EXTERNAL EVALUATION REPORT

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

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the External Evaluation Team that visited
Hawaii Tokai International College March 5 – March 8, 2018

Rachel Solemsaas, Ed.D.
Chair

NOTE: this page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.

DATE: April 9, 2018

INSTITUTION: Hawaii Tokai International College
91-971 Farrington Highway
Kapolei, HI 96707

TEAM REPORT: Comprehensive Evaluation Report

This report represents the findings of the evaluation team that visited Hawaii Tokai International College March 5 – March 8, 2018.

SUBJECT: Commission Revisions to the Team Report

The comprehensive External Evaluation Report provides details of the team's findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team's findings. Upon a review of the External Evaluation Report sent to the College, the Hawaii Tokai International College Self-Evaluation Report, and supplemental information and evidence provided by the College, the following changes or corrections are noted for the Team Report:

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List of Team Members

Dr. Rachel Solemsaas (Chair)
Chancellor
Hawai'i Community College

Dr. Brian Sanders
Vice President of Instruction
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Summary of the External Evaluation Report

INSTITUTION: Hawaii Tokai International College

DATES OF VISIT: March 5 – March 8, 2018

TEAM CHAIR: Dr. Rachel Solemsaas

An eleven member accreditation team visited Hawaii Tokai International College (HTIC) on March 5 – March 8, 2018 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair training workshop on December 7, 2017 and conducted a pre-visit to the campus with the team assistant on January 29, 2018. During this visit, the chair met with campus leadership and key personnel involved in the self-evaluation preparation process. The entire external evaluation team received team training provided by staff from ACCJC on February 8, 2018.

The evaluation team received the College's self-evaluation document, an addendum, and related evidence a few weeks prior to the site visit. Team members found it to be a generally acceptable written document that adequately described some of the processes used by the College to address Eligibility Requirements, USED requirements, Accreditation Standards, and Commission Policies. Other areas of the document were less complete, requiring significant effort on the part of the team to corroborate the report's assertions. The team confirmed that the self-evaluation report was compiled through broad participation by the entire College community including faculty, staff, students, and administration. Further, it contained several self-identified action plans for institutional improvement as part of the Quality Focus Essay.

On Monday afternoon, March 5, 2018, team members visited Hawaii Tokai International College located in Kapolei, HI. Upon arrival at the College on Tuesday morning, the team was introduced to the College community at reception and provided a tour of the campus.

During the evaluation visit, team members conducted approximately 65 formal meetings, interviews, and observations involving College employees, students, and board members. Myriad, less formal interactions with students and employees took place outside of officially scheduled interviews, as did observations of in-session classes and other learning environments. Two open forums provided the community members and College personnel opportunities to meet with members of the evaluation team.

The team reviewed numerous materials supporting the self-evaluation report in the team room and electronically, which included documents and evidence supporting the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team

included, but was not limited to, documents such as institutional plans, program review procedures and reports, student learning outcomes evidence, College policies and procedures, enrollment information, committee minutes and materials, and College governance structures. Said evidence was accessed via hard-copy in the team room and electronically via flash drives, internal College systems (e.g., Populi), and the College's internal and public website pages.

The team greatly appreciated the enthusiasm and support from College employees throughout the visit. The team appreciated the assistance of key staff members who assisted the team with requests for individual meetings and other needs throughout the evaluation process. College staff met every request.

The team found the College to be in compliance with all Eligibility Requirements, Commission Policies and Standards, and USED regulations. The team found a number of innovative and effective practices and programs. The team issued a number of commendations to the College. It also issued recommendations to meet a standard and to increase effectiveness.

Major Findings and Recommendations of the 2018 External Evaluation Team

Commendation 1

Hawaii Tokai International College's unique and noble mission is very well integrated throughout the institution. The team noted that systems, processes, policies, practices, and personnel embody the mission of fostering global citizenship and world peace. Of particular note is how the mission is reflected directly in institutional learning outcomes (ILOs). (I.A.3)

Commendation 2

HTIC has demonstrated remarkable resilience. Despite the chaos created by myriad challenges including the tragic loss of three students, leadership transition, faculty/staff turnover, and relocation to the new campus, the institution ensured that there was limited impact on students as evidenced by consistently positive student feedback and high achievement rates. (I.C.14)

Commendation 3

The College is commended for its strong student services and learning support structures, advising, and course scheduling that have combined to achieve a five-year average 90% graduation rate within five terms. The College effectively leverages its small college ethos, strong relationships between students, faculty, staff, and administrators, and an organic early alert system they colloquially refer to as the "coconut wireless" to identify students at risk and assist them in achieving their academic goals. (II.A.6, II.B.1, II.C.1, II.C.2, II.C.5)

Commendation 4

The team commends the efforts of HTIC in effectively using its human and physical resources to achieve its mission and to improve academic quality and institutional effectiveness. In particular, the team applauds the College's effort to incorporate student voice within the established governance structures and to maintain the safety of the student population on the campus. The careful consideration of student perspectives creates an inclusive culture in which faculty, staff, administrators, and students all work together. (III.B.1, IV.A.2)

Recommendations for Improvement and Compliance

Recommendation 1 (Compliance)

In order to meet the Standard, the team recommends that the College disaggregate achievement data for student subpopulations within the Liberal Arts and College Preparatory Programs in ways that are meaningful to those programs and use the disaggregated data in program review to identify and improve performance gaps. (I.B.6)

Recommendation 2 (Improvement)

In order to increase effectiveness and communicate matters of academic quality, the team recommends that the College regularly make public to external stakeholders current assessment data and analysis of student learning and achievement. (I.C.1, I.C.3)

Recommendation 3 (Improvement)

In order to improve institutional effectiveness, the team recommends that the College define and publish in the college catalog, program-level student learning outcomes taught in the certificates within the Liberal Arts degree. (I.C.2, I.C.4, II.A.3)

Recommendation 4 (Improvement)

In order to improve institutional effectiveness, the team recommends that the College develop officially approved and current master course outlines that include student learning outcomes and other expected course characteristics. (II.A.3)

Recommendation 5 (Improvement)

In order to sustain institutional effectiveness, the team recommends that the College regularly evaluate all areas of the institution, including leadership roles and the institution's governance and decision-making policies, procedures, and processes. The team further recommends that the College communicate the results of these evaluations and use them as the basis for improvement. (IV.A.7)

Introduction

Hawaii Tokai International College (HTIC), located on the western side of O'ahu Island in Hawai'i, is an accredited two-year college. HTIC serves students from Japan and other countries in Asia who study English while earning an AA in Liberal Arts degree in an American setting. Other students from the Asia-Pacific region and the U.S. are attracted to the school's Japanese language and Japanese studies programs. In addition, HTIC offers short-term intensive English language programs.

HTIC honors Dr. Shigeyoshi Matsumae (1901-1991) upon whose ideals the College was founded. He was an engineer, inventor, educational researcher, and innovative thinker who founded the Tokai University Educational System (TES), which now serves 50,000 students from Kindergarten through graduate school in Japan with the goal of cultivating citizens devoted to peace, health, happiness, intellectual pursuits, and intercultural understanding. Today, Tokai University has eight campuses in Japan as well Hawai'i and educational centers in Denmark, Thailand, Korea, and Austria.

Hawaii Tokai International College's 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." Its location in Hawaii with its multicultural, strongly Asian population was considered an ideal place for students to experience diversity and intercultural understanding between eastern and western cultures.

HTIC was officially chartered in 1992 under the name Tokai International College and was originally located in downtown Waikiki at the Tokai University Pacific Center (TUPC). In 2015, the institution moved operations to its current location in Kapolei adjacent to the University of Hawaii West O'ahu (UHWO). The move was precipitated by an increase in enrollment and a dramatic rise in utility costs. Kapolei is a quickly growing area, and HTIC is poised to serve the educational needs of the area along with UHWO with which it shares a number of services, such as the cafeteria and library.

While this move bodes well for the future of the school, the transition was difficult, leading to heavy employee turnover. A change in leadership during this time when the chancellor went back to Japan to serve TES in another capacity may have exacerbated the turnover, including five members of the board of trustees. This resulted in the loss of some accreditation data, but faculty and staff were able to fill in the gaps well enough to provide adequate information for this accreditation visit. Together with administrative personnel, they worked diligently to maintain stability for students through these and other difficult events.

Student achievement data showed that the challenges HTIC faced did not negatively affect student achievement. However, the school did experience a slight decrease in enrollment. Increasing student enrollment has been identified as a topic of inclusion for their Quality Focus Essay (QFE).

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

__x__ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

__x__ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

__x__ The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment. [Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

__x__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team confirmed that the College solicited third-party comment via open forums, email communication, website postings and public comment during a Board of Trustee meeting. The team received a number of complimentary comments from students, alumni and community members, stating their support of the College.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

__x__ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

__x__ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

__x__ The institution-set standards for programs and across the institution are relevant to

guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

__x__ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.
[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

__x__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College provided evidence that it established institution-set standards in 2017 for course completion and student achievement for the Liberal Arts and College Preparatory Programs. Plans are in place for monitoring these student achievement measures and for communicating results.

Credits, Program Length, and Tuition

Evaluation Items:

__x__ Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
__x__ The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
__x__ Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
_n/a_ Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
__x__ The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.
[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

__x__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed institutional policies for assignment of credit based on course hours in the classroom, including field trips and other out-of-classroom activities, and found them to be in alignment with generally accepted practice in higher education and with the Commission *Policy on Institutional Degrees and Credits.*

Transfer Policies

Evaluation Items:

__x__ Transfer policies are appropriately disclosed to students and to the public.

__x__ Policies contain information about the criteria the institution uses to accept credits for transfer.

__x__ The institution complies with the Commission *Policy on Transfer of Credit.*
[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

__x__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Awarding credit for college coursework completed at another institution requires a student to submit official transcripts showing successful completion of lower-division courses at an accredited institution. The transcript review process includes evaluation of the course description or/and syllabus from the originating institution and comparing it to comparable courses at HTIC. The process for requesting the evaluation of outside transcripts is not readily accessible. It is described tangentially in the College catalog. Administrators explained the process to team members, who found the procedures consistent with American higher education. The College is encouraged to further elaborate on this in its catalog.

Distance Education and Correspondence Education

Evaluation Items:

__n/a__ The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

__n/a__ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

__n/a__ The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

__n/a__ The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

__n/a__ The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.
[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

__x__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

HTIC does not offer any courses by distance or correspondence education.

Student Complaints

Evaluation Items:

__x__ The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.

__x__ The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

__x__ The team analysis of the student complaint files identifies any issues that may be

indicative of the institution's noncompliance with any Accreditation Standards.

__x__ The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

__x__ The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

__x__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College provided evidence of procedures for student complaint process and has a systematic process for using the feedback for continuous improvement. The process is outlined in the College catalog, on the website, and included in Populi. The Office of Student Services maintains the log of complaints, and shares appropriately with concerned parties.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

__x__ The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

__x__ The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.

__x__ The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

[Regulation citations: 602.16(a) (1) (vii); 668.6.]

Conclusion Check-Off (mark one):

__x__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Information about programs, locations, and policies is communicated to students and the public via the College Catalog, the Schedule of Classes, and/or the College website. The College website provides information about research and data gathering, planning, and the status on accreditation, including annual reports. The College accurately represents program costs and employment opportunities, does not offer money in exchange for enrollment, and does not guarantee employment in order to recruit students.

Title IV Compliance

Evaluation Items:

__n/a_ The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S.DE.

__n/a_ The institution has addressed any issues raised by the U.S.DE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

__n/a_ The institution's student loan default rates are within the acceptable range defined by the U.S.DE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

__n/a_ Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

__n/a_ The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.
[Regulation citations: 602.16(a) (1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

__x__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

HTIC does not offer federal financial aid to its students, and as such, does not need to comply with the required components of the U.S. Title IV Program.

Eligibility Requirements (ER)

1. Authority

The team confirmed that Hawaii Tokai International College is authorized to operate as a post-secondary, degree-granting institution by the State of Hawai'i Department of Commerce and Consumer Affairs pursuant to Hawaii Revised Statutes (HRS) §305J-12(a). The authorization is contingent upon the College's continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the ER.

2. Operational Status

The team confirmed that the College is operational and provided educational services to 125 unduplicated students in 2016-17 who were enrolled full-time in degree applicable, credit courses and were pursuing the degree.

The College meets the ER.

3. Degrees

The team confirmed that the majority of courses offered at HTIC are applicable to their Associate in Arts degree in Liberal Arts, which constitutes 60 units of credit and is generally two years in length. In any given term, roughly half (42-49%) of the College's students are enrolled in the Liberal Arts degree program offered by the College while the remainder are enrolled in the College Preparatory Program working through a five-level sequence of English as a Second Language courses designed to prepare students to enter the Liberal Arts Program.

The College meets the ER.

4. Chief Executive Officer

The College's current chief executive officer is highly qualified for the position and served as chancellor from 2011 to 2014. In April, 2017, he returned to HTIC to serve as interim chancellor until a permanent chancellor is selected. His full-time responsibility is to the College, he possesses the requisite skills and authority to provide leadership for HTIC.

The chancellor of HTIC reports directly to the board of trustees, which has the responsibility to hire and renew his contract. The chancellor does not serve as a member of the board. Since the last full accreditation visit, there has been leadership transition in the chancellor position, which was appropriately reported to the ACCJC.

The College meets the ER.

5. Financial Accountability

The team confirmed that HTIC engages a qualified external auditor to conduct audits of all financial records. All audits are certified and all explanations of findings documented appropriately. Audit reports are made available to the public.

The College meets the ER.

