peaceful society.

- Dr. Matsumae established an academic center located in Hawai'i. He advocated that the Asian and Pan-Pacific regions were the driving forces for instigating world peace and prosperity as we entered the 21st century. In 1990, Tokai University Educational System founded the Tokai University Pacific Center (TUPC) in Honolulu, exactly two years before Hawai'i Tokai International College (HTIC) was established. The mission of TUPC has been to "promote world peace and prosperity, international cooperation and mutual understanding through various academic, cultural and sports exchanges among all the nations of the world."

- HTIC was established at the Tokai University Pacific Center in Honolulu, Hawai'i in order to promote Tokai's educational philosophy and mission as well as perpetuate the ideals upheld by Dr. Matsumae. Based on these values, HTIC has developed a unique curriculum with an American-style liberal arts education that nurtures youth from Japan and other Asian-Pacific countries to become global citizens. HTIC concurrently offers Americans opportunities to study Asian cultures and languages, both in Hawaii and in Japan, serving as a gateway to explore Asian-Pacific countries.

- Since the opening of HTIC, TES has been allocating appropriate annual subsidies from Japan to sustain HTIC's continuing financial operations. TES also provides HTIC with many opportunities to recruit applicants from Japan through TES's network of affiliated high schools.

HTIC is thus connected to the Tokai Educational System in two key ways: 1) shared mission and 2) financial stability.

IV.D.1 In multi-College districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the Colleges. Working with the Colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the Colleges and the district/system.

As part of the Tokai Educational System, HTIC shares its mission with the system. While it is an independent nonprofit organization, a subsidy is allocated by the TES to sustain the financial stability of the College so that it can offer quality educational programs to achieve the mission of the College and TES.

The Chancellor attends annual meetings for TES principals and Chancellors for information sharing in July and January and for budget planning in December. Information shared and discussed in those meetings is reported to each department head in a bi-weekly Planning Committee Meeting, and then to the staff and faculty in the monthly Faculty Staff Meeting.

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the Colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the Colleges receive effective and adequate district/system provided services to support the Colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

The President of the Tokai University Educational System serves as one of the five Members of the HTIC Corporation and the TES's Executive Trustee is also a Member of the Corporation and Chairman of the HTIC Board of Trustees. This ensures that the College's academic and nonacademic activities are in accordance with the mission and support student learning. Another Member position is filled by TES's Director of the Financial Division to make sure that the College's financial situation is stable.

IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the Colleges and district/system. The district/system CEO ensures effective control of expenditures.

The Tokai University Educational System constructed a new campus for HTIC in Kapolei. HTIC moved to the new campus in spring 2015. In addition to the annual subsidy, the TES allocated

funds to realize this project, making sure the move was completed as smoothly as possible. The College plans to be financially stable and independent by 2020.

IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the Colleges to implement and administer delegated district/system policies without interference and holds College CEO's accountable for the operation of the Colleges.

HTIC is an independent non-profit private junior College at which the Chancellor has been delegated full responsibility and authority by the College's Board of Trustees. The Chancellor is also accountable for the operation of the College. The Chancellor meets the local trustees of the HTIC Board at least once a term to keep the HTIC Board of Trustees informed on the operations of HTIC. The Chancellor also meets the Membership of the Corporation before the semi-annual Board of Trustees meetings to share updated information about the College's operations.

IV.D.5 District/system planning and evaluation are integrated with College planning and evaluation to improve student learning and achievement and institutional effectiveness.

HTIC's planning and evaluation is implemented independently from the TES and there is no coordinated planning between the TES and HTIC, except for joint recruitment efforts to increase the number of students enrolling at HTIC after graduating from the TES high schools.

IV.D.6 Communication between Colleges and districts/systems ensures effective operations of the Colleges and should be timely, accurate, and complete in order for the Colleges to make decisions effectively.

The Chancellor communicates with the Executive Director of Tokai University Pacific Center (TUPC) when he needs to communicate with the TES to make decisions involving the TES. Then, the Executive Director takes issues to TES's Office of Global Initiatives. At present, the Interim Chancellor serves as Executive Director of TUPC.

IV.D.7 The district/system CEO regularly evaluates district/system and College role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

HTIC is an independent educational institution with its own academic programs and governance. Due to its independence, HTIC is not evaluated by the TES on governance and decision-making

processes. The HTIC Board of Trustees oversees those processes by reviewing the Governance Survey results, provided by staff and faculty, to ensure institutional integrity.

