

HAWAII TOKAI
INTERNATIONAL COLLEGE

Midterm Report
For Academic Years September 2018-August 2021

*Submitted to the HTIC Board of Trustees
February 2022*

*Submitted to ACCJC
March __, 2022*

Certification Page

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

From: Gene Awakuni, Chancellor
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I certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

_____ Gene I. Awakuni, Chancellor	_____ Date
_____ Kiyoshi Yamada, Chairperson, Board of Trustees	_____ Date
_____ Joji Seta, Vice Chairperson, Board of Trustees	_____ Date
_____ Sandra Wu-Bott, Interim Vice Chancellor of Academic Affairs and Dean of Liberal Arts	_____ Date
_____ Kumiko Yabe-Domingo, Vice Chancellor of Student Affairs	_____ Date
_____ Takahiro Fujimura, Executive Director	_____ Date
_____ Kristina Smith, Academic Liaison Officer	_____ Date

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1. Report Preparation

Since HTIC received its action letter on June 13, 2018, the institution first began work on the follow up report to ensure that our institution remained in compliance with ACCJC standards. At the time the follow-up report was sent, the institution had responded to all five recommendations from the review team. Since then, HTIC has been working toward the action plans that were stated in the Institutional Self-Evaluation Report and the goals set forth in the Quality Focus Projects. In addition to these action plans and recommendations, HTIC was impacted by the Coronavirus Pandemic that started in March of 2020. Through this, we maintained our academic rigor and successfully completed a substantive change to accommodate online learning, which can expand into a fully distance education system in the future. This Midterm Report is the result of the dedication of all departments to improving the academic quality and institutional effectiveness of HTIC and dedication to our mission and vision statement. A debt of gratitude is owed to the following people who were indispensable in the completion of this report.

Chancellor Gene Awakuni, Executive Vice Chancellor Naoto Yoshikawa, and Administrative Assistant Aulani Pang, who used their institutional knowledge to prepare the report of governance and items related to Standard IV. The **Governance Committee** was also a vital part of preparing the report of items related to Standard IV and Quality Focus Project 2.

Interim Vice Chancellor of Academics and Dean of Liberal Arts Sandra Wu-Bott used her institutional knowledge and input from faculty to prepare the report of academic programs and items related to Standards I & II as well as Quality Focus Essay 2. Additional thanks to the **Curriculum Committee** for reviewing and finalizing sections of the academic report and the **Head Librarian Christopher Kopp**, for preparing the report related to Standard IIB.

Vice Chancellor of Student Affairs Kumiko Yabe-Domingo used her institutional knowledge and input from OSS and Recruitment & Admission to prepare the report of student services and items related to Standards I & II as well as Quality Focus Project 1.

Areas of the report related to Standard III could not have been completed without the assistance of the **IT manager Andrew Lowe, Facilities and Maintenance Manager Fernando Bautista, Fiscal Manager Miho Bradley, and the Human Resources Generalist Rosalynne Kakogawa-Wong**. Additional thanks to the **Personnel Development Committee** for reviewing and approving sections related to Standard IIIB.

Preparing this report is a testament to the ongoing work of our instructors, staff, administration, and students who have been dedicated to our institution. Without their commitment and resilience, HTIC could not be where it is today. This Midterm Report reaffirms HTIC's sustained

progress meeting ACCJC eligibility requirements, standards, and policies. Furthermore, the report provides detailed information about the institutional processes and evaluation mechanisms it has implemented and a collection of appendices used as documentation throughout to support the narrative.

2. Plans Arising from the Self-Evaluation Process

This section provides an update of the self-identified plans to strengthen alignment with Standards outlined by the college in its most recent Institutional Self-Evaluation Report (ISER). This section describes our progress on these plans and resulting outcomes. Any plans that have not yet been fully implemented are clearly identified, and an update of the specific timelines and responsible parties in place to support completion should be provided.

Actionable Improvement Plans

a. Standard I.B.6

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

Preliminary Plan as Stated in 2017 ISER

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

Progress to Date

At the end of every term, CP and LA teachers complete ILO rubrics based on student performance on particular assignments to track student achievement of the Institutional Learning Outcomes. This data is collected by the institutional researcher and shared with the Dean of LA and the Director of CP. This data is included in the program reviews, beginning with AY 2019. The Director of CP and the Dean of LA share this data with their departments. Identifying the average score of an ILO as well as the high score and low score gives teachers the opportunity to better address those ILOs in their classes. In January through June

of 2021, the writing and presentation rubrics were updated for the LA program to use more quantitative language that aligns with the end of term rubrics to provide more reliable data. Graduation data is disaggregated by male and female groups, however other sub-populations are not large enough to produce statistically significant data as over 90% of our student population is from Japan, and the remaining population widely fluctuates. Additionally, the LA department will begin disaggregating the ILO data by gender in Winter 2022.

For the CP program, one area that could be compared is students who come from the Tokai High School System versus those who come from other high schools. However, that dataset will likely be mostly from Tokai High schools with only a small percentage from other high schools.

Evidence

[Factbook 2018-2019 \(LA\)](#), pg 24

[Factbook 2018-2019 \(CP\)](#), pg 14

[Factbook 2019- 2020 \(LA\)](#), pg 22

[Factbook 2019- 2020 \(CP\)](#), pg 14

[Factbook 2020- 2021 \(LA\)](#), pg 22

b. Standard II.A.5

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

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

and II.A.5)

Preliminary Plan as Stated in 2017 ISER

The LA program has been exploring a system of standardized rubrics per course level, which aligns student learning objectives with program learning objectives, as the previous system of evaluating the SLOs was discontinued. Although this has been a focus of interest of the LA faculty, the catalysts for this effort were the self-reflective process of the ISER, and the Faculty Forum #5 Assessment Workshop which was held in October 2017. As expressed in the Quality Focus Essay, this project will be formally launched as part of SLO-Day in January 2018.

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

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

Progress to Date

In the 2018 program review, the LA program reviewed the PLOs and the CLOs of all courses. In addition, LA grading rubrics were created prior to 2018 and included in the 2018 program review. These rubrics were updated in 2021 and presented in the March 2021 LA faculty meeting. The faculty had an opportunity to make changes and approved the new syllabus to be applicable to research essays and presentations across disciplines. Some sections should be standard, such as mechanics, format, and reliability of sources, while content portions of the rubric may change depending on the assignment requirements, especially if an assignment does not require research. The rubrics are used throughout the English courses 22, 100, and 200 to prepare students to use the rubric again for the IS 200 capstone course. The rubrics are still in the process of being sent to and approved by the curriculum committee.

The LA program embarked on a curriculum reform to enrich the quality of the courses offered and to improve transferability and align with the institutional mission. The LA program requires 60 term credits to achieve an Associate's Degree, but students transferring to universities in Japan may take an additional 2

credits to meet the minimum credits required for transferability to Japan.