STANDARD I

MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard I.A: Mission

General Observations

Hawaii Tokai International College (HTIC) has a unique and clearly defined mission that provides a framework for all institutional goals and activities. The mission is broadly understood and infused throughout planning, programs, and services. The mission is reviewed and updated periodically, and HTIC has incorporated evaluation of the mission through the definition and measurement of institutional learning outcomes (ILOs) and through other assessments and evaluations. The mission clearly guides institutional decision-making, planning, and resource allocations.

Findings and Evidence

HTIC's mission is clearly stated:

Hawaii 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 concomitant vision statement further guides institutional goals and activities:

To educate students to become enlightened global citizens who contribute to world peace.

This well-defined, specific mission and associated vision describe the institution's broad educational purposes (an international gateway for associate degree seekers), intended student population (students interested in education bridging diverse international perspectives, especially in the Asia-Pacific region), and commitment to student learning and achievement (graduates emerge as lifelong learners who contribute positively to the world). (I.A.1)

One tangible way HTIC evaluates the accomplishment of its mission is through the definition and extensive evaluation of institutional learning outcomes (ILOs). These outcomes are aligned with curricular programs, both College Preparatory (primarily English language acquisition) and Liberal Arts (the associate degree program has three optional emphases to choose from: Peace Studies, East Asia Studies, or Hospitality, which focuses on cross cultural understanding). The three overarching ILOs are: Effective Communication Skills, Global Citizenship, and Intellectual and Practical Skills. Aspects of these ILOs, as appropriate, are assessed in every class every term, and are carefully mapped throughout the curriculum, and the culmination of achievement of ILOs is assessed in program capstone courses. In addition, a fourth ILO is included in the Liberal Arts Program to assess "Core Body of Knowledge;" this falls under the overarching title of Intellectual and Practical Skills. Other actionable data to inform the improvement of education

and the redirection of resources is provided through annual program review and the six-year EDP. (I.A.2, I.A.3)

HTIC directs institutional priorities to support the mission and the educational needs of students, as evidenced by many extracurricular activities and field trips, instructional support activities, and an agreement with the University of Hawaii West O'ahu to share resources such as the library and cafeteria. (I.A.2)

There is evidence that HTIC articulates its mission and publishes it widely. The team saw beautiful posters hanging throughout the campus. The mission statement is reviewed periodically and was last revised and approved by the board of trustees in April 2017 after broad college conversation and dialog. (I.A.4)

Conclusion

The College meets the Standard. The mission guides programming and decisions, is assessed through ILOs and other means, and is infused throughout courses and services.

Commendation 1

Hawaii Tokai International College's unique and noble mission is very well integrated throughout the institution. The team noted that systems, processes, policies, practices, and personnel embody the mission of fostering global citizenship and world peace. Of particular note is how the mission is reflected directly in institutional learning outcomes (ILOs). (I.A.3)

Standard I.B - Assuring Academic Quality and Institutional Effectiveness

General Observations

Hawaii Tokai International College works to improve its academic quality and institutional effectiveness through learning outcomes assessment, program review processes, and planning efforts within its shared governance structure. The College uses data to continuously and systematically evaluate its academic programs and services and uses the results of those evaluations to improve its effectiveness.

Findings and Evidence

Hawaii Tokai International College engages in collegial dialogue about student learning and achievement. Faculty and staff communicate about learning outcomes in monthly department, program, and student services meetings and forums. Learning outcomes are discussed at standing shared governance committees including the Curriculum Committee, Library and Learning Center Committee, and Evaluation and Assessment Committee. The Planning Committee assesses academic quality and institutional effectiveness in discussions about the outcomes of the Six-Year Educational Development Plan and the results of annual and comprehensive program reviews. Policy decisions made in the Executive Committee are shared with the College at the monthly faculty and staff meetings and forums, as well as semi-annually to the board of trustees. The Office of Institutional Research (OIR) compiles relevant student demographic, student achievement, and learning outcomes data that is used in institutional planning and program review. The team found no evidence that the College uses the phrase 'student equity' in its discussions, which may explain why the College only disaggregates learning outcomes and achievement data by cohort. Faculty in each program engage in informal dialogue about assessment and analysis of student learning outcomes and discussions occur at regular Liberal Arts and College Preparatory Program meetings. The College publishes its program learning outcomes assessments in annual and comprehensive program review reports and its institutional outcomes in the EDP, which is disseminated to administration, faculty, and staff on an internal shared drive. (I.B.1)

HTIC has developed three overarching institutional learning outcomes (ILOs) and a fourth that is more content specific for the Liberal Arts Program. Both the Liberal Arts and College Preparatory Programs have defined learning outcomes derived from these ILOs, and the College defines its ILOs as program learning outcomes in their well-mapped ILO and course rubrics. Learning outcomes are defined for every course and included on every course syllabus. Student and learning support services have defined learning outcomes. Learning outcomes assessments form the basis for the evaluation of courses and programs. For example, students are assessed in IS200 for the Liberal Arts Program and CP5 for the College Preparatory Program as the capstone for the completion of those programs. Course assessments follow a recently revised and improved rubric that directly aligns with the ILOs. Discussions on learning outcomes assessments occur in faculty and staff meetings and in the Evaluation and Assessment Committee. There is documentation that the results are used in annual and comprehensive program review to improve programs and courses. The review of instructional and student support services also occurs through annual and comprehensive program reviews. Faculty engage in learning outcomes assessment every term for every course in each program. ILO

assessment occurs on a six-year cycle. Course learning outcomes are developed by the instructor and any changes are reviewed by the Curriculum Committee for alignment with the curriculum and ILOs. (I.B.2)

The College established its institution-set standards most recently in 2017 as part of its EDP, which is published on a shared drive. These minimum standards include overall transfer rate; Liberal Arts Program graduation rate; average TOEFL scores in the last term of the College Preparatory Program and increase in those scores; College Preparatory Program completion rate; and achievement of SLOs for the Liberal Arts, College Preparatory, and International Programs. The College defined course completion standards in the 2017 Annual Report to the ACCJC, but this standard is not included in the EDP. The team found that the College Preparatory Program has plans to revise its standards. The Planning Committee monitors progress of the EDP and documents action plans to achieve and exceed the Standards in committee minutes based on an annual analysis of data. The data also is evaluated by programs through the annual program review process. The College does not offer vocational certificates or prepare students for licensure examinations and does not track job placement rates. While there is room for improvement in ensuring institution-set standards are the same across documents and in improving general understanding of those standards, the team is impressed that the College is pursuing the establishment of more than the minimum required institutional standards. (I.B.3)

The College uses data to assess its institutional processes in support of student learning and student achievement. Institution-set standards are set and assessed in the EDP. Program-specific data are provided to academic, student services, and administrative divisions for program review. The student achievement data are disaggregated by cohort but not by other metrics. The College has a committee structure that supports the assessment of student learning and student achievement. Learning outcomes data are reviewed by programs and standing governance committees and used by faculty and staff in program reviews. Assessment of the EDP and annual and comprehensive program review are compiled and reviewed by the Planning and Executive Committees and board of trustees. (I.B.4)

The College engages in program review on a five-year cycle with a comprehensive review the final year leading to the development of an EDP. Academic programs (Liberal Arts, College Preparatory, International), student learning and support services, and administrative divisions focus on areas of concern, analyze appropriate data, follow up on previous recommendations, review learning outcomes assessments, and make recommendations to improve the program. The OIR provides the programs with both quantitative data (retention rates, persistence rates, course completion rates, transfers, degree graduation rates, time to completion, demographics, achievement of learning outcomes) and qualitative data (primarily gathered through satisfaction surveys). The Executive Committee reviews resource requests resulting from annual program reviews and determines any allocations. The outcomes of these resources are documented by the programs in the subsequent program review. The Planning Committee and Evaluation and Assessment Committee evaluate program reviews and planning processes in regular meetings. The team is particularly impressed by how the mission is directly tied to the ILOs, which are assessed to some degree in every course, every term, allowing the College to evaluate how well it is accomplishing its mission. In other evaluations, should the College opt to continue conducting employee and student surveys, the team suggests a more rigorous survey protocol be followed, including revising response options to provide more actionable data, including

response rates and survey analysis, and increasing the number of responses. (I.B.5)

The OIR compiles student demographic data for use in institutional planning, program review, dialogue, and decision making. For example, the College has reviewed its demographics and has stated goals to diversify its student body. The Fact Book, utilized in program review and planning, includes demographic data at the College and for the Liberal Arts and College Preparatory Programs disaggregated by gender, age, citizenship, and ethnicity. The College disaggregates student achievement data by Liberal Arts and College Preparatory cohort, but not by any other method. The Liberal Arts and College Preparatory Programs do not consistently request disaggregated achievement data for student subpopulations as part of program reviews. Without disaggregating by gender or other variables that are meaningful to the College, such as international versus domestic students, the College will not be able to identify and address achievement gaps. (I.B.6)

The College uses its program review cycle to evaluate the effectiveness of its academic quality and the accomplishment of its mission. Annual program review leads to a comprehensive program review that is used to create the next six-year EDP. The Planning Committee analyzes the results of the program review process in annual and comprehensive program review reports. In 2012 the Planning Committee restructured the process from a standardized approach to a focused review that allows programs to look at specific areas of concern. Instructional programs, student and learning support services, and resource management areas participate in the annual and comprehensive program review process. Suggestions for changes to program review processes are documented in Planning Committee minutes. All shared governance committees evaluate their practices in regular self-assessments that are posted in the shared drive. (I.B.7)

Assessment and evaluation activities occur in governance committees and are documented in minutes that are posted in a shared drive. Standing committees and task forces engage in internal assessment through annual self-evaluations that are posted in the shared drive. The College uses its program review cycle to discuss strengths and weaknesses, set institutional priorities, implement existing plans, and develop new plans based on data analysis. Course and program achievement data, ILO assessment results, and survey results are made available to faculty and staff on the internal shared drive. Annual and comprehensive program review reports and the EDP, are disseminated to the faculty and staff via the same internal password protected shared drive. (I.B.8)

The College has an ongoing institutional evaluation and planning cycle that is used to assess the accomplishment of its mission, institutional effectiveness, and academic quality. An annual program review culminates in a multi-year comprehensive program review that uses data analysis for planning and to request resources. Academic programs (Liberal Arts, College Preparatory, International), student learning and support services (including the Library and Learning Center), and administrative divisions (facilities, network operations, human resources, fiscal services) engage in the program review cycle to articulate the short- and long-term needs of the institution. Data used in the planning process includes learning outcomes assessments, student achievement, and surveys. The most recent comprehensive program review was completed in 2016. Faculty and staff participate in the program review process, develop areas of focus and action plans, and have representatives bring those plans to the Planning Committee, which summarizes the plans in an annual report. HTIC is a relatively small college, and the team

found that some assessments were happening informally with the resulting improvements not formally documented. (I.B.9)

Conclusions

The College meets Standard I.B except for I.B.6. The College engages in continuous and systematic evaluation, planning, and implementation to improve the quality of its academic programs and services and its overall institutional effectiveness. The College uses data to improve institutional effectiveness but needs to further disaggregate its achievement data to identify and improve performance gaps.

Recommendation 1 (Compliance)

In order to meet the Standard, the team recommends that the College disaggregate achievement data for student subpopulations within the Liberal Arts and College Preparatory Programs in ways that are meaningful to those programs and use the disaggregated data in program review to identify and improve performance gaps. (I.B.6)

Standard I.C: Institutional Integrity

General Observations

Hawaii Tokai International College assures institutional integrity in its communications using its public website, internal shared drive, and catalog. Student learning and student achievement data and assessments are shared with the administration, faculty, and staff. The College aligns with the Standards for publishing policies and procedures and has a reporting and shared governance structure that supports the regular review of those policies and procedures.