QUALITY FOCUS ESSAY

QUALITY FOCUS ESSAY
Hawai'i Tokai International College

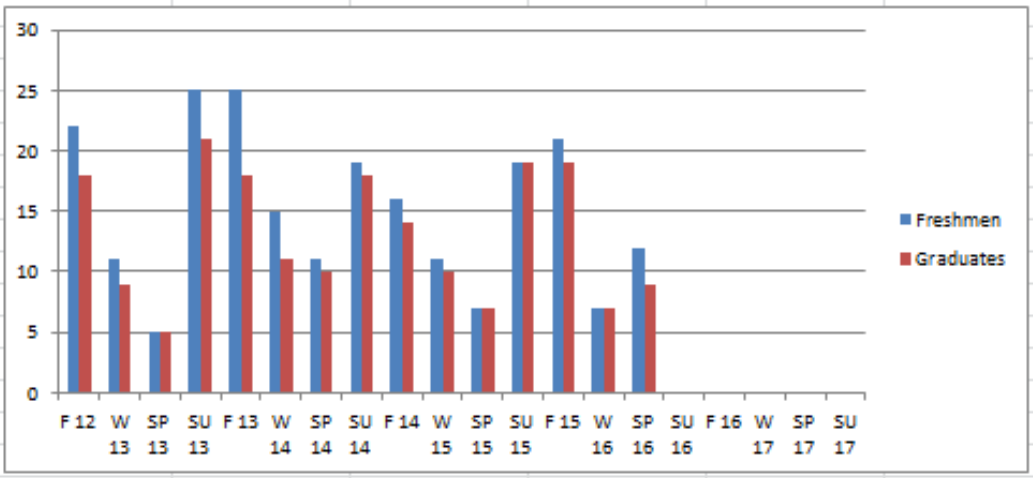
Introduction

Hawai'i Tokai International College has benefited from the processes of accreditation and the development of the Institutional Self-Evaluation Report. Even though the HTIC community has experienced significant challenges in the last two years, our positive student achievement statistics reveal that our dedicated faculty and staff continued to prioritize student success and academic excellence as demonstrated in the Degree Completion/Graduation rate chart below. As a result of this accreditation process, we have reaffirmed our strong commitment to our mission to be an "international gateway for students interested in education bridging diverse international perspectives."

Degree Completion / Graduation Rates

LA Graduation Rates by cohort (followed group of students came in the same term)
Data delayed because recent students are still enrolled in the program.

	Freshmen	Graduates	Graduation Rates	Average terms
F 12	22	18	81.8%	5.6
W 13	11	9	81.8%	4.8
SP 13	5	5	100.0%	5.2
SU 13	25	21	84.0%	4.9
F 13	25	18	72.0%	5.4
W 14	15	11	73.3%	5.8
SP 14	11	10	90.9%	5.5
SU 14	19	18	94.7%	5.2
F 14	16	14	87.5%	5.1
W 15	11	10	90.9%	5.1
SP 15	7	7	100.0%	5.1
SU 15	19	19	100.0%	5.1
F 15	21	19	90.5%	5.1
W 16	7	7	100.0%	4.9
SP 16	12	9	75.0%	4.8
SU 16				
F 16				
W 17				
SP 17				
SU 17				



Plan for the future

While the production of the Institutional Self-Evaluation Report (ISER) revealed the strengths of our institution, the process gave the College an opportunity to seriously reflect upon areas for improvement. As a result of numerous consultations among faculty and staff, HTIC has identified two areas which will launch us to a higher level of success, and better fulfill our institutional mission:

1. Increase enrollment to diversify the student population on our campus to further enrich our students' cross-cultural experiences, and address our fiscal issues.

2. Use assessment more effectively for analysis and reflection in order to improve student learning through our academic programs, instruction, services, task forces, committees, boards, and leadership.

These two areas arose repeatedly as actionable improvement plans during the process of writing the ISER, and were also identified as areas of improvement in our institutional surveys. This accreditation process serves as a catalyst for our College to establish a culture of continuous quality improvement. The Quality Focus Essay Projects 1 and 2 will serve as guides as we strive for excellence.

Quality Focus Project 1: Increase Enrollment

As seen in the statistical data, total average enrollment at HTIC was 172 in academic year 2013-2014, 164 in 2014-2015, 162 in 2015-2016, and 150 in 2016-2017. This trend needs to be reversed by increasing enrollment from various geographical locations around the globe. Fiscal data shows that the campus will be able to improve its budget and become more self-sustainable with 200 students. Our goal is to achieve that enrollment number by the year 2020. The following chart shows our plan through Winter 2019. After that we will assess the efficacy of our recruitment plan through our program review and revise the plan as needed.

In academic year 2015-2016, 87 percent of the students were Japanese nationals, while only 13 percent were from Korea, U.S.A., or the Philippines. In order to provide a culturally diverse experience for our students, our goal is to increase the non-Japanese student population from 13 percent to 30 percent. That translates to 60 students from countries other than Japan by 2020.