Evidence

☰ Proposed LA Writing Rubric

☰ Proposed LA Presentation Rubric

W LA Faculty Meeting Minutes 03_10-2021.docx

W Copy of CC_Meeting_Minutes_2021-11-10.docx

W CC_Meeting_Materials_2021-05-19 (Supplemental Document_Discover E...

W CC_Meeting_Materials_2021-05-19 (Supplemental Document_Hospitality...

W CC_Meeting_Materials_2021-05-19 (Supplemental Document_Business F...

W Curriculum Committee Minutes 20210519 Final Version 5 - Ammended 20...

c. Standard II.A.11

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

Preliminary Plan as Stated in 2017 ISER

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

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

In the Fall 2017 term, a new Dean of Instruction with extensive academic background in both Teaching English as a Second Language (TESOL) and Liberal Arts curriculum, was appointed. Under her leadership, the CP and LA programs have enjoyed increased collaboration to achieve student success.

As articulated in the Quality Focus Essay, the two programs expect continued cooperation in order to build strong scaffolding between programs and establish




relevant rubrics that sharpen key skills. These efforts will enable the College to collect more meaningful data to drive course, program, and institutional change.

Progress to Date

At the beginning of the Covid-19 pandemic, the English 22 course was taught by former and current CP teachers. This ensured a smooth transition between the English courses in the CP and LA departments. Before in-person classes resumed, faculty from both CP and LA held a meeting to foster a better transition between the English programs. In that meeting, faculty discussed aligning and modifying rubrics to bridge the gap between the CP and LA departments, and there will be continued collaboration between the programs. Through those meetings, faculty also discussed revisiting the 1-5 rating system of the ILOs on the end of term rubrics to better align with the 1-5 rating on the final essay and presentation grading rubrics. While these rubrics are in place, the next step is to ensure that faculty are aware of how to use them properly. In Winter 2022, there will be a CP/LA forum for teachers to further collaborate about their courses.

In the CP program, the benchmarking project is an ongoing process. It was recently reviewed and updated in the last program review, AY 2019.

Evidence

-  English Curriculum Discussion
-  Proposed LA Writing Rubric
-  Proposed LA Presentation Rubric

[CP Benchmarks Folder](#)

d. Standard II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Preliminary Plan as Stated in 2017 ISER

Both LA and CP are currently reviewing and updating their rubrics and the alignment of Student Learning Outcomes to Program Learning Outcomes to obtain a more accurate picture of PLO and ILO achievements. As stated in the













Quality Focus Essay, this project will continue over the next few years, but progress has already been made. The LA program, after a workshop on assessment of learning, decided to review and improve upon the existing rubrics to create standardized rubrics per discipline. This will enhance consistent achievement of learning in alignment with the College's mission and its ILOs.

Progress to Date

In 2018, the SLOs were revised by CP and LA for clarity and to avoid redundancy. In 2019, LA writing and presentation rubrics were already in use that explicitly stated which SLOs are measured in each element. In 2021, LA English faculty members revised those rubrics into generalized writing and presentation rubrics which are used throughout the English courses. All content courses throughout the LA program are recommended to use these rubrics, but since each course has slightly different requirements, the faculty member teaching the content course may make adjustments to the generalized rubric as necessary for individual assignments. Those rubrics are aligned with the 1-5 rating of the SLOs for each ILO. Each course measures a predetermined set of SLOs and sends the data to the IR for collection and disaggregation.

The CP program has regularly used standardized rubrics for writing and presentation. They are currently under review for updating to ensure that the PLO/ILOs are included on the rubrics.

Evidence

-  LA Rubric for Effective Communication Skills Question Sheet, Updated Ja...
-  LA Rubric for Intellectual and Practical Skills Question Sheet, Updated Jan...
-  LA Rubric for Global Citizenship Question Sheet, Updated Jan 2018.docx
-  CP Rubric for Effective Communication Skills Question Sheet, Updated 5-...
-  CP Rubric for Intellectual and Practical Skills Question Sheet, Updated 5-1...
-  CP Rubric for Global Citizenship Question Sheet, Updated 5-17-18
-  Proposed LA Writing Rubric
-  Proposed LA Presentation Rubric
-  IS200 Final Grade Assessment Rubric.pdf
-  Oral Presentation Rubric.pdf
-  CP Writing Rubrics.pdf
-  Oral Presentation Assessment Rubric-final_revised

[CP Speaking Evaluation Rubric](#)

e. **Standard II.A.16**

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Preliminary Plan from 2017

As described in the Qualify Focus Essay, the College is currently exploring an implementation of newly revised rubrics to better assess the PLOs for CP and LA programs. Focused reviews are planned for the next summer 2018 for detailed program and course analysis that will be added to the next Program Review cycle.

Progress to Date

Course analysis led to curriculum reform focused on aligning to the institutional mission and transferability. Some courses had not been offered for a long time while others regularly had low enrollment and were subsequently retired when the concentrations were updated. The existing concentrations, Discover East Asia, Hospitality and Tourism, and Peace Studies, were reformed with all of the required courses. The Business Foundations concentration was also added. A substantive change inquiry form was submitted to ACCJC and received desk approval. A substantive change form was not required.

To better track enrollment and completion of these concentrations, OSS will begin asking students during Freshman Advising which concentration, if any, they would like to designate. Students have the opportunity to change later on, but stating their intent on a particular concentration will help the LA program determine how many sections of courses need to be opened or prepared for the subsequent terms. This data collection will begin in Fall 2021.

The college preparatory program has a systematic method of review and reports on that evaluation in their annual program review. Their grading and ILO rubrics are regularly analyzed.

Evidence

 Proposed LA Writing Rubric

- ☰ Proposed LA Presentation Rubric
- 📄 CC_Meeting_Materials_2021-05-19 (Supplemental Document_Peace Stud...
- 📄 CC_Meeting_Materials_2021-05-19 (Supplemental Document_Discover E...
- 📄 CC_Meeting_Materials_2021-05-19 (Supplemental Document_Hospitality...
- 📄 CC_Meeting_Materials_2021-05-19 (Supplemental Document_Business F...
- 📄 Curriculum Committee Minutes 20210519 Final Version 5 - Ammended 20...

[Desk Approval Letter](#)

- 📄 CP Writing Rubrics.pdf
- ☰ Oral Presentation Assessment Rubric-final_revised

[CP Speaking Evaluation Rubric](#)

[AY 2017 Program Review](#)- LA and CP are on Pages 5-17

[AY 2018 Program Review](#)- LA and CP are on Pages 6- 16

[AY 2019 Program Review](#)- LA and CP are on pages 5-17

f. Standard II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Preliminary Plan from 2017

The process of writing the Institutional Self-Study Report (ISER) has given the College the opportunity to reflect on the adequacy and evaluation of its library and learning support services. The College strives to ensure that it is providing quality services and that it is meeting the needs of its patrons, as well as supporting the mission of the College. In completing the ISER, the College has identified areas for improvement and changes and plans have arisen to address said areas.