Findings and Evidence

Hawaii Tokai International College provides information to students and prospective students, personnel, and all persons or organizations through its website; college catalog; and faculty, employee, and student handbooks. The mission and vision statements are posted publicly on the website and in the College catalog. Institutional and most program learning outcomes are published on the website and in the College catalog. Course learning outcomes are posted in a shared drive that is accessible by administrators, faculty, and staff, but not the public. Current learning outcomes data are not made available on the website or shared with the public. Information about the Liberal Arts, College Preparatory, and other programs are posted publicly on the website and in the College Catalog, though some program descriptions do not include learning outcomes. Information on student life and student support services is posted publicly on the website and in the College catalog. The College's accreditation status, reports, and communication with the ACCJC are located on the website, in promotional materials, and in the College catalog. The College utilizes its shared governance structure to ensure the clarity, accuracy, and integrity of public information regarding its mission statement, learning outcomes, educational programs, and student support services through participatory review processes and updates of its website and catalog. The institution provides to the public current and accurate information on student program completion, retention, and graduation, and describes its institutional learning outcomes (ILOs) on the accreditation page on its website. (I.C.1)

The College publishes a catalog on its college website. The catalog presents accurate and current information about its programs, locations, requirements, and policies affecting students. The learning outcomes for the Peace Studies, Hospitality and Tourism, Discover East Asia, and International Programs are not stated in the catalog. The catalog is updated annually by the chancellor with input from division heads. The College does not offer distance education or correspondence education courses, programs, or degrees. (I.C.2)

The College's program review cycle allows for the assessment of student achievement data and learning outcomes. The Planning Committee compiles a Comprehensive Program Review report from academic programs, student support services, and administrative divisions that includes data analysis, including assessment of ILOs, leading to action plans and resource requests. The report is shared in an open forum and submitted to the board of trustees. There is documentation in annual and comprehensive program review summaries that the results of this assessment are used for improvement, but these documents are not posted on the website or shared with the public. Annual program reviews, comprehensive program reviews, and course learning outcomes assessment data are not made available to the public but can be viewed by administration,

faculty, and staff on a shared drive. The College has much positive information to share, and the team encourages the College to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (I.C.3)

The purpose, content, and course requirements for the College Preparatory Program, Associate of Arts degree and its degree requirement plans, Peace Studies Certificate, Discover East Asia Program, and Hospitality and Tourism Certificate are presented in the Academic Programs section of the College catalog. Learning outcomes for the AA degree are the same as the ILOs and are published in the catalog and on the website, posted in each classroom, and shared in student and faculty orientations. The catalog lists the Discover East Asia: Language and Culture Immersion Program, while the same program on the website is called the Discover East Asia Study Abroad Program; the language should be consistent. The College should develop and publish program learning outcomes to correspond to the three areas of emphasis within the AA degree and the Peace Studies, Hospitality and Tourism, and Discover East Asia Certificates. The content and course requirements for the International Programs are not included in the catalog but are listed on the website. (I.C.4)

The Planning Committee reviews the mission, vision statement, and ILOs on a six-year cycle as part of the writing of the new Six-Year Educational Development Plan. These statements most recently were revised and approved by the board of trustees in 2013. The Planning Committee writes a new EDP and assesses the previous one on a six-year cycle, most recently in 2017. The outcomes of program review are assessed in the Planning Committee on an annual cycle and support the review and evaluation of programs and student services. Changes to information on the website are submitted directly by the appropriate groups to Information Technology personnel, who make all changes. The chancellor has the responsibility for ensuring accuracy of the College catalog and other publications based on input from division heads. The College has a shared governance standing committee and task force structure that supports the review and evaluation of the mission, programs, and services. This review and evaluation is supported by administration, faculty, staff, and students through faculty and staff meetings, surveys, suggestion boxes, and open forums. Changes to governance processes occur through the Executive Committee based on input from shared governance committees. The chancellor works with the Executive and Planning Committees to review college and academic policies and procedures regularly; changes are reflected in committee minutes. The board of trustees oversees all college policies. (I.C.5)

The institution provides updated and accurate information regarding the total cost of education. This information is found in promotional brochures for prospective students, the College website, and in the College catalog, which is also posted on the website. (I.C.6)

HTIC is currently updating the faculty and employee handbooks, which are outdated. At the time of the visit, the updated Faculty Handbook had been reviewed by legal counsel and was being forwarded to the board for approval. The Faculty Handbook, both the older and newer versions, includes governing board policies on Academic Freedom, which were adopted in 2006 according to the board policy manual. (I.C.7)

Campus regulations and the Student Code of Conduct are included in the Student Handbook, which is given to students at orientation. The statement of Student Rights and Responsibilities,

including an abbreviated section on student academic honesty, is included in the College catalog and on the institution's website. (I.C.8, I.C.10)

A Code of Ethics, Code of Conduct, and Dress Code are included in the Faculty Handbook, which is given to new faculty at orientation. Similar information is included in the Staff Handbook. Regarding faculty presentation of information fairly and objectively in the classroom (I.C.9), the Faculty Handbook 'Maintaining Professional Standards' section states that "when providing instruction regarding controversial matters, faculty members are expected to introduce and allow differing points of view." The team learned that there had been some student complaints in this area, and the 2017 Student Survey data indicate that not all students feel free to express their opinions in class. The team encourages the College to "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." (I.C.7, I.C.9, I.C.10)

HTIC is an American campus, and although part of the Tokai Educational System in Japan, HTIC does not operate in a foreign location, therefore Standard I.C.11 does not apply.

The College has complied with ACCJC requirements as evidenced by the current ISER and in other past commission requirements, midterm and follow-up reports, and other correspondence as posted on the HTIC accreditation website. The team found evidence, on site and through the Institutional Self Evaluation Report, that the College conducts itself with honesty and integrity in relationships with external agencies including the ACCJC. (I.C.12, I.C.13)

The College is committed to offering its students a high quality education. The College has continued to focus on its mission despite recent challenges including the tragic loss of several students, leadership transition, faculty/staff turnover, and relocation to a new campus. Evidence of the commitment to the mission can be seen in the consistently positive feedback in student surveys and the consistently high achievement rates. The College receives financial support from the Tokai Educational System (TES) and does not have external financial aid, grants, auxiliary organizations, foundations, or institutional investments and assets. (I.C.14)

Conclusion

The College meets Standard I.C. The College demonstrates integrity in its communications, and policies. HTIC strives in all its actions to provide a high quality and positive educational experience for its students. The College communicates well with students and internal stakeholders but should communicate to the general public the expected outcomes and results of assessments that articulate the quality of its programs.

Commendation 2

HTIC has demonstrated remarkable resilience. Despite the chaos created by myriad challenges including the tragic loss of three students, leadership transition, faculty/staff turnovers, and the relocation to the new campus, the institution ensured that there was limited impact on students as evidenced by consistently positive student feedback and high achievement rates. (I.C.14)

Recommendation 2 (Improvement)

In order to increase effectiveness and communicate matters of academic quality, the team recommends that the College regularly make public to external stakeholders current assessment data and analysis of student learning and achievement. (I.C.1, I.C.3)

Recommendation 3 (Improvement)

In order to improve institutional effectiveness, the team recommends that the College define and publish in the college catalog, program-level student learning outcomes taught in the certificates within the Liberal Arts degree. (I.C.2, I.C.4, II.A.3)

STANDARD II

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II.A: Instructional Programs

General Observations

Hawaii-Tokai International College provides a nurturing and supportive learning environment for its students. The curriculum is thoughtfully constructed, in alignment with the College's mission, to attend to the needs of its students and lead to the achievement of expected program outcomes. Students pursuing the Associate degree have the option to follow one of three general education pathways to prepare them for transfer to universities in either Japan or the U.S.

While the curriculum is thoughtfully constructed, it is more fluid than expected. Many of the details normally found on a master course outline of record are instead located solely on the section-level syllabus. The iterative nature of these term-specific section syllabi may result in drifting course expectations and learning outcomes that are difficult to track over time and may negatively impact the ability of HTIC to monitor student learning. Moreover, in light of their QFE goal to improve enrollment, the College may benefit from altering its current approach to better match those of transfer institutions.

The College has thorough processes for reviewing its effectiveness on a term-to-term basis, including frequent course evaluation, assessment of student learning outcomes, review of instructors' syllabi and text selections, and adjusting its courses and degree requirements. Program review is updated annually to maintain currency. In the fifth year, the College conducts a comprehensive program review in preparation for their Six-Year Educational Development Plan.

Team members observed several classes in session and found the learning environment to be welcoming and conducive to learning. Instructors present information using a combination of presentations at the board or using the classroom technology found in each room, peer-to-peer conversations, student presentations, and "classrooms without walls" field experiences. Notably, each student is required to write a capstone research paper and give an oral presentation to the campus community as a graduation requirement. This capstone project is graded by a faculty panel according to a normed rubric and serves as a culminating assignment to demonstrate mastery of the "Intellectual and Practical Skills" and "Effective Communication Skills" Institutional Learning Outcomes (ILOs) as well as the English language.

Based on public forums and team observation in the classrooms, library, dormitories, and communal areas, the students of HTIC are eager to learn, courteous to both college employees and one another, and pleased with their learning experiences. They feel that the institution cares about their needs, is responsive to their concerns, and provides the supports needed for them to succeed.

Findings and Evidence

The team reviewed the College's mission, catalog, course descriptions, syllabi, program descriptions and requirements, student learning outcome assessment results at both the course and program level, and evidence of rationale used for development of new programs. The college offers a single associate degree in liberal arts, following typical lower-division undergraduate liberal arts program curricula across the nation. The college also offers three certificates - optional areas of emphasis within the degree. Programs offered are consistent with the College's mission, well aligned with programs offered in higher education, and are designed to serve the needs of its students. Students demonstrate high rates of program completion, with a five-year average of 90% completion within five terms. The SLOs for each course within the liberal arts degree and the three certificates are assessed each semester, providing evidence that students are attaining the identified learning outcomes of each course and of the program as a whole. Three general education patterns are offered as a component of the degree. One pattern is designed to meet the transfer requirements for Japanese universities. Another is designed for transfer to American universities. The third is a more generic pattern. Program completers regularly transfer to universities in Japan, Hawaii, and elsewhere in the USA, supported in their efforts by articulation agreements and recruitment events offered by HTIC and transfer universities. (II.A.1)

The faculty members, Curriculum Committee, and educational administrators regularly engage in review of content and methods of instruction to promote strong professional standards and high expectations for instruction. Courses are adjusted by each instructor for each offering to assure currency, promote improvements in teaching and learning, and promote student success. Quality and currency are promoted by a review of each course syllabus and frequent faculty performance appraisals. Program review is conducted annually and incorporates data analysis and reflection for improvement. Course learning outcomes (CLOs) are assessed for each student every term across the curriculum. These CLOs are mapped to the ILOs using matrices established by the faculty. Consequently, the College gathers data regarding its ILOs each term as well. Assessment results are discussed by faculty members and used to adjust curriculum, often across levels. For example, assessment of outcomes in several Liberal Arts courses indicated that students coming from College Preparatory courses struggled in certain aspects of writing. In response, faculty in the CP Program modified the curriculum to increase emphasis on this area of student development. While the College regularly gathers ILO assessment data, faculty members do not have accessible tools to analyze student performance, such as dashboards to disaggregate results by demographic subgroups for purposes of gap analysis. However, the College is currently working to establish these tools and support more meaningful assessment of student learning. (II.A.2)

Learning outcomes are identified and regularly assessed for courses and programs of study. HTIC offers one Associate of Arts Degree. Its adopted program-level student learning outcomes are simply the College's ILOs, ensuring perfect alignment between these two important types of SLOs. CLOs are established for each offering and published in the course syllabus. Each course's CLOs align directly with the three across-the-board ILOs: Effective Communication, Global Citizenship, and Intellectual and Practical Skills. In addition, many courses that are part of the general education requirements for the Liberal Arts Program also have CLOs supporting their Program Learning Outcome: Core Body of Knowledge. The latter is measured in the assignment rubrics (i.e. general mastery of the course content). Team members noted that these

latter learning outcomes are not developed as fully as the former. The college is encouraged to further clarify and delineate the course-level CLOs aligned with this PLO and record those on each course's master outline. The College also offers three certificates that serve as concentrations or areas of emphasis within the required units of the degree; however, the College does not currently have SLOs associated with these certificates. The team recommends that the College establish and assess student learning outcomes for these certificate programs. (II.A.3)

Course syllabi are reviewed by the Curriculum Committee to ensure inclusion of SLOs, which are required to align with the ILOs according to curriculum maps established by the institution. Once approved by the Curriculum Committee, these CLOs remain as a static component of the course syllabus and are used from term to term without additional review. If a faculty member is new or chooses to adjust the CLOs, the new or revised syllabus is again routed to the Curriculum Committee for official review and approval, in keeping with the expectations of this standard. The Faculty Handbook indicates that faculty are required to include course learning outcomes on their syllabi. Students in each class section receive a copy of the syllabus and can readily ascertain how the course learning outcomes align with the ILOs. Syllabi are posted on a shared drive and students are provided access to their syllabi on the online Populi site, the school's learning management system. (II.A.3)

While these practices meet the expectations of Standard II.A.3, team members found the fluidity of the College's approach to result in variability from an institutional standpoint. The Standard expects a dual system wherein a master course outline serves as a foundation for variable section-level syllabi. In this way, students will have improved clarity in planning their courses to meet institutional requirements. Moreover, in keeping with the College's QFE goal to improve enrollment, this officially approved master course outline will better align with the expectations of transfer institutions and thereby improve transfer options for HTIC's students. (II.A.3)

Team members reviewed the courses and requirements for the College Preparatory (CP) and Liberal Arts (LA) Programs. The catalog clearly delineates each program and indicates the pathway for students to follow in moving from the CP level to the LA level. Course outlines, program requirements, workshops, and institutional support structures in the CP Program directly support students in learning the knowledge and skills necessary to advance to and succeed in the College-level curriculum. (II.A.4)

HTIC offers one degree, an Associate of Arts in Liberal Arts. This degree requires the equivalent of 60 semester credits, in keeping with practices common to American higher education. As a liberal arts degree, the bulk of the program consists of general education courses designed to ensure breadth of knowledge and promote intellectual inquiry. The degree pattern consists of three general education options: one specifically designed to meet the requirements of American institutions, another of Japanese institutions, and a third more general version. In so doing, the College ensures that the quality and rigor are appropriate to each of the transfer or career destinations of its graduates. Courses follow conventions of typical American institutions, including hours of instruction and student work outside of class per unit of credit (the Carnegie system), typical credits per course, typical general education categories, and typical methods of instruction for face-to-face instruction. The team reviewed the three programs the College refers to as certificate programs in Peace Studies, Hospitality and Tourism, and Discover East Asia. The team ascertained that they would more commonly be referred to in American higher

education as "concentrations" or "areas of emphasis" within the degree. The team suggests that adjusting the vocabulary used to refer to these intriguing and well-constructed programs may lead to increased understanding among prospective students, and this clarity may result in improved enrollment, in keeping with the College's QFE goal. (II.A.5)