Over the past 20 years, the Tokai Educational System high schools in Japan have been consistent feeder schools for Hawai'i Tokai International College. However, the College-age population in Japan has been declining rapidly in recent years. This reality compels us to seek other target markets to increase student enrollment.

These markets can largely be classified into two broad areas: domestic and international. The domestic market in the United States includes the state of Hawai'i and the U.S. mainland. The international market will largely rely on the networking capabilities of our international faculty and staff. As a result, we have identified China, Taiwan, Korea, Germany and Brazil as immediate potential markets for student recruitment [Hawai'i Tokai International College Factbook 2012-2017].

Domestic Outreach

Focused recruitment efforts to attract local area high school students will continue to be an ongoing project. In the summer of 2017, HTIC joined the American Association of Teachers of Japanese (A.A.T.J) and its local chapter, the Hawai'i Association of Teachers of Japanese (HATJ). Starting in the summer of 2017, a brand-new Japanese Summer Camp program was launched to provide an intensive two-week language experience for local high school students. The purpose of this program was (a) to increase the visibility of Hawai'i Tokai among local high school students studying Japanese and to connect with them (b) increase interaction with local area high school counselors and Japanese language instructors. While the attendance was only five students for the first attempt, HTIC has learned from this experience and will begin promoting the program earlier in the year with a more extensive effort to reach local high schools.

Another new instructional program, the Hospitality and Tourism concentration, was launched in the Fall 2017 term. This unique program not only provides the fundamental knowledge needed for working in the hospitality industry, but the instruction also focuses on service to Asian customers. As Hawai'i is a major tourism hub for Asia, students who are interested in the hospitality industry will benefit from background knowledge of various Asian cultures. Thus, HOSP 105, a course with an emphasis on serving the Japanese customer, started successfully in Fall 2017 with 9 students enrolled. In the future, HOSP 105 will incorporate customer service designed for Chinese as well as Korean customers. This has already attracted students from Japan and Hawai'i who are interested in a career in the hospitality industry. This culture-specific hospitality subject has been proposed as a potential cross-registration course for students at the University of Hawai'i-West O'ahu majoring in Hospitality and Tourism. Furthermore, courses with an emphasis on Asian culture such as PHIL 105 Asian Traditions, HIST 151 East Asian Civilizations, and Japanese, Chinese, and Korean language courses will be offered to UHWO students on a space-available basis starting from the Spring 2018 term.

The development of new programs, such as the Japanese Summer Camp and the Hospitality and Tourism concentration in 2017, will provide a new impetus for our Director of Admissions to promote HTIC domestically. In addition to local high school visits and participation in local College fairs, including the Honolulu National College Fair at the Hawai'i Convention Center, the Director of Admissions participated in recruitment trips to the neighbor islands as well as to California and Oregon in October 2017. HTIC is one of 20 sponsoring institutions for the

National Association for College Admission Counseling (NACAC), National College Fairs, and will be featured as a sponsor throughout academic year 2017-2018.

HTIC is a relative newcomer to the West O'ahu area. With more participation in community organizations, such as Rotary Clubs, Kroc Center, Chamber of Commerce, Blue Zone, etc., HTIC hopes to increase its profile in the local community and connect with adult learners. An evening Japanese language certificate program is being planned to attract adult learners from the local area. This year, members of the local community and local area high school students will be invited to International Education Week in mid-November to experience "Japan Day at Hawai'i Tokai." Student-led activities will include HTIC students' travel agency booths, participation in a Japanese tea ceremony, taiko drums, judo, and a giant calligraphy demonstration.

International Outreach

Starting from summer 2017, the College has begun making progress on item no. 1 below by hiring a full-time IT specialist to internationalize and update the HTIC website. The IT specialist is currently researching the use of software which adapts the content of the website to the language of the country of origin. A member of the faculty, the instructor of digital photography, recorded a recruitment video in six different languages that were translated, scripted, and voiced over by HTIC faculty. These videos have been uploaded on the website. A Chinese faculty member translated recruitment materials into Mandarin to be used for recruitment purposes in Taiwan. She will be travelling to Taiwan over winter break to visit high schools. The new Dean of Instruction has contacted her network in Munich to explore possibilities of HTIC being designated as a destination for government-sponsored year abroad programs for German students. A Geography faculty member, who studied abroad in Brazil, has contacted potential high schools in San Paolo with a high Japanese-immigrant population who may be attracted to HTIC as a gateway to studying in Japan. Plans for this faculty member to visit San Paolo over summer break are proceeding. The internationalization project continues with faculty members assisting in translating materials and contacting their networks abroad for potential students.