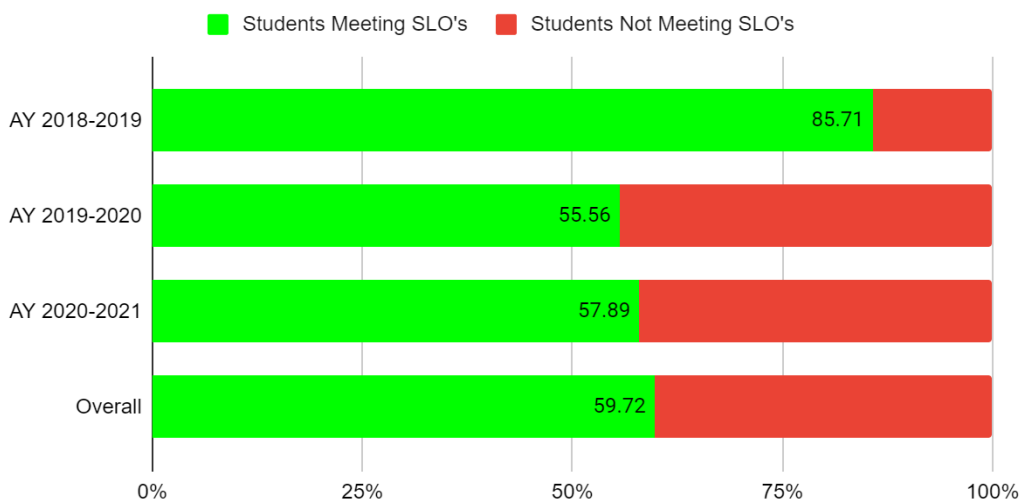
Areas for improvement within the library and learning support services include the standardization of information literacy instruction and the assessment of SLO attainment and learning support services. To further improve SLO assessment, the LLC has new initiatives that have recently been implemented or are in the planning phases. These initiatives include the evaluation of CP and IS 200 bibliographies and the creation of a curriculum for information literacy instruction. Additionally, the LLC is working on improving the analysis of the

data it collects. To accomplish this, data is being organized into charts that make it easier to interpret. These charts span several years, making broad trends more recognizable and clear [[Charts- Student Institutional Survey Results](#)]. Once these new initiatives have been in place and sufficient data has been collected, the next step will be to evaluate their effectiveness, make adjustments as necessary, and set standards. This will be done in the 2018 Program Review

Progress to Date

The main area of improvement that the LLC identified on the ISER and focused on improving was standardizing the information literacy focused instructions that the library provides to classes about the academic library resources available to the students, how to use them effectively, and how to avoid plagiarism. The LLC started by creating level specific research lessons for the CP program in the hopes of teaching students about college level research using academic databases before they enter the LA program. Since the CP program only has essay writing at the CP4 and CP5 levels, we created an introduction to the databases lesson for CP4 and a follow-up lesson that reviewed the CP4 lesson and added instruction using college level databases. It was not until 2018 that we finalized the instructions. Since 2018, the LLC has been providing standardized instruction to the CP students. We were hoping to evaluate the students' references, bibliographies or works cited pages from their final CP essays to ensure they are using adequate sources and research techniques, but it was difficult to obtain those from the instructors regularly. Due to having difficulties obtaining this data, we added a MLA format Works Cited assignment to the end of both CP instructions that tests the students' abilities to find sources, properly create a formatted reference page, and evaluate their sources.

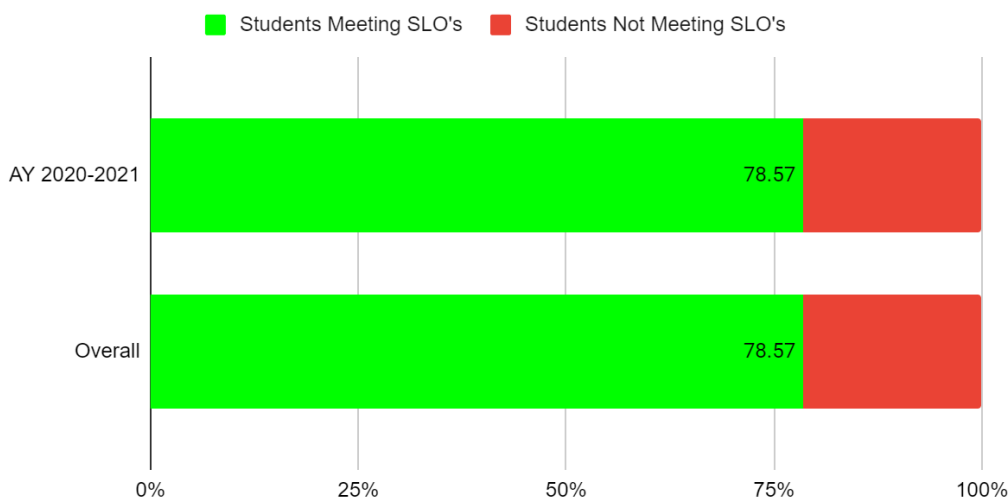
Percentage of Students Meeting LLC SLO's During Library Instruction



Based on the Works Cited Assessments, 59.72 % of CP students were reaching the expected benchmarks. The CP4 and CP5 students are almost universally able to demonstrate the abilities to find reliable sources using databases, create citations using the databases, and cite proficiently to avoid plagiarism, but struggle in following MLA format and finding and evaluating websites for credibility. Both of these issues will be discussed with the CP Director to try and promote more practice of these skills outside of the library instruction. The LLC will continue to provide these instructions to CP4 and CP5 classes and monitor the progress of the students until we have enough long term data.

After CP instruction was finalized in 2018, LA instruction was created to help build information literacy within the LA program. Due to dealing with changing faculty and curriculum changes, the LLC had difficulty providing research instruction consistently. The LLC created a database scavenger hunt in 2019 that would test their retention of CP information literacy benchmarks and introduce new LA students to the databases and citation during the LA orientations since the orientations were the most consistent due to being mandatory to attend. This instruction also required the students to work in groups to navigate the databases to find specific sources and create a Works Cited for the LLC to evaluate.

Percentage of Students Meeting LLC SLO's During LA Orientation



Based on the LA Orientation Works Cited Assessments, 78.57% of the students were reaching expected benchmarks. The data showed that they were able to find sources using the databases, making citations, and avoiding plagiarism, but many still struggled with MLA format beginning the LA program. The LLC continued to monitor and evaluate the research abilities of students based on their IS200 projects.