Team members examined the course schedule and compared it with requirements of both the CP and LA Programs. College Preparatory courses are offered each term in order to support student progression. Liberal Arts offerings vary each term to provide an appropriate breadth of offerings to support student progression. Class times and days are carefully planned to allow students the opportunity to enroll in appropriate courses each term to fulfill graduation requirements in a reasonable period of time. Students in both programs must meet minimum enrollment requirements. They are advised on recommended workload and course-taking patterns to meet the requirements for graduation. These institutional systems have resulted in a five-year average of 90 percent graduation within five terms, an enviable completion rate for which the institution should be very proud. (II.A.6)

All instruction at HTIC is offered face-to-face, with the bulk of coursework completed within the College's classrooms and supplemented by resources provided in their Populi course management system. Courses are supplemented, as needed, by field trips aligned with expected student learning outcomes. Instructional methods include lectures, discussions, videos, oral presentations, debates, group projects, research projects, and reflective writing assignments. In order to graduate, each student must complete a capstone research paper and oral presentation. The College embraces a "classrooms-without-walls" approach, supporting relevant field trips funded by student fees as well as service learning in the community. Course evaluation surveys seek input on the relevance and effectiveness of instructional methods employed. Classrooms are equipped with current instructional technology. Services to support student learning include the library, tutoring, and topical workshops offered through the Library Learning Center. Faculty members interviewed by the team expressed that the library and learning services are deeply intertwined in their courses and provide strong supports for student learning. (II.A.7)

In the Liberal Arts Program, instructors do not utilize department-wide course or program examinations. All students complete a capstone research project and presentation evaluated by the faculty. To promote impartial evaluation, reduce test bias, and enhance reliability, faculty members utilize rubrics across a number of areas, including the capstone presentation. The College Preparatory Program has three program-wide examinations: TOEFL, Final In-class Writing Evaluation, and Final Speaking Evaluation. The latter two employ rubrics to ensure consistency and reduce bias. The College has collected data on student pass rates on these assessments and plans to analyze these data as part of the next program review cycle. The TOEFL (Test of English as a Foreign Language) is a national examination provided by ETS-Educational Testing Service that is heavily researched, analyzed, and validated on a regular basis. The College is encouraged to cyclically review the TOEFL scores used to place students into the five levels of the CP Program or directly into the LA Program in order to ensure that students are optimally placed to support their progression and success. (II.A.8)

Team members examined courses and programs and found that the institution awards course credit, degrees, and certificates based on attainment of learning outcomes, as evidenced by the strong connection between course SLOs (CLOs) and course grades. In particular, students must

meet the CLOs in order to pass each class, and each course's CLOs are aligned with the Institutional SLOs. Units of credit are awarded in a manner consistent with accepted norms in higher education. Requirements for the number of credits and breadth of coursework are clearly spelled out in the catalog and align with expectations. (II.A.9)

The team examined the transfer-of-credit policies in the course catalog and found them to be clear and to facilitate student mobility between institutions. The process for students to transfer credits into HTIC is not fully described in the catalog, instead referring students to an advisor for more specifics. The College described the process to the team and provided examples to illustrate students being awarded credit from other institutions counting toward requirements at HTIC. To attract more students transferring from other institutions and in keeping with its QFE goal to expand enrollment, the College should consider expanding the description in its catalog of the process for transferring credits into HTIC. (II.A.10)

HTIC has designed an elegant alignment in which the student learning outcomes of its degree program are simultaneously the Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). Instructors design their Course Learning Outcomes (CLOs) to meet the PLOs/ILOs, and students must demonstrate proficiency of these CLOs. The ILOs mirror the expectations of this standard, with emphasis on communication competency, information competency, analytic inquiry skills, ethical reasoning, and the ability to engage in diverse perspectives. General education requirements include courses designed to develop quantitative competency, the previously mentioned skills, and the specific learning outcomes needed to transfer to American or Japanese universities. (II.A.11)

The Associate of Arts degree, as outlined in the catalog, requires one of three carefully considered general education patterns based on the student's future plans to transfer to an American university, a Japanese university, or to pursue another goal. Each general education pathway promotes participation in civil society, skills for lifelong learning, and a background in the knowledge and practices in the arts and humanities, the sciences, mathematics, and social sciences. Faculty expertise and input on the Curriculum Committee is relied upon to designate courses as meeting each general education requirement. Moreover, the Curriculum Committee reviews the syllabus each time a course is offered to ensure that its learning outcomes attend to the slated general education category and align with the ILOs. (II.A.12)

HTIC has only one degree program, the Liberal Arts Program. This program consists of focused study on an interdisciplinary collection of courses. The program provides a general liberal arts education without a major field of emphasis. However, students may opt to complete a set of electives leading to one of three certificates: Peace Studies, Discover East Asia, or Hospitality and Tourism. The courses required for the degree and each of the certificates cover the key theories and practices within the field of study. Team members were impressed by the richness of subject matter and the goals of the three certificate options. The College is encouraged to consider ways to motivate more students to follow one of these pathways. (II.A.13)

The College does not offer any career-technical certificates or degrees. The Hospitality and Tourism Certificate consists of two introductory courses in customer service, travel, and tourism, plus six elective credits in business, international relations, race and/or intercultural communication. Team members clarified that this is an academic program designed to prepare

for transfer to the Travel Industry Management School at the University of Hawaii, Manoa. (II.A.14).

Program requirements fall under the purview of the Curriculum Committee. Changes, including significant modifications or program elimination, are proposed by faculty members, the vice chancellor, or the dean of instruction and forwarded to the Curriculum Committee for review. As necessary, recommendations are forwarded for additional consideration by the entire faculty and staff, the Planning Committee, the Executive Committee, and/or the board of trustees. Significant changes are grandfathered in to support continuing students who hold catalog rights to the requirements in place when they began at HTIC. (II.A.15)

The institution updates its program review annually, assessing alignment between its programs and its mission and Six-Year Educational Development Plan. This review includes updating analysis of data regarding student achievement, student learning, program effectiveness, progress on plans for improvement, and changes in institutional direction. In the fifth year, the College engages in a comprehensive program review in preparation for the next iteration of its Six-Year Educational Development Plan. Quality control is maintained term-to-term through review of syllabi, text selections, evaluation results, and assessment of CLOs. In their actionable improvement plan, the College plans focused reviews in summer 2018 for detailed program and course analysis to be added to the subsequent program review cycle. Evidence reviewed by the team indicates that review of courses, programs, and services occur through a variety of means, particularly term-to-term quality control measures. Comments from faculty members on institutional surveys indicate that the program review process is time intensive, and some faculty members question its merit. The College is encouraged to consider the components of program review to ensure that they are necessary and effective to promote self-understanding and institutional improvement. (II.A.16)

Conclusion

The College meets Standard II.A. HTIC provides a high quality education to a unique student body. The team recognizes that the institution's small college ethos provides rich support for student success and strong relationships between students, faculty, staff, and administrators. Their policies, procedures, and day-to-day practices are aligned with the expectations of the Standards, including sub-sections II.A.1 through II.A.16. Suggestions are incorporated in the team's findings. Two recommendations for improvement are noted below.

Commendation 3

The College is commended for its strong student services and learning support structures, advising, and course scheduling that have combined to achieve a five-year average of 90% graduation rate within five terms. The College effectively leverages its small college ethos, strong relationships between students, faculty, staff, and administrators, and an organic early alert system they colloquially refer to as the "coconut wireless" to identify students at risk and assist them to achieve their academic goals. (II.A.6, II.B.1, II.C.1, II.C.2, II.C.5)

See Recommendation 3 (Improvement)

Recommendation 4 (Improvement)

In order to improve institutional effectiveness, the team recommends that the College develop officially approved and current master course outlines that include student learning outcomes and other expected course characteristics. (II.A.3)

Standard II.B: Library and Learning Support Services

General Observations

Hawaii Tokai International College Library and Learning Center (LLC) supports student learning and achievement with an inviting facility centrally located in the classroom building. The LLC includes library collections, tutoring services, individual and group study spaces, and computers for student use. An adjacent instructional computer lab is used for library instruction and instructor-led courses. The LLC is open six days per week during all academic terms. Students also have access to tables in the Commons outside the LLC and adjacent classrooms for additional quiet and group study space beyond LLC hours. The LLC provides free printing and copying for students. An IT Helpdesk is staffed during daytime hours to provide support for computers and learning technology.

The small LLC staff includes a Head Librarian, a full-time LLC Coordinator, part time tutors, peer advisors, and student workers. The Head Librarian and LLC Coordinator assist students with reference and research, provide and supervise tutoring services, and develop and present ongoing instruction for library and learning support services, including library instruction for classes, orientations for new students, and open workshops on research, information literacy, technology tools, and study skills.

Findings and Evidence

The team visited the LLC, interviewed faculty, staff, and students, and reviewed and validated the evidence provided in the ISER and its addendum. The LLC resource collection includes a range of materials to support the College curriculum, including materials to support student research and popular reading materials for College Preparatory students learning English. HTIC participates in the Hawaii Library Consortium (HLC) to provide online subscription access to several popular academic databases. To supplement the depth and quantity of the LLC collections, HTIC students and faculty have borrowing privileges across the street at University of Hawai´i West Oahu (UHWO) and in-person use of additional research databases at the UHWO library. LLC Annual Reports document the quantity and variety of library collections, use of library materials and databases, reference service, workshop attendance, and tutoring sessions. (II.B.1)

LLC instructional services include reference, research consultations, LLC orientations for all new students, and ongoing library instruction for research-intensive courses. The Librarian works closely with faculty to develop sequenced course-integrated instruction in higher level College Preparatory and Liberal Arts courses to prepare students for the required capstone research course. Part-time tutors and LLC staff provide one-to-one tutoring for writing, English, and TOEFL prep, and assist with other courses and other student questions as needed. Tutoring is available 4:30-9 p.m. for walk-ins and by appointment. The Librarian and LLC Coordinator also develop and present weekly drop-in workshops on a range of topics, including: research, study skills, technology skills, personal development, and information literacy topics such as research strategies, avoiding plagiarism, evaluating sources, and citation. The LLC regularly collects usage data and user feedback and makes changes in response to student needs. The

LLC's welcoming environment, responsiveness and strong usage data validate their contribution to the College's very high success, retention, and graduation rates. (II.B.1)

LLC Program Reviews identified the need to update the currency of the library's collection. Evidence shows the library is updating the collection. Faculty are encouraged to select new materials and help identify outdated educational materials to remove from the collection. The Library Learning Center Committee (LLCC), a standing committee with staff and faculty representatives from academic departments, is a forum for discussion and review of LLC activities and policies. The LLCC advises and makes recommendations for improvement. Recommendations for policy changes or larger budget items are referred to the Planning Committee. The LLC works with the IT staff to select and maintain educational equipment to meet student needs. The EDP includes a plan to update LLC computers over the next 6 years. (II.B.2)

Annual reports and program reviews show the LLC evaluates library and learning support services by regularly collecting usage data for library collections and services, tutoring sessions, classes, and workshop attendance. Consistent and detailed program reviews do provide evidence of evaluation of services and the use of results of these evaluations as the basis for improvement. Examples based on student survey comments include implementation of online tutor appointments and implementation of "Cram Jams" to provide extra learning support hours and services at the end of the term. LLC program reviews also identified the need to increase instructional activities and assessment of library and learning services. Turnover in the library's small staff has affected year-to-year follow-up on action plans, but the ISER Addendum and site visit confirmed a significant increase in ongoing workshops and library instruction for classes. Increased library instruction focused on the use of online resources has increased student use. The Librarian now collaborates with faculty to develop course-integrated instruction for higher-level CP courses to better prepare students for transition to LA courses. The College also identified assessment of information literacy and learning support service outcomes as an area for improvement. The Library has developed information literacy learning outcomes that are aligned with College ILOs and an assessment rubric has recently been integrated into the Liberal Arts capstone course research projects to assess these outcomes. (II.B.3)

The LLC collects user evaluation of the adequacy of library and learning services through the College's annual student and faculty college surveys and from workshop comments. However, student and faculty survey results show a significant level of "Neutral" responses. The College recognizes the need to develop more effective assessment techniques to provide evidence that library and learning support instruction and services contribute to the attainment of student learning outcomes. In order to improve effectiveness, the team suggests the LLC develop methods to collect more meaningful evidence to assure the adequacy of Library and Learning Support Services in meeting identified student needs and learning outcomes in all programs, and then use the results as the basis for improvement. (II.B.3)

Tutoring Referral forms are regularly used by faculty to provide information on assignments and to refer students for help on specific skills. These forms are also used by the LLC to track tutoring sessions. Tutoring services are currently only evaluated through the Human Resources staff evaluation process and by participant and faculty surveys. In order to provide evidence that tutoring services contribute to the attainment of student learning outcomes and support student

learning and achievement in all educational programs, the team suggests the LLC develop tutoring services outcomes and conduct more direct evaluation of the adequacy of tutoring services in meeting identified student needs. (II.B.3)

To support student research, Hawaii Tokai participates in the Hawaii Library Consortium to provide online subscription access to several popular academic databases. The LLC Library catalog is incorporated into the Populi learning management system. Hawaii Tokai has established an MOU with the University of Hawaii West O'ahu Library to purchase annual "researcher cards" for student and faculty for use of UHWO Library facilities, on-campus access to online resources, and reciprocal borrowing privileges of library materials for HTIC and UHWO students. (II.B.4)

Conclusion

HTIC meets the standard and the related eligibility requirements. HTIC provides a range of library and learning support services in a modern, inviting, and well used Library and Learning Center. The LLC contributes to the College's strong retention and success rates with formal and informal instruction, tutoring services, and library collections designed to assist and support students as they progress through the College's academic programs.