Although there have been sporadic attempts to collect data on our international alumni, this has been a challenge due to vacant positions in the Office of Student Services. Alumni relations can be an effective recruitment method, but due to lack of manpower, this area has been neglected. HTIC hopes to address this issue by hiring a Dean of Student Services and a Student Services Officer by Winter 2018. A meeting with the President of the Tokai-Japan Alumni Association is scheduled in December 2017 to explore collaborations with the main campus.

There are budgetary considerations to allow for recruitment trips abroad to establish relationships with the high schools in these global markets. The Planning and Executive Committees, Director of Admissions, Student Services, and the Recruitment Task Force, continue their research on the most cost-effective strategies for recruitment. Currently, the Executive Committee has approved

and budgeted an additional $7,000.00 to be allocated for the fiscal year 2017 through 2018 for international recruitment travel expenses. These funds will be used for recruiting trips in the most promising and advantageous markets such as Taiwan, mainland China, and Korea. Moreover, HTIC has continued its membership in the Study Hawai'i Educational Consortium sponsored by the Hawai'i State Department of Business and Economic Development and Tourism (DBEDT), and will join other campuses on recruiting tours organized by the state government [Hawai'i Tokai International College Marketing Plan 2017 – 2023][2017-2018 HTIC Marketing Plans].

Quality Focus Project 1: Increase Enrollment

Areas to work on for recruitment	Action steps	Responsible party	Timeline
1.Internationalize and update our website and recruitment materials	a)Update our website b)Prepare recruitment materials in other languages to provide information to potential international students	a)IT Specialist; Office of Student Services; b)Director of Admissions; language Faculty	Fall 2017 through Winter 2019; assess the action and revise as necessary
2. Japan	a)Continue bi-annual visits to Tokai high schools	a)Director of International Programs and Chancellor	Ongoing
3. Hawai'i	a) Increase interaction with local area high schools (counselors, Japanese language instructors) through Japanese Summer Camp and visit once a term b) Increase interaction with local area companies, communities, groups, organizations to increase the profile of HTIC in the West O'ahu area; attend local Chamber of Commerce, Rotary, Blue Zone events. c) Offer language instruction to help workers in the hospitality industry d) Increase visits to neighbor island high schools e) Attend local and mainland College fairs	a) Director of Admissions; Japanese language faculty; International Programs; Recruitment Task Force b) Vice Chancellor; Business Internship faculty; Recruitment Task Force c) Japanese, Korean, Chinese language faculty d) Director of Admissions e) Director of Admissions	Summer 2017 through Winter 2019; assess the plan to revise as necessary

	f) Launch the Hospitality and Tourism concentration with an emphasis on Asian languages and culture as a potential program of interest to local students g) Increase interaction with local area English language schools and programs	f) Vice Chancellor; business faculty, language faculty g) Director of Admissions; Recruitment Task Force	
4.China	a) Increase recruitment efforts in mainland China	a) TES offices in Szechen, China	Started Fall 2017 to continue through Winter 2019
5. Taiwan	a) Increase recruitment efforts in Taiwan by visiting high schools in December, 2017	a) Mandarin language faculty; Recruitment Task Force	Started Summer 2017 to continue through Winter 2019
6. Korea	a) Increase presence in Korea through trips, emails, contact; recruitment trip to Seoul	a) TES offices in Hanyang University in Seoul and Tongmyong University in Busan; Director of Admissions	Winter 2018 through Winter 2019
7. U.S. mainland	a) Visit high school Japanese instructors and high schools on the west coast in October 2017 b) Attend College fairs on the west coast in October 2017	a) Director of Admissions b) Director of Admissions	Started Fall 2017 to continue through Winter 2019
8. Germany and Europe	a) Contact high schools in Germany to explore government-sponsored year-abroad possibilities b) Target high school exchange programs and gap year programs	a) Dean of Instruction b) Recruitment Task Force	Started Fall 2017 to continue through Winter 2019
9. Brazil and South America	a) Contact high schools and Japanese Cultural Centers in San Paolo with large immigrant Japanese population b) Target Brazilian students already studying in Hawai'i	a) Faculty and Recruitment Task Force b) Recruitment Task Force	Started Summer 2017 to continue through Winter 2019

10. UHWO	a) Continue to explore cross-registration opportunities with UHWO	a) Vice Chancellor; Cross-Registration Task Force	Ongoing
11. HTIC Alumni	a) Improve alumni data and record-keeping for networking and recruiting purposes	a) Office of Student Services	Winter 2018 through Winter 2019

Benefits of Quality Focus Project 1: Increase Enrollment

HTIC has a clear mission to produce global citizens who contribute positively to world peace with a broad, international perspective gained through cross-cultural experiences. This is currently being achieved in part by our international faculty, the multifaceted academic programs, and attentive student support services. However, diversification of the campus community with students from various countries will greatly enhance the students' learning experiences, enrich their lives, and better align our institution with our mission. Moreover, increased revenue through increased enrollment will help the College to attain fiscal self-sufficiency. Thus, the campus collaboratively selected "Increase Enrollment" as its Quality Focus Project 1, and has already begun working diligently towards this goal.