Percentage of students meeting the learning outcomes on the IS200 Rubric by year

	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21
Variety of Sources	76.6%	77.97%	76.19%	71.05%	82.05%
Quality/Reliability of Sources	82.98%	83.05%	72.58%	68.42%	76.92%
Currency of Research	100%	98.31%	100%	100%	100%
Proper Citations	80.85%	64.41%	80.95%	47.37%	48.72%
Use of Sources	89.36%	77.97%	79.37%	55.26%	51.28%

From the **IS200 Research Evaluations**, the LLC was able to identify areas where students improved and areas that needed improvement. The data from the IS200 research evaluations is crucial for us to understand what to focus future

information literacy instruction on. The LLC will continue to evaluate IS200 research to identify trends and potential areas of improvement.

Based on information obtained from IS200 research evaluations, the LLC noticed a trend that the students, although getting sources from databases, were not using enough academic journals for research. From this information, the LLC has created a new level of information literacy instruction that focuses on finding academic journals and other college level research sources that will be implemented in multiple 100 level LA courses. Additionally, a finalization of the new LA curriculum, along with a stabilization of instructors in core English classes has allowed the LLC to consistently offer instructions in multiple LA courses. Like the CP instruction, the students will be assessed on their ability to create and Works Cited after finding multiple academic journals. The focus of the evaluation of the Works Cited will now include and ensure they are choosing sources based on credibility. In addition to assessing the Works Cited for the assignment, the LLC will continue to monitor the IS200 projects to see if there is an improvement of source credibility among the projects. Once these new initiatives have been in place and sufficient data has been collected, the next step will be to evaluate their effectiveness, make adjustments as necessary, and set standards. This will be done in the 2022 Program Review.

Additionally, based on the IS200 research evaluations, the LLC noticed a trend that students were struggling with finding relevant and useful information within their sources and citing properly. From the information, the LLC will also introduce a third level of information literacy instruction focused on how to identify important information and data within academic journals and properly utilize quotes, paraphrases and in-text citation to be taught in 200 level LA courses. The students are then required to find relevant information from their sources, and demonstrate they are able to create properly cited quotes and paraphrases using this data. The students will also receive direct feedback from the head librarian on how to improve the information selection, citation, quote skills or paraphrase abilities. The LLC will monitor the research within the IS200 projects to see if the students can improve in the source usage and proper citation elements of the research evaluation. Once these new initiatives have been in place and sufficient data has been collected, the next step will be to evaluate their effectiveness, make adjustments as necessary, and set standards. This will be done in the 2022-2023 Program Review.

g. Standard II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the missions of the institution. (ER 15)

ER. 15 Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Preliminary Plan as Stated in 2017 ISER

The College recognizes the need for better data-keeping on student satisfaction for student services, along with the appropriate measurement of SLOs for student services. As an initial step, the Office of Student Services will participate in the campus-wide SLO Day in January 2018 to continue the process of exploring improvements in data collection methods.

Moreover, the recent high turnover of staff and leadership in this office caused instability and loss of data. With the appointment of a highly qualified and experienced Dean of Student Services in December, 2017, the Office of Student Services is ready to move forward in a positive direction.

Progress to Date

Institutional Survey includes questions about student services evaluation. According to the AY 2019 program review, OSS was considering making a student services survey. Student services discussed whether to propose the survey questions to the EAC for addition to the Institutional Survey or to conduct a separate survey. After further evaluation, OSS discovered that all of the SLOs were already being measured, except for one aspect about peer mentors. Therefore, instead of creating an entirely new survey and assessment tool, one question is being developed for a proposal to be added to the Institutional Survey.

Evidence

[Program Review 2019-2020](#)

[OSS_Staff_Meeting_Minutes_2021-05-24](#)

h. Standard III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Preliminary Plan as Stated in 2017 ISER

The College recognizes the need for an actionable improvement plan in terms of evaluating and assessing the efficacy of workshops and educational programs. A first step was taken at one of the latest workshops with the compilation of a satisfaction survey. HTIC will further extend this practice for upcoming workshops.

Progress to Date

In conjunction with the Professional Development Committee, workshops are collected and shared via email and google sheet. Faculty/Staff attend the workshops and report their attendance. This started in January 2021. Previously this was tracked via Google Calendar, however, this year we started using Google Sheets to inform staff/faculty of multiple opportunities in various fields to activate participation instead of having them input their workshops in the Google Calendar. So far this is what we have to report

As of October 31st, 2021 the committee has shared 57 workshop opportunities. The breakdown is as follows: 31 for faculty, both (faculty/staff) 11, ALO 7, Staff 4, Librarian 4.

Evidence

 Workshop tracking

 List of workshops on Google Calendar (2017-2020)

i. **Standard III.B.1**

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Preliminary Plan as Stated in 2017 ISER

Evaluation procedures for physical resources are in need of improvement. As a small College, with short very intensive 10-week terms, staff, faculty, and students know each other well. When there are grievances with maintenance issues, or dorm or communal spaces, these can often be addressed informally at “Town Hall” meetings or one on one with staff or faculty. There is a process of filing a paper maintenance request form, which is readily available to anyone in the administration section of the first floor and in the dormitory building. However, how long it takes, or whether the issues are being addressed has not been recorded as data, but rather dealt with as the needs arose. As the College grows, however, it will become more and more necessary to formalize the data and keep track of repairs and maintenance times. Also, feedback in the form of regular evaluations on the many physical resources that exist on campus need to be formalized. At present this is hindered by the lack of a full time Executive Director. However, this situation will hopefully be remedied soon. HTIC plans to review evaluations and organize sections of questions pertaining to specific issues with the dorms, transport, classrooms, support services, maintenance, and food over the next year.

Furthermore, the lack of an Executive Director to head maintenance teams and school facilities management has resulted in a lack of communication or miscommunication between support services and faculty. To resolve this difficulty, there is an urgent need for a facilities director to act as a liaison between academic services and facilities. The position has been advertised and thus far, the Chancellor has assumed the duties.

Progress to Date

While there was some turnover of the executive director position, it was not vacant for very long. The position was only vacant from 6/28/2017 when Chie Shima left until 1/9/18 when Yukio Morikawa was hired. After that, Zach Oida returned under the new title of Vice Chancellor of Administrative Affairs. When

Zach Oida left, Lloyd Unebasami was appointed to the Vice Chancellor position until September 2021. Between September 2021 and December 2021, the Executive Vice Chancellor and the Chancellor shared the responsibilities until Takahiro Fujimura arrived to fill the Executive Director position in January 2022.