See Commendation 3

Standard II.C: Student Support Services

General Observations

HTIC offers student support services and programs that are consistent and aligned with their mission. The services provided are of sound quality and are central to the needs of its students. The Office of Student Services is responsible for the core facilitation of services, activities and programs for students and regularly evaluates these services through surveys and outcome data. The counseling and advising components of HTIC are both comprehensive and intrusive, and are designed and expanded based on the needs of current and incoming students. There is genuine care and concern for students at HTIC, which is expressed in their mission and further demonstrated by the number of student support personnel available to support and assist students. HTIC provides a substantial array of co-curricular programs and athletic sports clubs for students to engage in, which increase students' holistic development and increases retention and persistence. The College offers a unique opportunity for international students to engage in dialogue with other students who attend the adjacent University of Hawaii West O'ahu campus. There has been intentional movement made to increase the diversity of the College's student body in addition to increasing the number of students in general.

Findings and Evidence

The College provides quality student support services which upholds the College mission. Through the Office of Student Services (OSS), HTIC has identified Administrative Unit Outcomes (AUO) and Student Learning Outcomes (SLOs) which support student learning and are reflective of the mission. The AUOs and SLOs are documented in Google Form Logs, recruitment schedules, departmental minutes, and program review. The AUOs and SLOs are assessed on a regular basis as demonstrated through services offered and student knowledge of those services. Further, the team reviewed evidences such as survey data, completion data, and program review, as well as the information which is provided by OSS on transfer and preparation for higher education. Office of Student Services staff provide opportunities for inclusion of students. They meet regularly and participate on college-wide committees to ensure that student service needs are considered. The College recognizes its inconsistent record keeping and could maximize the use of Populi for more effective and consistent means for tracking, monitoring, and recording data related to services and outcomes. In addition to developing better data-tracking for student services and outcomes, the College should also consider developing a standard policy and procedure manual to assist with consistent challenges caused by frequent staff turnover and leadership changes. The team commends the College for their commitment to student retention and success by centering their services, programs, and activities on the mission. (II.C.1)

The Office of Student Service has engaged in multiple surveys to evaluate feedback from students and has made innovative changes based on these data, which include student satisfaction survey results, focus group results, and other survey data such as students' feedback on availability of Residential Advisors and comments related to the College residence halls. HTIC and the OSS have intentionally expanded student support services and programs appropriate to the needs of students. Efforts to use data to continuously improve student support programs and services has resulted in developing a health center and mental health counseling, increased counseling staff, as well as creating opportunities for students, primarily Japanese, to engage

with students from other countries and cultures. Additionally, their goal is to provide a sense of security for its students in order for them to focus on their studies and academic goals. This is integral to the residential component of the College, the dorms in which students live and learn. While sporadic data has been used to facilitate assessment of continuous improvement, the gap due to high staff turnover has been a challenge for the College in maintaining consistency for students and services to support their learning. The College has had to overcome a decline in staff retention and has focused on stabilizing college administration. The team recognizes and commends the College for focusing on student needs and designing services and resources, which impact the high retention and completion rates for students who are enrolled in the CP and LA Programs that lead to successful transfer to universities worldwide. (II.C.2)

The College ensures equity (quality) of student services by continuously assessing its services through administrative unit outcomes and survey data. Through frequent analyses, student services have made adjustments to services and processes in response to the emerging needs of the students. For instance, the College offered grief counseling in Japanese and English to students following the tragic event in 2016. The College also offers reduced tuition and scholarships to expand access to students with US Citizenship. In addition, the focused improvement is demonstrated by the expansion of health and wellness services, increased and consistent counseling and advising staff, volunteer opportunities, facilities to support the need expressed by students, and evening counseling hours. The College is committed to providing access to student information and supports and utilizes Populi for students to have 24/7 access to HTIC resources. (II.C.3)

The College offers a comprehensive array of co-curricular programs, activities, and athletic sports clubs that are aligned with the mission and contribute to the holistic development of the student. The programs and activities are well thought out with students in mind, and HTIC students have both the benefit of creating new programs, clubs, or activities, and also having the unique opportunity to interact with students at the adjacent UHWO campus. These programs integrate classroom instruction with co-curricular campus events, such as internship opportunities. There are cultural activities related to the international students' background, as well as events which immerse students in local and U.S. culture. Students at HTIC are fortunate to have access to volunteer opportunities at historic locations on O'ahu and those which contribute back to the community. The College has designed the position of Engagement Coordinator to assist in providing students access to volunteer opportunities, community events, and other engagement activities to support student learning and success. The OSS has designed a comprehensive student government constitution and student handbook and works to continuously update it based on best practices in the field and also as a result of survey information from students and staff via focus groups or town hall meetings. The focus on the students' experience and engagement activities while studying at the College are noteworthy. Not only do the programs, activities, and events support student learning and align with the mission, they allow students to be exposed to the rich diversity of the region while increasing their retention. The College has the responsibility and control of these programs through the Office of Student Services. (II.C.4)

Exceptional counseling and advising programs are widely available to students and are mission centered and comprehensive in meeting students' needs, from a week-long required new student orientation through completion and transfer. Through the OSS, there are academic advisors,

student support officers, and college life counselors who provide coordinated assistance to students in areas such as academic advising, transfer advising, life planning, and emotional counseling. Counselors, advisors, and other OSS personnel maintain professional enhancement through associations relative to their content expertise, such as NASPA, NAFSA, FEMA, and the American Counseling Association as well as regional information sessions. The opportunities for further professional development are limited due to the location of the College, and staff should consider accessing professional development opportunities such as webinars. 100% of HTIC students receive one-to-one personal academic advising and registration assistance each term in order for students to understand the academic programs and transfer requirements and to enroll in the appropriate level classes. Town hall meetings and small student focus groups are also facilitated to receive information and updates and to engage with new staff. These efforts allow the OSS to regularly evaluate the effectiveness of counseling and advising services and implement changes as necessary to enhance student development and success. These efforts are commendable as they favorably enhance students' experience at the College and lead to high achievement rates due to the intrusive and consistent counseling and advising services. (II.C.5)

The College has developed and adopted consistent admissions policies, which are aligned with the mission and specify the qualifications of students for their programs and clearly articulate pathways towards English language acquisition, degree, and transfer. The College has a dedicated academic advisor for the College Preparatory (CP) Program and for students in the Liberal Arts (LA) Program and transfer. Multiple considerations are made in determining student admissions to the College, including citizenship, financial documentation, GPA, test scores, and an essay. In an effort to build recruitment efforts, the College has created a "Guaranteed Placement Policy" which uses test scores to demonstrate English language abilities for placement into the CP Program. Additionally, the admissions process involves the identification of unique student needs, which are addressed through orientation and one-to-one advising. A regular evaluation of admissions processes and policies is conducted and changes or updates made accordingly as evidenced in departmental meetings, the admissions website, and school recruitment schedules. The College is also in the process of developing a more streamlined online submission of admissions application materials and transcripts. Additionally, as the College increases recruitment efforts for domestic students, considerations of Title IV funding are being discussed. (II.C.6)

The College requires all incoming international students to submit TOEFL scores to determine placement levels in the CP Program along with an essay. Domestic students' high school GPA is considered as a placement tool. Both CP and LA students complete institutional tests to determine placement in math and English courses. Both the English and math departments have consistently analyzed the informed self-placement assessment data and maintained ongoing dialogue to validate the process's effectiveness as evidenced through staff meetings, discussions with the OSS advisors, and the College catalog. (II.C.7)

The College utilizes a web-based online portal, Populi, for electronic student records, and the OSS maintains a hard copy of each student file in an OSS secured storage area. Policies for release of student records are published in the HTIC Catalog. (II.C.8)

Conclusion

The College meets Standard II.C. HTIC offers comprehensive student support services and the necessary staff to ensure retention and persistence for students. Services and activities provided to students are mission centered, ensure learning and development, and are enhanced through student feedback, which leads to continuous improvement. HTIC's student services, supportive resources, counseling, academic advising, and activities have significantly contributed to the College's long tradition of success and student achievement.

See Commendation 3

STANDARD III

RESOURCES

Standard III.A: Human Resources

General Observations

HTIC effectively hires personnel in order for the institution to achieve its mission and to improve academic quality as well as institutional effectiveness. The HR department hires quality candidates by reviewing similar job positions and formulating job descriptions that include minimum qualifications as well as appropriate education and training. This ensures that the college has faculty, staff, and administrative personnel who will work with integrity and improve the quality to the institution's programs and services. HR hiring procedures are detailed and robust and are followed during the hiring process to maintain fairness and impartiality. The procedure for foreign degrees was established in order to maintain quality and equivalency of subject matter expertise. All personnel are evaluated following a set schedule based upon common protocols and timelines. The institution guarantees adequate number of faculty, staff, and administrators through various means. A shared governance like process has been formulated in order to assure policies and procedures are meaningful and equitable. A review of the diversity and equity of all personnel is done on a consistent basis. A code of ethics as well as other values are delineated in the handbooks along with consequences for violations. Numerous professional development opportunities are offered on the campus; funds for conferences are allocated to full-time faculty and staff members; and any leftover funds are given to adjunct faculty. Personnel files, both paper and digital, are held in secure locations but can be accessed by authorized personnel or by the employee in the presence of the HR generalist.

Findings and Evidence

HTIC assures quality of their education program by hiring qualified applicants to fulfill open positions. Hiring procedures are in place for faculty, staff, and admin positions and are followed. The College uses word of mouth as well as Indeed.com to post job listings in order to attract the most qualified candidates. By the due diligence of the HR generalist reviewing other equivalent or similar job postings and job descriptions at other institutions, it is assured that the College recruits quality candidates with adequate qualifications to meet the demands and responsibilities in their assigned duties. Job descriptions indirectly quote the mission of the College and are revised before each job listing is posted. (III.A.1)

The HR generalist researches job descriptions and other requisite skills for similar positions at other colleges before delineating faculty qualifications such as required degrees, previous professional expertise and experience, assignment requirements, scholarly qualifications, essential functions, and desired attributes of the new hire. The job statement also restates the mission, in principle, as part of the job description. Curriculum involvement is one of the essential functions for the full-time faculty position for the College Preparatory Program as well as the Liberal Arts Program. Job descriptions are complete for full time as well as adjunct instructors. The team reviewed numerous résumés as evidence to showcase that faculty do meet minimum qualifications and have expertise in their fields. The updated hiring process for full-

time faculty positions is delineated as the Faculty Search and Hiring Policy and Procedures and is followed. (III.A.2)

The HR generalist also researches jobs descriptions and other requisite skills for similar positions at other colleges before delineating qualifications for the administrative positions. Each of the job descriptions include essential functions, minimum qualifications, desired qualifications, and physical and cognitive requirements. The update to the job descriptions happen before an administrative hire occurs for that position. The vice chancellor position also enumerates supervisory responsibilities and additional competencies. The team suggests that the College revamp the job description for the chancellor position in order to be more defined and robust than the 2011 description. (III.A.3)

Currently, all HTIC personnel have degrees from the U.S. In years past, there have been personnel from other countries. In order to have a process for hiring from an international pool, HTIC requires all hires with foreign degrees to have their degrees evaluated by the Educational Credential Evaluators. So far, with this new process, they have not had to use the organization to evaluate foreign degrees. (III.A.4)

Full-time faculty are evaluated in the first 90 days of employment of their first year and annually for the next four years. Afterwards, they are evaluated every three years. The process is for faculty to complete a self-evaluation using the self-appraisal form and have classroom observations by administrative as well as peer observers. A secondary peer observation can take place at the request of the instructor. Student surveys are also used in the evaluation process. At the end, a post observation meeting is conducted and, if the evaluation has been satisfactory, a rehire contract is granted. The staff are evaluated on an annual cycle. New hired staff are evaluated in their first 90 days. Like full-time faculty, staff are to complete a self–appraisal form, be observed by their supervisor, and attend a post-observation meeting. The staff are judged based upon their quality of work, quantity of work, job knowledge, professional behavior, initiative, dependability, and interpersonal relations. Supervisors have an additional supervisory ability criterion. Administrative positions, including the chancellor, are done by faculty and staff surveys, which are then presented to the BOT for further action. The team verified that personnel have been reviewed and are current with evaluations by their tracking sheet. The team also verified that there is widespread knowledge of the process by the HR generalist, dean of instruction, vice chancellor, and executive director through conversations. (III.A.5)

The team verified that the College has sufficient number of personnel to achieve its mission. HTIC determines its need for faculty by the number of sections needed to be filled. The smaller classes have 10-12 students, and the larger classes have 12-18 students with a maximum of 12 students in the Writing Intensive classes. The dean of instruction reviews filled classes each term to see capacity levels per class. Any recommendations for positions are passed on to the Planning Committee. The Program Review process also provides the possibility for the LA and the CP Programs to present rationale for the need for more faculty. That recommendation would be passed to the Planning Committee. Informally, the dean of instruction has organized a communication system with other colleges and high schools in order to develop a qualified adjunct list, which serves as a contact directory in order to cover classes. The team concluded that there are enough faculty in order to ensure that the mission of the college can be achieved. Processes, formal and informal, are in place to evaluate the sufficiency of faculty. (III.A.7)