Quality Focus Project 2: Use Assessment More Effectively

Stabilizing Personnel and Faculty

The Dean of Instruction, who worked for Hawai'i Tokai International College for over 20 years, retired in December of 2015. The position was temporarily filled by the College Prep (CP) Coordinator who was tasked with the dual role of CP Coordinator and Interim Dean of Instruction, and he served for eight months. A part-time Dean of Instruction was hired in August of 2016, and the position became full time in Winter 2017. When the previous Vice Chancellor left on March 31, 2017, the Dean of Instruction assumed the dual role of Dean of Instruction and Vice Chancellor. This dual position continued until a full time Dean of Instruction was hired in September 2017. The Vice Chancellor continues to serve as Vice Chancellor since the appointment in April 2017.

In addition to the turnover in the position of Dean of Instruction, there was instability in the Liberal Arts (LA) faculty. A full time Humanities Professor left in April 2016, and the contract for another English faculty, who was also the ALO, was not renewed in December 2016. A full time Political Science professor resigned in Winter 2017, and another faculty member left for maternity leave in April, 2017. For the Spring 2017 term, the LA program was left with only two full-time faculty members.The Dean of Instruction hired adjuncts to fill the gaps in the teaching staff, and juggled course offering schedules for optimal effect.

With the change in leadership in April, 2017, there was an effort to fill the full time faculty positions in the LA program, and these positions were advertised throughout the summer. As a result, as of Fall 2017, there are four full-time LA faculty members: Asian Humanities, Social Sciences, American Studies, Speech and Communications. In addition to the four full-time faculty members, the Dean of Instruction, with an Ed.D. and a background in English language instruction, also teaches English courses. The Vice Chancellor, with a Ph.D. in modern Japanese literature, also teaches Japanese history, literature, humanities, and culture studies courses. The CP program has remained relatively stable with six full time faculty members. Starting from Fall 2017, the organizational structure was modified to include the Assistant Dean for Liberal Arts and the Assistant Dean for College Prep to assist the newly appointed Dean of Instruction. The LA and CP programs have begun to stabilize as of Fall 2017.

Focus on Student Learning Outcomes

The Curriculum Committee continues to review syllabi and new course offerings. The previous Dean of Instruction reviewed rubrics, course evaluations, and classroom teaching during the Winter, Spring, and Summer 2017 terms. With the arrival of the newly hired Dean of Instruction in fall 2017, there is a renewed focus on student learning outcomes.
This focus was re-energized with a mandatory four-hour workshop on assessment on October 11, 2017, conducted by Drs. Monica Stitt-Bergh and Yao Hill of the University of Hawai'i - Manoa Assessment Office. As a result, numerous areas for improvement have emerged. For example, the Institutional Learning Outcomes are categorized into three broad areas: 1) Effective Communication Skills 2) Global Citizenship 3) Intellectual and Practical Skills. The rubrics for effective communication skills is divided into 20 assessment components, global citizenship is divided into 24, and intellectual and practical skills is divided into 16 components, a total of 60 components which faculty members use to assess these skills in their students at the end of every term. During the workshop, faculty members realized that among the 60 assessment components, there are some which are repetitive, redundant, or irrelevant to specific programs. Thus, starting from Winter 2018, there will be an effort to eliminate redundancy and streamline the assessment components [LA Course Assessment] [LA Sample Rubric] [CP Sample Rubric] [CP Effective Communication Skills] [CP Intellectual and Practical Skills] [CP Global Citizenship] [LA Effective Communication Skills] [LA Intellectual and Practical Skills] [LA Global Citizenship] [Faculty Forum#5 Poster].

Furthermore, examination of some of the syllabi and course assessment methods during this workshop revealed a need to align the course level student learning outcomes with program learning outcomes, and finally with institutional learning outcomes. The newly-appointed Dean of Instruction will lead this effort by reviewing the course syllabi with the faculty members, observing classroom teaching, and verifying that SLOs are in alignment. Once this action is completed, the Vice Chancellor and the Dean of Instruction will modify the rubrics as necessary so that more meaningful data on Student Learning Outcomes can be collected by the Institutional Researcher, analyzed by the faculty at large, and used to improve teaching in the classroom.

As a result of this accreditation process, the faculty has reaffirmed the importance of SLO data collection, reflection and analysis, and implementation of improvements. The rubrics data will continue to be collected but greater effort will be placed on analysis and implementation.