Maintenance provides safe and sufficient physical resources via the preventative maintenance schedule. In addition to regular maintenance, the facilities crew gives priority to any maintenance request form that is submitted to the three drop boxes around campus. Furthermore, the maintenance crew has increased cleaning protocols in response to COVID-19. The maintenance plan is also a part of the AY 2021 Program Review.

Faculty, staff, and students are regularly reminded that they can submit any request for maintenance or repairs using the Maintenance Request Form. The forms and drop boxes are posted at the Security Desk in the lobby near the first floor classrooms, Front Desk near the administrative offices, and Dormitory in the lobby near the main entrance. Any time a Maintenance Request Form is in the box, that form becomes the immediate priority for the day until it is completed, in addition to all other scheduled duties.

In November 2020, HTIC established the Infection Control Committee (ICC) to make sure the campus remains a safe work and study environment for students, staff, and faculty. ICC's objective is to make sure the school follows State of Hawai'i and CDC guidelines and provides a safe environment for all. Actual implementation of these guidelines is the responsibility of each department. Maintenance is responsible for cleaning and sanitation schedules. CP and LA programs enforce classroom protocol.

With the onset of COVID-19, classrooms were not being used for several months. Therefore, the contract with Lions cleaning services was reduced to service only office area coverage. The HTIC in-house maintenance crew is now responsible for sanitation as well. These responsibilities were an addition to the responsibilities that the maintenance team had before the pandemic. These duties were expanded from the original job description and on file with HR. It is anticipated that more help will be provided by Lions cleaning service in the near future.

Maintenance receives feedback from the HTIC community via the institutional survey. The results of that survey are shared with the Vice Chancellor for

Administrative Affairs who relayed the information to the staff. The most common comment in the 2021 institutional survey was from students reporting insects in the dormitory. This is despite the fact that there is regular insect fumigation of the common areas of the dormitory. During repairs in response to Maintenance Request Forms, the Maintenance crew often finds uncovered and potentially rotting food items in the dorm rooms. Even though the common areas are kept clean, the insects will still enter the dormitory as they are attracted to the food items. Not only are insects a common problem in tropical climates, but HTIC is located near a farm area where insects are especially common. A proposal was sent to OSS for Terminix to come spray the individual dormitories regularly, but it is still waiting to be approved. This would require students to clean their rooms before the exterminators arrive. Terminix will refuse to spray in any room that is not clean because no matter how much chemical they spray, the insects will still be attracted to any uncovered food items in the room.

Maintenance has identified that there is also some termite damage, even though it is not mentioned in the survey.

Evidence

[W Maintenance Responsibilities.docx](#)

[W Maintenance Request Form.docx](#)

[ICC Minutes](#)

j. Standard III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Preliminary Plan as Stated in 2017 ISER

HTIC is in the process of creating a contract, which outlines the Google Privacy statement found under the user emblem “Learn More” section, for institutional property and enacting this contract retroactively with our current staff, faculty, and adjunct personnel [[Google Privacy Statement](#)]. This contract will also have an information portion to ensure that personnel do not damage ongoing work by deleting files and folders prior to their exit interview. The Planning Committee approved the creation of this contract and we are currently awaiting approval from

the Executive Committee. This will better improve the institution's ability to meet this need [[Equipment Loan Agreement](#)]. Once this actionable improvement plan is in place, the College will be able to better inform its users and employees of the consequences of accidental or purposeful deletion or modification of data created for the sole use of Hawai'i Tokai International College.

Progress to Date

The campus has been making progress towards the computer refresh. Each year with the exception of 2020 (due to COVID-19) we have replaced or refreshed eleven personal computers following our EDP. During COVID-19 pandemic we transitioned our classrooms to conduct concurrent learning. Fourteen new devices, webcams, and lapel microphones were purchased for this purpose. Our campus has also completed a wireless upgrade replacing all 86 of our wireless access points and one controller meeting a long term goal set back in 2018.

We have completed the Equipment Loan Agreement and are awaiting approval for implementation. Human Resources and IT have started a data retention policy that is enacted once a position is identified as becoming vacated. With this policy in place we have been able to recover data that would have otherwise been deleted by users vacating a position here at HTIC.

Evidence

[Equipment Loan Agreement](#)

[Google Privacy Statement](#)

k. Standard III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Preliminary Plan as Stated in 2017 ISER

The College will continue to “close the loop” and improve the effectiveness of the College's financial and program review processes which are used to determine budgetary allocations resulting in the accomplishment of institutional goals,

improved student learning, and success. The institution is currently striving to become progressively independent from subsidies from Tokai University in Japan by elaborating a ten-year budget plan focused on the increase of student enrollment.

Progress to Date

We have improved internal controls by hiring a full time accounting clerk which separates the daily duties of the accounting system. We are working to utilize accounting information on a monthly basis. These reports are sent to the Executive Vice Chancellor and the Vice Chancellor for Administration. There are two people working in the fiscal department to provide enough checks and balances in the accounting system. While there was a plan to begin reducing the subsidies from Tokai University in Japan, the COVID-19 pandemic significantly altered the 10 year budget plan. Therefore, subsidies from Japan were still required, and even increased. With students now returning to campus, HTIC can again start the process of slowly reducing the subsidies required from Japan.

Evidence

■ 2021 Annual Fiscal Report Hawaii Tokai International College.pdf

I. Standard IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Preliminary Plan as Stated in 2017 ISER

The institution recognizes that under the former administrative team there was a lack of transparency in the decision-making process and planning procedures. The College is currently working on improving transparency through the publication of the Executive Committee minutes and active institutional involvement at monthly Faculty Staff Meetings, where the EC requests feedback for academic and non-academic endeavors.

Progress to Date

Executive committee minutes are posted on shared google drive one week after the meeting occurs. Documentation of minutes began in May 2005. As of May 2020, the EC meets on an almost weekly basis. Prior to this, meetings were approximately once per month. The frequency of meetings increased from 11

meetings in 2019 to 38 meetings in 2020 and 20 meetings as of July 2021.

During the EC meetings, some confidential items are discussed, such as salaries or individual matters. For this reason, there are two sets of EC minutes; one is public and posted to the HTIC Google Drive, one is confidential and shared only among the EC members. The contents of the confidential minutes can be made available to ACCJC upon request.

Minutes of the Faculty/Staff meetings have been posted on the google drive starting in January of 2004. Monthly meetings were implemented in 2015 with approximately 1 or 2 meetings cancelled per year due to scheduling concerns. Two breaks in the frequency of these meetings occurred in 2019 and 2020. A new chancellor was hired in April 2019. He was introduced in the April and May F/S meetings, then there was a short break while he established a college senate instead. Meetings resumed at the end of 2019 and continued until February 2020. In 2020, a break from these meetings occurred again at the start of the Covid-19 pandemic for safety and social distancing concerns, but as faculty and staff became more comfortable with using zoom, monthly meetings resumed in December and have been held online without interruption as of July 2021.