The College has put emphasis in the hiring and integration process of adjunct faculty. The adjunct job descriptions list as a secondary function that they should participate in academic meetings when available and participate in school activities. At the start of their employment, they sign an adjunct contract with responsibilities in regards to their teaching load and encouraged to participate in all of the extra activities at the college. As an incentive, adjuncts are compensated above their class load for attending any of the committee meetings and student presentation days, faculty forums, and faculty–staff meetings. Adjuncts are provided with the faculty handbook which stipulates certain policies and procedures that specifically delineates duties and responsibilities for adjunct instructors. Additionally, the adjunct faculty are given a Faculty Guide as a reference of procedures, requirements, and contact information. During orientation the adjunct faculty member is individually trained by the IT media specialist on the three main technology pieces used at the College. Evaluation of part-time faculty is done by the dean of instruction in the first term of their employment and then every two terms that they teach. Left over Professional Development funds for Full-time faculty from the previous year is used as discretionary funds for adjunct for professional development and conferences. Lastly, adjunct faculty offices are located in the same building as the full-time faculty, staff, and administrative personnel, which lends to the integration of adjunct faculty into the life of the institution. (III.A.8)

The determination of the sufficient number of staff is based upon dialogue at the Planning Committee. Additionally, the Executive Committee could determine new staff positions based upon their knowledge of campus life. In particular, the dormitory manager/shuttle supervisor position came from a member of the Executive Committee out of a need for security and safety to be established in the dorms. Lastly, a rationale for a staff position could be made through the Comprehensive Program Review which is done every five years. The team suggests that the staff have their own committee in order to raise their particular voice, such as the need for a possible new staff position, into the life of the institution. (III.A.9)

The determination of the sufficient number of administrative personnel is based upon review of the organization chart by the Executive Committee. Discussion at this top level has brought about the hiring of an executive director, a new dean of instruction, as well as two assistant deans. In all the interviews with administrative personnel, they easily recalled the mission of the institution and understood how they help fulfill it by their unique qualifications and roles at the institution. (III.A.10)

The team verified that HTIC administers its personnel policies consistently and equitably. It is available to each faculty or staff through the annual Faculty Guide, Faculty or Staff Handbooks and the Board of Trustees Policy manual. These documents are provided upon hire and are also available at HTIC intranet site or at the HR's office. HTIC periodically reviews personnel policies. Any modifications, including additions or deletions of personnel policies are reviewed by legal counsel and then the Executive Committee who makes the recommendation to the Board for policy changes. New policies or revisions are shared to faculty and staff via email with appropriate updates to the handbooks.   (III.A.11)

HTIC assesses the diversity of their personnel every two years. Particularly, they review gender and ethnicity and compare that percent to the overall percent for each group in Honolulu County. Noteworthy is the fact that last year the College hired their first female administrator to be part

of the Executive Committee. In response to the data, the College hosted diversity training as well as harassment training for their faculty and staff. (III.A.12)

The draft of the new Faculty Handbook has sections on Faculty Conduct, Maintaining Professional Standards, Code of Ethics, Sexual Harassment, Harassment Policy, Workplace Violence Policy & Anti Bullying Policy, Drug and Alcohol Policy, and Computer and Email Usage Policy and includes consequences for violation. The College is planning to revise the Staff Handbook and include the same ethical policies that are in the draft of the Faculty Handbook. The previous Staff Handbook already included some of the policies mentioned above. (III.A.13)

The chancellor has specified that every full-time faculty member be given a $1000 stipend in order to attend professional development conferences. This is in addition to the annual $500 allocation to each full-time faculty member, which could also be used for professional development. Several faculty members have already taken advantage of the offer and have attended various professional development and teaching conferences. During the Personnel Development Committee (PDC) meeting several faculty and staff identified which conference they would be attending this calendar year. After each conference, the faculty or staff member is required to report out what they have learned from the conference. The PDC is also in charge of setting up training for faculty and staff. Since members from both groups sit on the committee, the committee discusses agendas for trainings and professional growth opportunities. The PDC also developed an evaluation sheet for trainings to evaluate workshops as well as determine the need for other professional growth opportunities related to that workshop. (III.A.14)

Personnel records are housed in a fireproof, locked filing cabinet in the HR office. The files are kept secure and can only be viewed by authorized personnel with the HR generalist. All digital files are held on a protected HR Drive and can only be viewed by the HR generalist and the executive director. Employees have access to their own records and may view them in the presence of the HR generalist. (III.A.15)

Conclusion

The College meets Standard III.B. HR has developed policies and procedures in order to attract high quality faculty, staff, and administrative personnel. The adequate number of faculty and staff are determined through various committees in order to ensure all constituents have a voice to determine the number of new hires. New hires, both full-time and part-time, have proper orientation and training in order to fulfill the job requirements. Additional professional development has been established on-site by the PDC and funding for conferences is available. Policies and procedures are reviewed or created with constituent input, and a delineated code of ethics guides personnel behavior at the institution. Personnel information is held in a secure location for retrieval by authorized personnel.

Standard III.B: Physical Resources

General Observations

HTIC moved to its current site in 2015 from Waikiki. The campus is in the Southwest region of the island of O'ahu next to the University of Hawaii-West O'ahu (UHWO) campus. The campus consists of four buildings: the main building, an auditorium, a dormitory, and maintenance shop. The administrative and academic building earned a LEED Gold Certificate, which is expected to reduce the cost of utilities in the future.

The building was intentionally built next to UHWO to promote cross-registration. This allows for a cross-cultural exchange between the students of both campuses. The two campuses share a cafeteria and have various events to promote this exchange. This exchange aligns with the mission of the College.

The College's facilities, including classrooms, labs, offices, services, infrastructure, and grounds, are newly constructed, well maintained, and designed to support the instructional programs of the institution. Classrooms are clean and orderly, some arranged to promote group work and class discussions, while others are in front-facing rows. Most classes are held in the single classroom building, while a few are held in the multi-purpose gym or outdoor spaces. The College has a computer laboratory classroom with a dedicated Local Area Network (LAN), instructor station, and student stations. Computer courses are held in this laboratory, as are sessions for other classes with computer components. The College does not have other specialized laboratory environments such as for science, art, music, or technology. General education survey courses are held in traditional classrooms and supplemented by frequent field trips to meaningful destinations.

Findings and Evidence

HTIC is devoted to a safe and secure learning environment. Safety and security measures include: key cards for dorms and the main building, shuttle service, security service, and emergency signs that allow for non-English speakers to safely evacuate the premises. Town hall meetings take place bi-weekly to hear and address safety, security, and maintenance issues. Faculty- and student-centered annual surveys are used. The actionable improvement plan mentioned in the institutional self-evaluation report (ISER) is being pursued by facilities, dormitory, and student services staff to ensure tracking of problems and to improve preventive maintenance. (III.B.1)

The staff associated with facilities have been with the College long term and were involved in the move from Waikiki to Kapolei. They are dedicated to the College and commute daily. Their dedication was apparent in their commitment to the students and the mission of the College. They strive to handle issues efficiently to help the students stay focused on their education rather than facility problems. The Safety Task Force is active and includes the thoughts and opinions of the students and incorporates their ideas into the solution of problems or the general improvement of the campus. This creates a collaborative environment on campus. (III.B.1)

Long-term planning is completed in conjunction with the parent agency Tokai Educational System (TES). HTIC leases their current facilities from Tokai University Pacific Center, owned by TES. HTIC is responsible for the maintenance and repairs of the facility. The long-term costs of maintenance are included in the 10-year budget submitted to TES. HTIC, in conjunction with

TES, built the new facility to further align the College with the mission statement, reduce the exorbitant cost of utilities, and upgrade all facilities, reducing the cost of ownership. (III.B.2)

The institution conducts bi-weekly meetings with representatives from all departments to ensure constant oversight of facilities with potential budgetary implications. End-of-term walkthroughs of the facilities are conducted to evaluate the need for repairs and in-depth cleaning. The planning includes projected repairs and new equipment needs from the various meetings and evaluations. Large equipment purchases are proposed and routed through the process. The process begins with a determination of the feasibility of the purchase, review by the Planning Committee, and review by the executive director with a decision by the Executive Committee. Once complete it is then forwarded to the TES for final approval. (III.B.3)

While TES owns the facilities, HTIC is responsible for the maintenance and repairs of those facilities. They are required to keep them in good working condition. The annual budget proposals from the various departments are integrated into the resource allocation process and the 10-year budget proposal submitted to TES. (III.B.4)

Conclusion

The College meets Standard III.B. While HTIC meets the Standard, it goes above and beyond the normal standard of commitment to the safety and security of the staff and students. HTIC listens to the students and incorporates their thoughts, opinions, and ideas into the solutions to issues and ideas to improve the areas of safety and security.

Commendation 4

The team commends the efforts of HTIC to effectively use its human and physical resources to achieve its mission and to improve academic quality and institutional effectiveness. In particular, the team applauds the College's effort to incorporate student voice within the established governance structures and to maintain the safety of the student population on the campus. The careful consideration of student perspectives creates an inclusive culture in which faculty, staff, administrators, and students all work together. (III.B.1, IV.A.2)

Standard III.C: Technology Resources

General Observations

The College provides technology services to support operational functions and student learning. A considerable number of changes have taken place in order to bring about adequate and appropriate technology infrastructure, such as an IT request system, expanded Wi-Fi capability, remapping of the network, and fiber optic wiring. The classrooms are equipped with TVs that can be connected through an HDMI cable, and there is adequate bandwidth for usage. An electronic system is in place for students to use for registration and classes, faculty for discussion boards and grades, and staff for student information retrieval. The IT Task Force makes decisions regarding technology needs that come up through the program review process, down from the Executive Committee as well as student, staff, and faculty surveys. The College has implemented a Six-Year Educational Development Plan in order to clearly state overarching plans. Technology training needs are determined by the IT Task Force based upon reoccurring problematic needs from the generated electronic IT support tickets, committee dialogue, and surveys. Polices are in place to govern appropriate usage of technology.

Findings and Evidence

Technology, both hardware and software, are adequate for the needs of the institution. HTIC improved the Wi-Fi bandwidth because of past connection issues and will extend it further as the fiber optic wiring is in place and will be turned on March 24th as the former contract expires. HTIC uses Populi on many different levels. Faculty use the Populi software to run their classes, make and grade assignments, and turn in grades. Students register for classes and participate in class discussion boards and look up and complete assignments in the Populi program. Staff use the Populi system to retrieve student information as needed. Additionally, there is extensive use of Google Drive and Google Docs on campus both in and out of the classroom. The College has also partnered with Microsoft to give Office 365 access to all faculty, students, and staff. The IT department uses Spiceworks, a technology issues ticket system, to manage and track work orders or technology issues. (III.B.1)

The IT Task Force completed their Five-Year (2013-2017) Technology Plan in 2017 and planned their next 6 years through the Six-Year Technology Plan for 2017-2022. The change to a six-year cycle was to align better with other timetables on campus. Needs are determined by faculty and staff surveys, student surveys, program reviews, and discussions that arise in the Executive Committee. The IT Task Force meets once a term to review college needs and align those needs to the technology plan. A sustainable, annual IT budget is also mapped to the technology plan for any budget requests. Final recommendations are passed on to the Planning Committee and then to the Executive Committee for final approval. HTIC keeps track of inventory of all technology and updates and replacements according to a five-year cycle, roughly 11 laptops per year. Additionally, the College follows the COBIT process to plan, organize, implement, monitor and evaluate quality and capacity. (III.B.2)

Being a small, one-campus institution where administration, faculty, and staff offices, library, and classrooms are in the same building, technological reliability is the same across the campus. With the improvement of the Wi-Fi network, all campus IT has become much more reliable.

Security is established by a sign on/login process for students, faculty, and staff. Laptops that are password protected are issued to faculty. Email servers have moved to a secure cloud-based service, and the Populi server is encrypted to keep student information secure. (III.B.3)

Because of the size of the College, many of the discussions and trainings happen at the ground level. Many staff sit on the IT Task Force and are aware and develop trainings for faculty and staff. Faculty and student surveys as well as thematic IT help questions drive training agendas for the next term. The Professional Development Committee allows for dialogue to determine faculty and staff needs for technology. For new faculty and staff, the media specialist takes the time to train them individually. Being a small campus that does not offer distance or online classes makes it easy to train all faculty and staff on site. Students are trained during orientation. Specifically, they are trained on how to create a Gmail account that links to their Populi account, Google Drive, and Office 365 access. Additionally, faculty and staff experts that have attended technology conferences become informal mentors of other faculty and staff that want to use a particular technology. (III.B.4)

The College has an Appropriate Usage Policy statement and description in the catalog. For students the acceptance of the policy is required during orientation and prior to using the wireless service. Faculty and staff have a detailed statement of the Computer and E-mail Usage Policy in both the faculty and staff handbooks. Because of an incident, there is further policy for the destruction of confidential information, and there is on campus discussion of the preservation, specifically non-deletion, of all work-related documents on the Google drive. (III.B.5)

Conclusion

The College meets the Standard. Technology services have been improved in order to adequately meet the needs of the College. Processes have been put in place to assure that training and services can be assessed to continue to meet the needs of the College. Policies and plans are established and documented. More policies have been added to reflect the previous challenges specific to the College.

Standard III.D: Financial Resources

General Observations

The Hawaii Tokai International College (HTIC) is supported by Tokai Educational System (TES). The College follows an integrated planning process including alignment with the mission statement, evaluation of the Education Development Plan and comprehensive program reviews. The mission statement permeates throughout the College and is a driving force in decision making. It was noted that with the recent rate of turnover, HTIC needs to ensure understanding of the integrated process of planning.

HTIC demonstrated integrity in their budgeting process and financial reporting. They have experienced ten years of clean audits from their external auditors. They participate in the Hawaii Post-Secondary Education Authorization Program (HPEAP) which certifies the integrity of their financial reports. HTIC has sufficient cash flow and oversight of their financials. Due to the support from TES, they do not have long-term liabilities and can request further assistance should it be needed.