Assessment of the Certificate Programs

Based on analysis of data collected from student focus groups, alumni, and local industry needs, the new Hospitality and Tourism concentration was launched in Fall 2017. Since this is the first course offering, there may be a need to modify the subject content. In Winter 2018, a comprehensive analysis of the Hospitality and Tourism concentration will be led by the Vice Chancellor and Dean of Instruction and will involve the teaching teams of HOSP 100, HOSP 101, and HOSP 105. In addition to the faculty members, students, and student services will also be interviewed as part of the analysis. At the same time, an individual, as well as a comparative analysis of the other concentrations, such as Certificate in Peace Studies and Discover East Asia programs, will be conducted in the same manner. These analyses will lead us in the development of effective Program Learning Outcomes (PLO) for these concentrations which will align with Course Learning Outcomes (CLO) and Institutional Learning Outcomes (ILO) [Certificate in Peace Studies Brochure] [Discover East Asia Program Brochure][Hospitality and Tourism concentration Brochure].

Stabilizing the Personnel in the Office of Student Services

The Office of Student Services has experienced turnover in the last year. In September, 2016, the Academic Adviser and Student Support Officer both left. The Academic Adviser position has been filled twice since then, but as of October, 2017, the position has been filled and stabilized. The other Student Support Office position remains vacant. In November 2016, the previous Director left suddenly. The Director of Admissions was appointed to serve in a dual role of Director of Student Services and Director of Admissions. This continued until February 2017 when a new bilingual Director was appointed in this position. She served for three months and resigned effective June 17, 2017. Since then, the position has been vacant. The Vice Chancellor has been filling that role with the rest of the staff of the Office of Student Services. A new organizational chart elevated the Director of Admissions to Dean of Student Services,

and this vacancy is being advertised. As of October, 2017, this position has not been filled but continues to be advertised [fall 2017 Organizational Chart].

As a result of the turnover, there is a lot of dissatisfaction among the staff of the Office of Student Services. The leadership continues its efforts to fill the position of Dean of Student Services, and hopes to have someone in place by Winter 2018.

Assessment of Student Services

Student surveys from 2016 and 2017 conducted by the Institutional Research office reveal that student satisfaction with the services remains consistent in spite of the challenges of the office. Moreover, student focus group interviews led and recorded by the Vice Chancellor in Fall 2017 revealed overall satisfaction, with some minor suggestions which have been shared with the Office of Student Services. The major issue that was raised by the student surveys and focus group interviews was the need for diversity in the student population. This issue is being addressed as Quality Focus Essay Project #1.

Once the position of the Dean of Student Services is filled by Winter 2018, there will be a concerted effort by this office to 1) increase enrollment, thereby increasing diversity in the student population; and 2) assess overall student services through careful analysis of student surveys and focus group interviews, assess the efficacy, and implement areas of improvement.

[2016 Better HTIC Student Surveys]
[2017 Better HTIC Student Surveys]
[Notes from Student Survey 1]
[Notes from Student Survey 2]

Assessment of Governance and Leadership

The 2017 Institutional Survey results of faculty and staff show a marked improvement in the morale of the campus. The Governance Committee survey, conducted in March 2017, demonstrated clear disapproval of the leadership and their direction. The new team was appointed effective April 2017. Six months later, the campus-wide evaluations of the Chancellor and Vice Chancellor in October, 2017, reveal that the trust in the leadership appears to have been restored.

The first evidence of the leadership's acceptance of shared governance and transparency is the willingness of the Board of Trustees to conduct a self-evaluation and publicize the results to the HTIC community. This action signals a hopeful new direction for the HTIC campus which will be sustained in the years to come.

[2017 Evaluation of the Chancellor]
[2017 Evaluation of the Vice Chancellor]
[2017 Governance Committee Survey]
[BOT Self-Evaluation 2017]
[Faculty Institutional Survey 2016]
[Faculty Institutional Survey 2017]
[Staff Institutional Survey 2016]
[Staff Institutional Survey 2017]

Areas to work on to use assessment more effectively	Action steps	Responsible party	Timeline
1) CP Benchmarking project	a) assessment of SLOs in CP level courses b) reconsider alignment of TOEFL scores with CP levels	a, b) CP Faculty with assistance from Institutional Researcher	Started Spring 2016 ongoing through Spring 2019
2) LA examination of all syllabi	a) assess and standardize format and include SLOs	a) Dean of Instruction with Curriculum Committee	Started Fall 2016 ongoing through Spring 2019
3) LA examination of all SLOs	a) assess and confirm alignment of CLO-PLO-ILO in every subject b) review of assessment tools such as assignments, projects, presentations to confirm alignment with SLOs in every subject	a) all LA faculty under leadership of Dean of instruction b) Institutional Researcher and Faculty, Dean of Instruction	Started Fall 2017 Ongoing through Spring 2019
4) CP/LA examination of rubrics	a) assess and reduce the number of redundant or irrelevant learning outcomes in ILOs	a) all CP/LA faculty under the leadership of the Dean of Instruction, Institutional Researcher	Started Fall 2017 ongoing through Spring 2019
5) LA/CP review of classroom teaching methodology	a) visit each classroom taught by every faculty to assess methodology and provide	a) Dean of Instruction	Started Fall 2017 Ongoing through Spring 2019