Evidence

[w Faculty_Staff_Meeting_Minutes_2019-02-20.docx](#) - Announcing Chancellor Position

[w Faculty_Staff_Meeting_Minutes_2019-10-23.docx](#) - Announcing search for Vice Chancellor for Academic Affairs

[w Faculty_Staff_Meeting_Minutes_2021-02-17.docx](#) - Announcing return to in-person instruction

[w Faculty_Staff_Meeting_Minutes_2021-03-17.docx](#) - Announcing a new Vice Chancellor for Student Affairs

m. Standard IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Preliminary Plan as Stated in 2017 ISER

As the effectiveness of assessment is reliant upon the mechanisms and methodology used, the College will continue to assess its evaluation surveys and tools on a regular basis. The Evaluation and Assessment Committee (EAC), founded to determine the integrity and accuracy of institutional surveys, will play a fundamental role in these efforts. This will ensure that HTIC's evaluation of its leadership, governance, decision-making structures and processes are effective and robust.

Progress to Date

Institutional surveys have been conducted annually in the spring term since 2013. Every year, the Evaluation and Assessment Committee (EAC) evaluates institutional surveys for consistency and accuracy. The surveys are updated for methodology and to ensure the results are as accurate as possible. The survey is then sent to the Institutional Researcher who distributes it to all faculty and staff via email. The EC reviews the survey results from faculty, staff, and students during their EC meetings and finds which areas the HTIC community needs improvements, including individual departments, committees, and physical resources. Improvements made by the Institution based on this survey are presented by the Vice Chancellors to their respective department.

Governance surveys to review the shared governance of HTIC were conducted from 2013- 2017 around the time of the annual governance workshops. In 2018, the Governance Committee was established to review the structure of the governance system and the decision making processes. Based on input from the Executive Committee, the Governance committee distributes the flowchart of the governance structure and oversees the self-evaluations of the other standing committees. The Governance Committee is also responsible for taking over the Governance Workshops, which were previously the responsibility of the Vice Chancellor. A Governance workshop was planned for 2020, but was put on hold due to the COVID-19 pandemic. Therefore, the Governance Survey, which measures the effectiveness of this workshop, has not been conducted since 2017. However, since there have been so many changes since the last survey, this would be an ideal time to make updates to the survey so that it can meaningfully supplement the committee self-appraisals.

Executive surveys have been conducted annually since 2012, but were given different names prior to 2018. They were separate surveys for the Chancellor, Vice Chancellor, and Executive Director. When the Executive Director was changed to the Vice Chancellor for Administration, the surveys were renamed to

Executive Surveys. The Executive Survey was conducted in 2018 and 2020. They could not be conducted in 2019 as all members of the Executive Committee were in transition. The 2017 Executive Director survey could not be conducted as the Director position was in transition at the time. After the survey is created by the EAC, the Human Resources department opens the survey for faculty and staff to complete. After a 2 week period, HR closes the survey and gives the anonymous results to the Executive Committee to review with the Board of Trustees. The results are then posted on the HTIC Google Drive. The EC members use the results of these surveys to improve operations. As of July 2021, the 2021 survey is under review to improve methodology. HTIC is planning to include a more comprehensive and meaningful evaluation process.

One example is that in the 2020 Executive Survey, there was feedback from Faculty and Staff that there was not enough communication coming from the Executive Committee. The Chancellor had been spending a majority of his time finding funding to keep faculty and staff on payroll. The Vice Chancellor of Administration had been spending a majority of his time to keep the facilities safe and transitioning the college to online education. The Vice Chancellor of Academic Affairs had been spending a majority of her time maintaining the quality of education with the recent shift to online learning. All of this work seemed invisible on the surveys. Based on the surveys, the Executive Committee recognized the importance of reaching out to their faculty and staff to communicate what is happening behind the scenes, especially in an online environment. Even though update emails were being distributed, those emails were not being perceived as sufficient. In response, the Chancellor implemented biweekly Chancellor Update newsletters with input of what is happening from the HTIC community, the frequency of Faculty/Staff meetings resumed to their pre-pandemic schedule, and vice chancellors increased the frequency of their department meetings. Communication seemed to improve again when in-person classes resumed, but the results will not be available until the next Executive Survey is released.

Evidence

- HTIC Institutional Survey - Spring 2021 - Faculty -.pdf
- HTIC Institutional Survey - Spring 2021 - Staff.pdf
- HTIC Institutional Survey - Spring 2021 - Students.pdf

n. Standard IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the College sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement;**
- **and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Preliminary Plan as Stated in 2017 ISER

The institution will proceed with the hiring process of a new Chancellor, starting March 2018. Currently, HTIC has received the support of an Interim Chancellor from Japan, who oversees the operational activities of the College, while travelling back to Japan where he is responsible, as Vice Chancellor, for Global Initiatives and Consistent Education Program at Tokai University, Japan.

Progress to Date

A new chancellor was hired on April 1st of 2019. He established a college senate to discuss shared goals and governance. This was in response to previous surveys about the former administration that faculty and staff wanted more input to structural decision making processes. The college senate was comprised of faculty, directors, and students, with the Executive Committee as ex officio. This was an attempt to funnel more feedback to the administration, but this had limited success and was discontinued after 6 months and reverted back to the previously established monthly Faculty/Staff meetings, but with the Covid-19 pandemic, there was concern about social distancing and public safety during these meetings. The Faculty/Staff meetings went on a hiatus until everyone was familiar and comfortable with Zoom meetings. During the hiatus, information was sent via email to faculty and staff.

At the beginning of the COVID-19 pandemic, the majority of students returned to Japan, so HTIC lost a considerable amount of revenue from students in the dormitories. Therefore, the Chancellor and Executive Committee prioritized obtaining funds to keep staff and faculty on payroll. This was done through negotiations to increase the subsidy from our partners in Japan as well as securing the Payroll Protection Program loan in 2020.

Since all of the work for these negotiations was done behind the scenes, it was not apparent to faculty and staff. This was reflected in the Executive survey. In retrospect, the Chancellor would have spent more time updating the faculty and staff via Zoom meetings, but at the time, most of the faculty and staff were just learning how to use Zoom and focusing on implementing major changes in their classrooms. Hosting additional meetings at that time would have been burdensome to the team.

The values, goals, and priorities of the school are aligned with the mission and the institutional learning outcomes. These are met through the process to educate students to become global citizens. When the faculty and staff succeed in this goal, the institution succeeds. The Chancellor's priority to maintain the payroll budget aligns with maintaining consistency of education and promoting global citizenship. The performance standard of the institution is measured by the students' ability to graduate and transfer to a 4 year institution, and HTIC has one of the highest transfer rates in the country. There is some debate regarding the English ability of the students when they leave the institution, as some 4 year American universities occasionally have higher TOEFL requirements than 2 year colleges.