Findings and Evidence

Hawaii Tokai International College (HTIC) has the financial resources to support and sustain student learning programs and services and improve institutional effectiveness. HTIC has financial support from Tokai Educational System (TES). TES also provides many of the physical assets for college. TES financials are available on their website. The review of TES financials demonstrate ratios that will provide sustainable support into the future. The distribution of resources support the development, maintenance, allocation and reallocation, and enhancement of programs and services. All departments submit annual budgets which are tied to the Six-Year Educational Development Plan and which are carefully reviewed against the mission statement and program reviews. HTIC plans and manages its financial affairs with integrity and in a manner that ensures financial stability. TES provides additional oversight of the budgeting and financials by requiring a 10-year budget annually. The integrity of the financial reports and budgets are further confirmed by the annual audit reports and application to Hawaii Post-Secondary Education Authorization Program (HPEAP). (III.D.1)

HTIC relies on their mission statement and EDP as the foundation for financial planning, and financial planning is integrated with and supports institutional planning. With the recent turnover of staff, the policies and procedures related to the annual fiscal planning process should be reviewed with staff to ensure continuity of the process in the future. HTIC submits the budget to TES annually for review and inclusion in the system-wide budget. Financial information is disseminated throughout HTIC within a couple weeks of approval and acceptance. (III.D.2)

HTIC defines and follows its processes for budget development, with faculty, staff, and students having appropriate opportunities to participate in the development of the plans and budgets. Various surveys and town hall meetings provide input to the plans for HTIC while all departments and programs participate in the planning and budgeting process. The mission statement and EDP are used to evaluate unexpected needs during the year. (III.D.3)

HTIC includes not only requests from constituent groups, but includes long-term maintenance and equipment replacement calculations to ensure short-term and long-term stability for the institution. TES reviews and provides feedback on the maintenance and operational portions of the budget to assure integrity. (III.D.4)

HTIC assures financial integrity and responsible use of its financial resources with a review by TES and Hawaii Post Secondary Education Authorization Program (HPEAP). HPEAP is a state program that certifies institutions' financial good standing. HPEAP uses many of the same requirements and Title IV requirements. HTIC's internal controls met the criteria of audit guidelines based on past audit reports. Monthly financial reports are reviewed in a timely manner to assist in sound financial decision making. Policies and procedures related to fiscal matters are reviewed regularly. HTIC has an action plan to improve effectiveness of their integrated planning process which is essential in light of the recent turnover of staff in key responsible areas. (III.D.5)

HTIC demonstrates a high degree of credibility and accuracy which is demonstrated with a long history of clean audits from their external auditor, review and acceptance from TES and the certification from HPEAP. The accuracy in budgeting was demonstrated by recent monthly financial reports indicating they are under projected budget. The use of their financial resources reflects appropriate use in support of student learning services as demonstrated in their success and retention rates. (III.D.6)

HTIC has not had an audit finding in ten years. They have a process for dissemination of the results of the audit report, fiscal conditions, and audit exceptions should they arise. The fiscal department takes the audit report and financials to the Executive Committee, which forwards the information to the board. Should an audit finding arise, they would follow the same process and provide the solution to prevent the finding in the future. (III.D.7)

Internal controls are annually evaluated during the audit process. HTIC has a ten-year history of clean audits which demonstrates the integrity of financial management practices. (III.D.8)

HTIC has a sufficient cash flow and reserves to maintain stability. They also have a contract with the Tokai Education System in which they can rely on them should the need arise. The past two years demonstrated the relationship with TES and the financial assurances in the contractual agreement between TES and HTIC. HTIC also applies to Hawaii Post-secondary Education Authorization Program (HPEAP) to certify their fiscal integrity. (III.D.9)

HTIC practices effective oversight of finances. They do not have outside financial aid, grants, auxiliary organizations, foundations, or institutional investments and assets. The assets of the College are owned by the Tokai University Pacific Center and leased to HTIC annually with the expectation that the assets will be maintained. The only long-term contractual agreement is with TES. (III.D.10)

HTIC celebrates a 25-year history with a long-term contract with TES. Short-term and long-term needs are included in the fiscal planning for the College. They have an equipment replacement plan and long-term maintenance plan for their new buildings. They considered the total cost of ownership in their planning, which led to the design of their LEED buildings. (III.D.11)

HTIC does not have an Other Post-Employment Benefit (OPEB) requirement. They do plan for and allocate resources for their compensated absences and other employee related obligations. (III.D.12)

HTIC does not have any locally incurred debt, but they are planning to increase enrollment and decrease reliance on annual payment from TES in the future. (III.D.13)

HTIC does not have external funding sources outside of their system. (III.D.14)

HTIC does not participate in the Federal Title IV program. (III.D.15)

HTIC has a number of contractual agreements with external entities that are consistent with the mission and goals of the institution. These agreements are governed by institutional policies and contain the appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. Their processes and procedures encourage the best value for the services it seeks while allowing enough flexibility to respond to needs as they arise. (III.D.16)

Conclusion

The College meets Standard III.D. The College demonstrates integrity in financial reporting with strong internal controls. They have processes in place that integrate the mission statement, the Six-Year Educational Development Plan, and program reviews to assist in decision making. Ten-year budgets are submitted and reviewed by TES annually which includes the total cost of ownership of the assets HTIC is responsible for maintaining. The mission statement is known and is a catalyst to many decisions made throughout the organization.

STANDARD IV

LEADERSHIP AND GOVERNANCE

Standard IV.A: Decision-Making Roles and Processes

General Observations

HTIC recognizes and uses the innovative contributions of leadership throughout the College to promote student success, sustain academic quality, ensure integrity and fiscal stability, and oversee the continuous improvement of the institution. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together. Institutional leaders create and encourage innovation leading to institutional excellence through formal and informal processes, such as the town hall held every semester. Governance roles are clearly defined in policy, which includes the Six-Year Educational Development Plan and the HTIC Governance Chart, and these authorized roles facilitate participation in the organization's decisions to support student learning programs and services and improve institutional effectiveness. Administrators, faculty, staff, and students are supported in approving the College's practices, and HTIC is particularly effective in its efforts to promote the voice of its students. Faculty and academic administrators have curriculum responsibilities defined through a well-defined committee structure backed by policy, and decision-making responsibility is aligned with personnel expertise.

Findings and Evidence

While HTIC has a clearly defined governance structure as identified through the College's governance chart, innovation by the members of the College community is encouraged regardless of official titles. There are both formal and informal practices to encourage individual participation. Faculty are engaged through department participation in annual program review in addition to committee participation. Student input is solicited through regularly scheduled student government meetings. All members of the campus community are given a participatory voice at the town hall meetings scheduled each semester. Faculty-staff meetings are held once a month and provide an additional opportunity to engage in dialogue concerning how to foster student learning and institutional processes. This team confirmed the recent campus-wide governance workshop held in January. Suggestions are collected by the Planning Committee and then submitted to the board of trustees by the Executive Committee. HTIC formed a Governance Committee to promote communication and transparency, and all constituent groups, including the board and students, are represented on that committee. (IV.A.1)

The HTIC governance chart identifies procedures and roles for each group in the decision-making process. Full-time faculty serve in at least two committees per contract, and one task force. Adjuncts are encouraged, but not required, to join committees. Professional/academic staff serve on at least one committee. The HTIC governance chart traces the flow of ideas through the decision tree. Students are encouraged to participate in all standing committees except professional development. Student government is described as a decision-making body, and participation is encouraged within the Student Handbook. Student government holds an annual student-led meeting to encourage student input. Students may also participate by completing the Institutional Survey, Student Course Evaluations, attending town hall meetings,

and speaking with their student government representatives. Committees engage in annual self-evaluation. The vice chancellor is responsible for the operation of the standing committees and task forces. (IV.A.2)

HTIC's Standing Committee/Task Force general guidelines describe the official responsibilities of the committee members within the governance process, including faculty, students, and professional/academic staff. The employee handbook describes the authority of faculty and administration in curricular matters. This handbook includes matters of academic freedom, the provision of equal educational opportunities for all students, the maintenance of high levels of scholarship, and office hours. In the case of classes involving controversial topics, the employee handbook requires faculty to permit students to express differing perspectives. (IV.A.2)

The HTIC governance chart identifies procedures and roles for faculty and administrators participating in institutional governance. Full-time faculty serve in at least two committees per contract, and adjuncts are encouraged, but not required, to join committees. Professional/academic staff serve on at least one committee. The team confirmed that faculty and administrators have a substantial voice in the development of institutional policies planning and budget procedures. For example, faculty and staff directly contributed to the Six-Year Educational Development Plan. Within the Planning Committee, faculty are represented by the dean of instruction. Faculty also provide insight on review of ILOs, which are currently being reviewed by the Executive Committee. (IV.A.3)

HTIC's Standing Committee/Task Force general guidelines identify six standing committees: Curriculum, Evaluation and Assessment, Library Learning Center, Planning, Governance, and Professional Development. Faculty and administrators serve as members of the Curriculum Committee and the Evaluation and Assessment Committee. The Curriculum Committee is charged with the oversight of curriculum and academic evaluation processes. The committee regularly reviews syllabi to ensure the placement of learning outcomes and methods of assessment. The Curriculum Committee also oversees Liberal Arts and College Preparatory Program changes, in addition to promoting coordination between the two programs. The Evaluation and Assessment Committee provides support for the collection, analysis, and interpretation of student learning program and service data. The responsibilities of these committees are documented, and the committees engage in regular self-evaluation. In addition to these committees, faculty may also participate in Executive Committee meetings held on alternating Tuesdays to discuss student achievement and learning. (IV.A.4)

Documentation of the system of board and institutional governance, as illustrated by the organizational chart, supports the assurance of the appropriate consideration of relevant perspectives. While often informal, existing communication pathways permit exchanges of information prior to administrative and board decisions that impact faculty, staff, and students. Recommendations from faculty and committees are solicited within the decision-making process. The team confirmed faculty discuss concerns directly with their deans, which enables the issues to be brought forth to the Planning Committee. The deans enjoy the unique position of not entirely giving up their classroom responsibilities in order to become administrators. Rather, the deans continue to teach at least one class each semester. This experience permits them to maintain a balance between their dual roles and maintain a connection to the classroom, which informs their leadership. (IV.A.5)

Decision-making is aligned with the expertise and responsibility of the members of the HTIC community. For example, faculty in the Liberal Arts (LA) and College Preparatory (CP) Programs perform annual program review, which has then been used to develop action plans by the College, including the allocation of resources to support program improvement, student learning, and institutional effectiveness in a timely manner. Faculty members serve on standing committees, sitting on at least two committees by contract. Students also serve as members of task forces and committees, permitting the sharing of their perspectives within the decision-making process. This strong participation by faculty ensures information from the classroom is applied to decisions that impact student learning and achievement. For example, the recent voting system to revise SLOs and ILOs involved both adjunct faculty and full-time faculty. (IV.A.5)

The team confirmed the communication of the decision-making structure. Faculty and staff are informed of the decision-making structure upon hiring; they are brought into that structure through their placement upon committees. That process is visualized within the HTIC Governance Chart. The team confirmed the physical placement of this chart posted upon building walls and the availability of the electronic document. The annual Governance Workshop serves as an opportunity to inform all groups of their roles in the governance of the College. Decisions are communicated to faculty and staff through the monthly Faculty Staff meetings, and decisions are communicated to students via email and in class. Additional campus-wide forums enable the communication of decisions across the institution to all constituent groups. (IV.A.6)

The leadership roles and the institution's governance and decision-making policies, procedures, and processes are well-documented. However, the team is concerned that the College does not regularly evaluate and communicate the outcomes of the evaluation of its governance and decision-making structures. Clear evidence of some evaluation exists. For example, the standing committees engage in an annual process of self-evaluation to determine whether they are achieving their stated goals. Their completed self-evaluation reports are then shared within the College's Google drive. Furthermore, policies and procedures are being changed within the College, as the communication of recent policy changes in January 2018 suggests. However, evidence of policy changes does not demonstrate what evaluation of governance led to the improvement or how the changes will be evaluated in the future. Vacancies in personnel have disrupted the flow of evaluation of governance, and the institution would benefit from ensuring that these evaluations occur and are communicated regardless of personnel turnover. (IV.A.7)

Conclusion

HTIC meets Standard IV.A. The team appreciates the considerable effort undertaken by the College to incorporate the voices of its students, faculty, staff, and administration within the governance process, and the College's effort to integrate the voice of its students into action is commendable. However, the team is concerned that the College does not consistently document and communicate a regular evaluation of its governance and decision-making structures.

See Commendation 4

Recommendation 5 (Improvement)

In order to sustain institutional effectiveness, the team recommends that the College regularly evaluate all areas of the institution, including leadership roles and the institution's governance and decision-making policies, procedures, and processes. The team further recommends that the College communicate the results of these evaluations and use them as the basis for improvement. (IV.A.7)

Standard IV.B: Chief Executive Officer

General Observations

HTIC's chancellor has taken a primary role in ensuring the quality of the institution. Despite staff turnover and campus climate results, the recently appointed interim chancellor has actively engaged the institution for the effective integration and development of master plans, in the evaluation and assessment of programs and services, and in resource allocation decisions.

The chancellor, as delegated by the board of trustees and with the authority vested in HTIC by law, bears ultimate responsibility for daily operations of the College. He, in turn, delegates oversight of the academic programs to the vice chancellor and human, physical, technological, and financial resources to the executive director.