	suggestions for improvement		
6) LA/CP examination for alignment	a) assess subjects taught in CP-LA to confirm alignment, consistency in SLOs	a) all CP/LA faculty under the leadership of the Dean of Instruction, Institutional Researcher	
7) Assessment of LA concentrations: Certificate in Peace Studies	a) assess and improve on the Peace Studies Program Learning Outcomes (PLO)	a) Faculty: political science, literature, social sciences; Student Services; Dean of Instruction; Institutional Researcher: OSS	Starting in Winter 2018 term through Spring 2019
8) Assessment of LA concentrations: Discover East Asia Program	a) assess and improve the Discover East Asia PLO	a) Faculty: Asian subjects; Student Services;Dean of Instruction; Institutional Researcher: OSS	Starting in Winter 2018 term through Spring 2019
9) Assessment of LA concentrations: Certificate in Hospitality and Tourism	a) assess and improve on the Hospitality and Tourism program SLO	a) Faculty: business; Student Services; Dean of Instruction; Institutional Researcher; Vice Chancellor; OSS	Starting in Winter 2018 term through Spring 2019
10) Assessment of Student Services	a) hire Dean of Student Services b) through analysis of student surveys and focus group interviews, assess the efficacy and SLOs of student services	a) advertised as of October, 2017 b) Student Services; Vice Chancellor	a) fill position of Dean of Student Services by Winter 2018 term b) Starting in Winter 2018 term through Spring 2019
11) Faculty Evaluations	a) classroom observations, b) analyze effectiveness of in-classroom teaching and provide feedback	a) peer observation and evaluation b) observed faculty receives feedback from observers both internal and external	Ongoing every term

12) Committee and Task Force self-evaluations	a) assessment by respective committees and task forces	a) conducted by respective committee and task force members; collected and analyzed by Vice Chancellor	Ongoing every term
13) Institutional Evaluations	a) surveys are conducted annually to assess support services to faculty and students; b) analysis of the results to be fed back to the institution at Faculty/Staff meetings	a) Institutional Researcher; b) Vice Chancellor to prepare a report for Faculty/Staff meeting	a) Fall 2017 b) annually every spring term
14) Leadership Evaluations	a) evaluations are conducted annually to assess leadership to determine institutional effectiveness; b) BOT conduct an analysis of the effectiveness of leadership and provides feedback	a) Human Resources b) BOT to provide analysis and feedback to the leadership	a) Fall 2017 b) annually every spring term
15) BOT self-evaluations	a) assessment of the effectiveness of the BOT b) self-evaluation, analysis, feedback, and publication	a) recommended by the Governance Committee b) members of the BOT; analysis and feedback by BOT	a) resumed in Fall 2017 b) annually every fall term

Benefits of Quality Focus Essay Project 2: Use Assessment More Effectively

The faculty and staff of HTIC feel the need for clearer benchmarks for assessment purposes. A thorough examination of the purposes of assessment, and thoughtful analysis of the past statistical data and trends will clarify the benchmarks for the various programs. There is discussion of instituting a campus-wide “SLO-day” at which the campus community will be invited to share their assessment goals, data, and benchmarks. This event, designed to integrate various levels and kinds of assessment, may be a visible demonstration to the campus community of how assessments are interrelated and ultimately lead to improving student achievement.

Through the accreditation process, the entire HTIC community from the Governance Board to the Faculty, student support services, and physical facilities staff have become even more mindful of the importance of assessment. Thus, institutional surveys, evaluations, focus group interviews, and Board self-evaluations will continue in regular intervals in a timely manner. The collected data and the results of the evaluations will be analyzed, shared, and implemented in the spirit of self-improvement through effective assessment.