Evaluation is an ongoing process. The Evaluation and Assessment Committee was established to evaluate internal and external conditions. The online degree program is an example of a program that was precipitated by external conditions. Not only did the COVID-19 pandemic force an abrupt pivot to online learning, but our affiliates in Tokai Japan have wanted to push for an online dual degree program for some time now. This online program would increase our potential for expansion. A limiting factor, however, is the number of full-time faculty necessary to expand such a program while also offering courses in person for international students to come to Hawai'i. In the past, bandwidth has also been a limiting factor, but with the recent contract to upgrade our internet system, HTIC will no longer be limited by technological resources. Once the upgrade is complete, and the technological infrastructure is in place, efforts can be focused

on increasing the faculty for the online program. This is a different situation from the shift to online learning for COVID-19. In that case, the existing faculty taught all courses online for a short time. However, as classes returned to in-person teaching, the instructors were no longer available for online courses, and the concurrent design of teaching in-person classes with a few students still on Zoom was a temporary solution to an emergency. The current faculty are not prepared to continue concurrent teaching as a permanent plan. Therefore, there needs to be enough student enrollment in the online courses to justify the expansion of the faculty. The planning of the new online degree program directly coincides with the availability of resources and the ability to provide adequate support to the students in those programs.

College senate was announced in the April 2019 Faculty/Staff meeting and approved by the Executive Committee in October 2019. That decision was announced at the October Faculty/Staff meeting. The College Senate was discussed by the Governance Committee in November of 2019, then it was approved by the Board of Trustees in December 2019. Before the College Senate could have its first meeting in March, the COVID-19 pandemic abruptly redirected our energy to focusing on student safety and shifting to online curriculum. The college senate was suspended and regular faculty/staff meetings were resumed. The college senate may be reinstated in the future, but for now, the faculty/staff meetings have been incredibly productive.

Evidence

 Summary of College Senate Evidence

[College Senate Evidence Folder](#)

Substantive Change Approval Letter-

 Hawaii Tokai International College 2021_02_23_SubChg_DE.pdf

o. Standard IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the district/system.









Preliminary Plan as Stated in 2017 ISER

The Board will continue to make the results of their self-evaluation available to the public with the regular publication of these documents.

Progress to Date

The search committee process is described on page 9 of the Board of Trustees Policy Manual. The board approved the procedures in a Board of Trustees meeting and formed a selection committee. The vacancy was announced on the school website as well as in the Chronicle of Higher Education. 22 applications were received and interviews were scheduled. Of those, three were recommended by the committee for the BOT to make a selection. The BOT selected the top candidate and offered the position. HTIC invited the three candidates to campus to present their vision to faculty and staff and be interviewed by the BOT. However, since the BOT could not find a suitable person for the Chancellor position, the BOT used its right to appoint a chancellor as described on page 13 (section 3) of the Board of Trustees Policy Manual. The Board of Trustees invited Gene Awakuni, the former Chancellor of UH West O’ahu, to be the new chancellor at HTIC. He accepted the offer and was appointed as the new chancellor on April 1, 2019.

Evidence:

-  2018 Search Committee Process.docx
-  BOT minutes related to Chancellor Search
-  CSC- List of Members.docx
-  2018.03.15 Proof of HTIC Chronicle ad.pdf
-  2018.03.12 Chronicle of Higher Education HTIC Chancellor Job Posting.pdf
-  2018 Candidates for Chancellor Search - Full List.pdf
-  Board of Trustees Policy Manual Jan. 2014 (final).doc
-  BOT_Meeting_Minutes_2019-02-26.pdf

p. Standard IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Preliminary Plan as Stated in 2017 ISER

The Board of Trustees accepted the recommendations of the Governance

Committee to consider increasing the number and frequency of meetings. In addition, the BOT will continue to publish the results of its annual self-evaluation.

Progress to Date

Until 2017, the board only met twice per year. In response to recommendations from Faculty and Staff in the institutional survey, meetings have increased to three times per year, and the minutes are posted in the HTIC Google Drive. BOT meetings can also be called on an as-needed basis.


The policy for Board Evaluation is written on page 6 of the bylaws. The board performs annual self-evaluations and shares the results of the evaluations with the HTIC community. The BOT Self-Evaluations were conducted in 2017 and 2018 and published in the HTIC Google Drive. The 2018 evaluations were completed and discussed in the February 2019 BOT meeting. The 2020 self evaluations were not conducted due to disruption from the pandemic. The 2021 self evaluations and Board Training were conducted in October 2021. Due to disruption from COVID-19, the 2019- 2021 self-evaluations will be discussed in a special board meeting on February 10, 2022.

Evidence

 Board of Trustees Policy Manual Jan. 2014 (final).doc

 BOT_Meeting_Minutes_2019-02-26.pdf

 2018-11-02 BOT Self-Evaluation Results.docx

 BOT_Meeting_Minutes_2021-10-28.docx

 2021 HTIC BOT Self-Eval Summary.doc

3. Institutional Reporting on Quality Improvements

a. Response to Team Recommendations for Improvement

This section of the report addresses any recommendations for improvement to increase institutional effectiveness noted in the Commission Action Letter following the most recent comprehensive evaluation. (If no improvement recommendations were noted in the Action Letter, this section is not required.) The college should refer to the Peer Review Team Report for further information and context for each improvement recommendation. The narrative for this section should explain the manner in which each recommendation to improve was considered, and what, if anything, the college did as a result. The narrative should also note any outcomes or increases in effectiveness resulting from these improvements

i. **Recommendation 1 (Improvement)**

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)

Progress to Date

The group of students at HTIC is very small. Local students only comprise approximately 10-20% of students. The majority of students come from Japan. It is not feasible to compare these small groups of students as the data would not be reliable from such a small sample. In the past, we have always tracked gender. Now we are looking to track SLOs by level to see how students improve progressively. Through this data collection process, we have determined that the measuring system should be refined to be more objective and remove subjective language.

The CP program considered disaggregating data based on the students' high school of origin, but that became too complicated for such small populations. The college population is uniquely homogenous. In the future, ILO outcomes may be disaggregated by gender, but other populations would be too small to achieve reliable data.

Evidence

[Factbook 2018-2019 \(LA\)](#)

[Factbook 2018-2019 \(CP\)](#)

[Factbook 2019- 2020 \(LA\)](#)

[Factbook 2019- 2020 \(CP\)](#)

[Factbook 2020- 2021 \(LA\)](#)

ii. **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)

Progress to Date

Data analysis was uploaded to the website for Academic Year 2018- 2019. It needs to be updated for 2019- 2020. This was delayed due to updating the website to a new format. The data can be sent to the IT department and will be updated once the 2020-2021 data is available.