The chancellor reports and discusses with the board of trustees statutory and compliance issues related to the College. This includes the requirements of the Hawaii Post-Secondary Education Authorization Program (HPEAP) and accreditation through ACCJC. By doing so, the chancellor ensures that the College's financial situation is sound. The current and former chancellor has been actively working and communicating with external constituents. The latter includes Tokai University Educational System and the Tokai University affiliated high schools from which the majority of HTIC's students are recruited. With the new location in Kapolei, the chancellor has continued to brief its board of trustees and has established regular meetings with UH West O'ahu while attending local community meetings.

Findings and Evidence

The chancellor meets weekly with the executive staff and bi-weekly with each department head through the Planning Committee. The College's primary participatory governance body, the Planning Committee is charged with making recommendations regarding planning, budgeting, and institutional effectiveness directly to the chancellor. Thereafter, the chancellor updates the campus through monthly faculty-staff meetings and also during convocation. He also provides a report to the board of trustees during its bi-annual meetings and at the Tokai Educational System annual meeting.

The College utilizes its annual focused program reviews, Comprehensive Program Review for 2011-2015, and Follow-Through Report in 2015-2016 to review the status of goals set in its EDP 2012-2016 and in developing the EDP 2017-2022. These reports, provided a basis for each department to submit their departmental budget request for the next fiscal year. (IV.B.1)

The HTIC bylaws provide the delegated authority to the chancellor to serve its primary responsibility and provide effective leadership with regard to planning, budgeting, personnel selection and development, and assessment of institutional effectiveness for the College. It also expressly states its ability to delegate oversight of programs and daily operations to its administrators. The administrative structure is appropriately staffed and organized relative to the purpose, size, and complexity of the institution. Most recently, the chancellor facilitated the review and approval of the recent revision to its organizational chart as approved by the board of trustees in November 2017. (IV.B.2)

The College chancellor utilizes existing administrative and governance structures to oversee institutional effectiveness efforts, from setting values, goals, performance standards, and priorities to establishing, utilizing and evaluating integrated planning and resource allocation processes that support student learning and achievement. This includes supporting the review and update of the mission, developing educational master plans, ensuring the development of learning outcomes embedded in the program unit reviews and assessment, and in resource allocation. (IV.B.3)

The team found that the chancellor plays an active role in meeting accreditation standards and eligibility requirements. This includes appointing appropriate staff (vice chancellor and the ALO) and ensuring activities in support of accreditation are in place and shared across the College. The chancellor is also committed to staying updated and current with accreditation requirements by attending ACCJC training, including participating in training events. (IV.B.4)

The chancellor has reported during the bi-annual board of trustees meeting and at its annual TES meeting the HPEAP requirements, including the changes in 2014 with regards to the requirements to prove financial integrity. Institutions are required to "maintain a composite score of at least 1.5 on your equity, primary reserve, and net income ratios." To ensure integrated planning, the chancellor ensures a budget development process grounded in the College's master plan and mission and resulting from program evaluation and review. (IV.B.5)

The chancellor engages and participates effectively in the communities served by the College. With its global focus, the chancellor participates with TES during its annual meeting while maintaining outreach relationships with TES affiliated high schools. The chancellor reports biannually to the board of trustees, which includes membership from the local community. He has presented to local community meetings and has established ongoing dialogue with the UH system, especially UH West O'ahu. The dialogue covers areas of articulation, registrations, and sharing of facilities. (IV.B.6)

Conclusion

The College meets Standard IV.B. The team compliments the interim chancellor's leadership in improving morale and refocusing HTIC's academic and operational plans. As a result, the EDP for 2017-2022 sets a tone for a campus-based vision for the future. However, the team is concerned whether policies, capacity, and effectiveness are in place to provide continuity for the College as leadership transitions.

Standard IV.C: Governing Board

General Observations

HTIC has a governing board vested with the 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. The board acts as an independent, collective entity that reflects the public interest in the institution, and all decisions are final.

HTIC bylaws and board policies outline the core responsibility of the trustees. This includes the selection and evaluation of the CEO and its officers to whom they delegate the responsibility for all academic programs and college operations, consistent with the stated mission and goals of the College. The board is also responsible for overseeing policies for the College. The College regularly reviews its policies and performs an evaluation of their functions.

The board regularly reviews data on student performance during its fall board meeting. The HTIC board policies state that a formal orientation for new trustees shall be conducted by the Chancellor. Also, the HTIC bylaws articulate the terms of board members, ensuring continuity of membership with staggered periods of service.

HTIC board policy provides a self-evaluation process for board members. The assessment survey effectively covers areas necessary for the board to review its capacity to fulfill its role and responsibility.

HTIC board of trustees has a clear delineated policy with regards to the code of ethics and in avoiding conflict of interests. The board adheres to this policy.

HTIC board recognizes their role to support this unique educational institution. Despite myriad challenges, including the tragic loss of three students, leadership transition, faculty/staff turnovers, and the relocation of the campus, they ensured that there was limited impact upon student experience as evidenced by positive student feedback and high student achievement rates. The board recognizes the strong symbiotic relationship between HTIC and TES, including the advantages derived by TES from a strong relationship with the American education system. They appreciate the ability of TES to have a foothold into a superpower, and they are learning about the American accreditation process as they interact within the Japanese accreditation system.

Findings and Evidence

HTIC has a governing board. The authority of the board is specified in the HTIC bylaws and board policies. Based on these policies, the board is responsible for overseeing the financial, academic, and institutional integrity of the College. The team confirmed that the board has reviewed and updated the policy appropriately. (IV.C.1)

The board manual identifies the board as a collective and cohesive entity. Page 7 of the manual states, "power resides with the board as a cohesive whole, not with individual members." All decisions made by the board are final. This group confirmed the discussion and unanimous vote

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of all agenda items. The recent forum held in January 2018 reaffirmed the identity of the board and the board's role in the oversight of the chancellor and the College's mission. There are no current conflicts of interest, and the board policy manual clearly articulates how to respond should such a conflict occur. (IV.C.2)

The Board of Trustees Policy Manual clearly defines the policy for selecting and evaluating the chancellor (CEO) (pp. 9-10). In the 2015 search, this policy was followed: the board oversaw the formation of a selection committee, publicly announced the search, accepted applications, and scheduled interviews. The selection committee offered recommendations for the new CEO to the board, and the board announced the new chancellor. The board manual further identifies an established process to evaluate the chancellor (p. 8). According to the board manual, the evaluation of the chancellor occurs annually; a break in evaluation occurred due to the resignation of the chancellor in 2016, but the regular evaluation resumed in 2017 with the new interim chancellor. (IV.C.3)

This team confirmed the membership of the board is a collection of individuals from the Hawaii community and from Tokai University Education System. Board members are drawn from a variety of fields, including business, law, education, and finance. The board has sought to diversify its membership. The newest member, Dr. Marcia Roberts-Deutsch, is the Accreditation System Liaison for the University of Hawaii system. She joined the board in January 2018. (IV.C.4)

The board participates in the oversight of institutional effectiveness efforts, from setting academic goals and standards within the educational master plan to utilizing planning and resource allocation procedures to support student learning and achievement. Additional formal documents include the Board of Trustees Policy Manual, the Bylaws of Hawai'i Tokai International College, and the faculty and employee handbooks. These documents have been revised after board consideration of institution-set standards. The Six-Year Educational Development Plan (EDP) articulates the board's expectations regarding student learning programs and services. The board provided details of all votes undertaken over the last five years. The independent status of the board is articulated in the board manual. All actions undertaken by the board are final and not subject to the actions of any other entity. (IV.C.5)

The board's policy manual and the HTIC bylaws are printed and available from the chancellor's assistant. These documents are also available electronically. They were distributed to staff and faculty in May, 2017. The team confirmed their placement in the shared HTIC Google Drive, where faculty and staff can access them. In these documents, the team verified that HTIC Board of Trustees consists of seven members elected at-large for terms of two years by HTIC members during its annual or special meetings. HTIC Board of Trustees serves as the official and final source of governing authority for the College and the board policy manual delineates in details its roles and responsibilities. The Board holds 2 meetings annually. Special meetings are scheduled by the Chairperson or Vice Chairperson of the Board of Trustees as needed. (IV.C.6)

The prior and current EDPs include reviews of bylaws and board policies. These have resulted in board amendments and updates to the policy manual. The team verified that action taken by the board through the board minutes are within its responsibility. This includes board approval to

changes to policy and organizational structure. During board meetings, the board receives updates and discusses college programs and financial plans. (IV.C.7)

The chancellor and College officers report to the board of trustees the results of the College's program review. The team verified from the BOT fall meeting minutes from 2012-2016 that the board discusses with College officers related topics on student learning and achievement that lead to academic and institutional improvements. They include a review of SLOs in the LA and CP Programs to TOEFL scores, grading, and student achievement outcomes. (IV.C.8)

HTIC board policy manual states that a formal orientation for new trustees shall be conducted by the chancellor. These orientations occurred consistently with new board members; included is information on governance, accreditation, and history of the Hawaii Tokai International College and Tokai University System. Further, the chancellor has extended training opportunities to board members to deepen their understanding on matters relating to their role in supporting the College. HTIC Bylaws articulates the terms of board members, ensuring continuity of membership with staggered periods of service. The team verified that the board members have staggered terms. (IV.C.9)

The board's self-evaluation survey was conducted in 2012, 2013, 2015, and 2017. The results are discussed during its board meetings for follow up action items. However, the results have not been shared to the campus for the prior self-evaluation except for the 2017. HTIC shared the board policy to faculty and staff with the 2017 self evaluation survey results. (IV.C.10)

HTIC bylaws and board policies set the code of ethics and the process to deal with potential conflict of interest. The team verified that members of the board strictly adhere to code of conduct and ethical behavior. Board policy includes a plan for addressing ethical violation and conflicts of interest, including that any actions taken by a board member is subject to unanimous decision by the board. (IV.C.11)

The board policy manual delineates the delegation of responsibility to the chancellor, including execution of policies and procedures as well as day-to-day operational control of the College. Additionally, board policy outlines the role of a trustee in hiring and renewing employment contracts with the chancellor and the officers of the College. As part of the chancellor's delegated authority, he reports to the board HTIC's Annual Report, the College's Program Review Report, and Six-year Educational Development Plan. These plans are discussed during board meeting so the board can ensure the institutional, academic, and financial integrity of the College. (IV.C.12)

The board is extremely knowledgeable and fully engaged in all aspects of accreditation. It starts with a new board member orientation session, where the topics of accreditation and standards are included. Thereafter, board meetings include briefings and updates of the College accreditation status. The team verified that the board provides support and guidance to the College's efforts in meeting accreditation standards. (IV.C.13)

Conclusion

The College meets this standard. The board structure, policies, and practices are in place to support student learning programs and services and improve institutional effectiveness. HTIC bylaws and board policies clearly delineates the role of the governing board, chief executive officer, and the officers. During this evaluation period, the board was faced with the challenge of transitioning its CEO and appointing an interim Chancellor. Although the board completes it self evaluation annually, it has only recently begun to share them with the campus. The team is concerned whether the Board can consistently document and communicate a regular evaluation of its governance and decision-making structures, including the hiring of the new Chancellor.

Quality Focus Essay Feedback

The Hawaii Tokai International College (HTIC) Quality Focus Essay (QFE) has identified two Action Projects (AP) in which the College intends to enhance student learning and achievement in support of their mission.

The APs emerge from the institution's examination of its own effectiveness in accomplishing its mission to foster global peace in the context of student learning and achievement. It is based on the institution's analysis of data collected and identifies areas of needed change, development, and improvement. The College articulated a desired goal for each AP with specific tasks, timelines, and resources to achieve its completion. The team was able to verify progress made to the plan, including appropriate changes made by the College upon evaluation of its status. In an effort to support the College's commitment to achieving the goals of these AP, the team offers for consideration, the following observations and feedback.

The first AP on increasing enrollment focuses on the diversification of the student body that will greatly enhance the students' learning experiences and foster cross cultural perspectives towards global peace. As such, it aligns well with the College mission. In addition, if achieved it will support the College fiscal stability and self sufficiency. HTIC set a measurable outcome that increases enrollment to 200 students by 2020, of which 30%, or 60 students, are from countries other than Japan. With this goal, strategies both domestically and internationally have been set. The team suggest that the College consider:

1) Setting measures on each of the strategies that would lead to achieving its stated outcome. This could provide a way to assess whether these strategies are working or need to be redirected.
2) Expanding enrollment strategies that maintain the College's current retention strategies.
3) Disaggregating measures that support parity and equity among student groups.

The team found the second AP is a noble approach in embracing assessment as a key part in integrated planning and decision making. It represents a focused effort aimed at effective evaluation and assessment to build a strong culture of continuous improvement on student learning and achievement. The detailed action plan has goals, timelines, and responsibility areas focused on improving benchmarks and assessment processes. The team commends HTIC that AP #2 intends to ensure consistent and regular processes and that such an undertaking is meaningful and valuable in decision making. The team has, in fact, seen evidence that the College is making progress in improving its assessment and evaluation process. Examples of progress observed by the team include benchmarking of the College Preparatory expectations by level and the streamlining of course SLOs and associated assessment rubrics in order to glean more effective assessment information for meaningful analysis.

However, the team also found the narrative to include information that does not clearly articulate the goal of this AP. For instance, the team is not clear how stabilizing faculty and personnel, though a necessary contribution to the effectiveness of assessment, is connected. Specific action items for personnel hiring are also not included in the detailed AP plan. Although continuity of an effective assessment process can be impacted by staff turnover, we invite the College to consider plans, policies, and practices that would ensure assessments are accomplished within the staffing structure, including backfill personnel in cases of transition.