Appendices

Appendix 1-Glossary of Acronyms

Acronym	Stands for...
ACCJC	Accrediting Commission for Community and Junior Colleges
ADA	Americans with Disabilities Act
ALA	American Library Association
AY	Academic Year
BOT	Board of Trustees
CC	Curriculum Committee
CEO	Chief Executive Officer
CLI	Cooperative Learning Intensive
CP	College Preparatory
DCCA	Department of Commerce and Consumer Affairs
DEA	Discover East Asia
EAC	Evaluation and Assessment Committee
EC	Executive Committee
EDP	Educational Development Plan
EEO	Equal Employment Opportunity

ESL	English as a Second Language
FY	Fiscal Year
GC	Governance Committee
GE	General Education
HLA	Hawaiian Library Association
HLC	Hawai'i Library Consortium
ILSDP	Information Literate Students Development Plan
HPEAP	Hawai'i Post-secondary Education Authorization Program
HTIC	Hawai'i Tokai International College
ICS	Information and Computer Sciences
IELTS	International English Language Testing System
ILO	Institutional Learning Outcomes
IP	International Programs
ISER	Institutional Self-Evaluation Report
IT	Information Technology
ITTF	IT Task Force

LA	Liberal Arts
LCC	Library of Congress Classification
LEED	Leadership in Energy and Environmental Design
LLC	Library and Learning Center
LLCC	Library and Learning Center Committee
LMS	Library Management System
MOU	Memorandum of Understanding
NAFSA	NAFSA: Association of International Educators
NAUP	Network Appropriate Usage Policy
OI	Oral Intensive
OPAC	Online Public Access Catalog
OPEB	Other Post-Employment Benefits
OSS	Office of Student Services
PC	Planning Committee
PDC	Personnel Development Committee
PLO	Program Learning Outcomes

QFE	Quality Focus Essay
RTF	Recruitment Task Force
SLO	Student Learning Outcomes
SATF	Student Affairs Task Force
STF	Safety Management Task Force
TES	Tokai University Educational System
TOEFL	Test of English as a Foreign Language
TOEFL ITP	Test of English as a Foreign Language Institutional Testing Program
TOEIC	Test of English for International Communication
TUPC	Tokai University Pacific Center
UHWO	University of Hawai'i - West O'ahu
WASC	Western Association of Schools and Colleges
WI	Writing Intensive

Appendix 2-Complete List of Evidence

BOT Meeting 2013
Aloha Proposal
Altres Agreement
CWA Agreement
DKLK Agreement
HDS Agreement
Lion Proposal
OTIS Contract
Pension Services Agreement
Ricoh Agreement
Simplex Agreement 1
Simplex Agreement 2
SPA Quotation
Terminix Agreement
TGS Proposal
TQI Agreement
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2013 BOT Self Evaluation Report
2016 Annual Report
2016 Institutional Survey_Faculty
2016 Institutional Survey_Staff
2016 Institutional Survey_Students
2016 LLC Annual Report; 2015 LLC Annual Report
2016 Winter Term Organization Chart
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2017 Executive Survey Chancellor
2017 Executive Survey Vice Chancellor
2017 Fall Term Organization Chart
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2017 Institutional Survey_Faculty
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Academic Freedom Statement
ACCJC Accreditation Standards
ACCJC Annual Fiscal Report 2017
ACCJC Conference Program 2017, p.19
Accreditation and Statistics
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Accreditation Information
Accreditation Team Visit, October 2017
Accreditation Workshop
Adjunct Faculty Job Description
Adjunct Self-Evaluation Form
Admission Website
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Advising Sheet
Advising Sign-Up
Aerial View of the Campus
ALA Presidential Committee on Information Literacy: Final Report
ALA Website
Altres Agreement
Altres Link
Alumni Stories
Alumni Survey
Americans with Disability Act (ADA)
Annual Report 2017
Articulation Agreements list
Auditor's Financial Report to the BOT
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BOT Self-Evaluation 2017
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BOT Workshop 2017
Budget Calendar
Budget Department Cycle
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Bylaws of Hawai'i Tokai International College
Bylaws of Hawai'i Tokai International College
Call for Additional BOT Meeting
Campus Service Reference Guide & Emergency Contact

CC Meeting May 2017
CC Meeting Sample Syllabus Review
CC Minutes Evidence
CC Self-Evaluation 2014
CC Self-Evaluation 2015
CC Self-Evaluation 2016
CC Self-Evaluation 2017
CC Site
Certificate LEED
CFR Title 34.600.2
Chairman's Letter to HTIC Faculty and Staff
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Chancellor Position Ad on the Chronicle of Higher Education
Chancellor Search Interview Schedule
Chancellor's Accreditation Survey Results
Charts- Student Institutional Survey Results
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Classroom Photo
CLC Flyer
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Collection Development Policy
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CP Intellectual and Practical Skills Rubric
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EC Minutes 2017-05-01
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EC Minutes 2017-08-28
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EDP 2007-2011
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EEO Active - Gender and Ethnicity 2017
EEO Data - Faculty & Educational Degrees
Effective Communication Rubric
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Full-Time Self Evaluation Form
FY 2017 Maintenance Budget Form
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Gateway To Your Future brochure 2017
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HTIC Diversity Training 04.2017
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IS100 Syllabus ILOs
IS200 Bibliography Assessment
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LLC Noise Level Sign
LLC Photo
LLC Self-Evaluation 2017
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