Evidence

[Screenshot of website](#)

iii. **Recommendation 3 (Compliance)**

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)

Progress to Date

Because recommendation 3 from the review committee was changed from Improvement to Compliance, it was immediately addressed and included in the follow up report in October 2019. The catalog has continued to be updated by the Director of admissions by May 1st of every year for recruitment purposes and incoming students. After the Director of Admissions left, the Vice Chancellor for Student Affairs has been updating the catalogue. The AY 2020- 2021 catalogue includes the SLOs of the Discover East Asia, Peace Studies, and Hospitality & Tourism concentrations. The Business Foundation concentration SLOs were approved by the Curriculum Committee before being sent to the Executive Committee and the Board of Trustees. These approved outcomes have been added in the 2021-2022 catalog.

Evidence

[2020-2021 Catalog](#)

[2021-2022 Catalog](#)

iv. **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)

Progress to Date

The MCOs were developed according to the recommendation by ACCJC as stated in the follow-up report submitted in 2019. These MCOs have been through revisions as we went through curriculum reform. MCOs have been created for over 100 courses, and this is an ongoing process as courses are updated or retired through the process of curriculum reform and regular periodic improvements.

Evidence

[Math 103](#)

[JPN 101](#)

[ICS 100](#)

[SCI 121](#)

[MUS 107](#)

V. **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)

Progress to Date

The annual Institutional Survey covers several categories including physical resources, library resources, Human Resources, technological resources, student services, counseling services, school policies, and more. Fiscal resources are subject to an annual external audit which is submitted to ACCJC each year. The Executive Committee is evaluated by the Board of Trustees, and the BOT does an annual self-evaluation. The results of the surveys and self-evaluations are made available to the institution and are used to make improvements. A new procedure for evaluating EC members is also being developed to provide a more holistic view of their performance.

The questions and the methodology of the Institutional Survey is regularly evaluated by the Evaluation and Assessment Committee. The data is collected and stored by the Institutional Researcher. The results of the Institutional Survey are discussed in the Executive Committee. An example of an organizational change based on the results of the Institutional Survey is that there was a perceived lack of leadership in student services because it was previously grouped into administration. A new Vice Chancellor was hired to oversee Student Affairs and to better serve the students.

Vice Chancellors are asked to relay the results of the Institutional Survey to their department, which was a change on the policy level. Changes are made according to the results of the survey, particularly the changes to landscaping and physical resources. Responding to the more concrete basic suggestions that make sense. Vice Chancellors engage in meaningful dialogue to deal with issues raised by faculty and staff about being more part of the institutional process of setting goals.

Evidence

- HTIC Institutional Survey - Spring 2021 - Faculty -.pdf
- HTIC Institutional Survey - Spring 2021 - Staff.pdf
- HTIC Institutional Survey - Spring 2021 - Students.pdf

b. Data Trend Analysis

This section of the report provides an institutional reflection on institutional performance in two areas: 1) student learning outcomes, and 2) institution-set standards.

i. Student Learning Outcomes

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.” Reflect on assessment processes since the last comprehensive review:

1. What are the strengths of the process that help the college to improve teaching and learning?

In AY 2019 and 2020, the program review has included a summary of Learning Outcome data for the CP and LA program. Therefore,

it is more manageable and there is an annual statistical analysis of how students are achieving those outcomes and the programs can spot strengths and weaknesses of the students and address those weaknesses in the classroom. Programs can investigate why those weaknesses occur and how to improve them.

Another strength is that we tie our learning outcomes to final assessments. This ensures consistent data from term to term, even if a different instructor is teaching the same course. This way there is something tangible and measurable linked to our learning outcomes.

One of the benefits of HTIC is that it is a small institution, and therefore students benefit from a great deal of individual attention from the instructors. Instructors provide extensive feedback on assignments to help students achieve the learning outcomes. Instructors are also able to collaborate regularly with other faculty to improve their courses. HTIC provides broad academic freedom to the instructors in their courses, so long as they are following the Master Course Outlines that are distributed by the Curriculum Committee and achieving the Institutional Learning Outcomes. This allows instructors to use the most effective teaching methods for their field as well as selecting the most appropriate textbooks and beneficial classroom activities. Faculty often attend workshops to improve their teaching, and some courses require students to visit the tutoring center to improve their performance on particular assignments.

The tutoring center, part of the Library and Learning Center (LLC) at HTIC, is a strong and robust program that helps students improve many aspects of their learning- from reading and writing to conversation, math, and foreign language classes. In AY 2020-2021, the tutoring center hosted an average of 623 tutoring sessions per 10 week term. HTIC also has a Malama Program for which instructors can identify students who have a consistent difficulty in a class, and those students can get dedicated weekly tutoring to improve that specific skill. The Dean of LA also instituted an Early Alert program to identify students who are at risk early in the term so that they can get assistance before it

significantly affects their grades and performance. A Midterm Progress report about students' performance was also administered in Week 6 to ensure students who were flagged as at-risk were able to get help from either the tutors or the counselors. In AY 2020-2021, 19 students were enrolled in the Malama Program. When the student participates in the program and maintains their attendance with the tutoring center, those students are extremely likely to pass the target course. In AY 2020-2021, 17 of the 19 students passed their target course. Two of them did not pass the course despite regular attendance in the tutoring center. The tutors are also regularly trained on how to assist students in the assignments, and the LLC is working toward the goal of becoming a nationally recognized tutoring center.

In addition to the tutoring center, HTIC established the Ho'omau Center to support the emotional health of our students. Not only does the Ho'omau Center offer individual counseling services for students, but there are also group sessions for guided discussion on specific topics, such as motivation, homesickness, LGBT issues and time management. In AY 2020-2021, the Ho'omau Center held an average of 49 individual counseling sessions and 64 group sessions each term. A large percentage of our students come from a culture where emotions are viewed as a sign of weakness, which leads to a spiral of negative feelings and behaviors when they encounter culture shock, and even the shock of being away from home for the first time. When the student is supported holistically, they can become better global citizens and achieve the institutional mission. The Ho'omau Center also offers a number of workshops open to faculty as well as students on commonly requested topics.

2. What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

One area that HTIC can improve the assessment process is to standardize the course rubrics to ensure accurate data collection from term to term. Rubrics are regularly being assessed and revised based on feedback. As of September 2021, course rubrics have been updated and standardized throughout the English courses, but are in the process of being revised for other

disciplines. Once that has been standardized, those rubrics will then relate back to the end of term ILO rubrics that instructors complete every term. This will reduce subjective assessments of ILO completion.

3. **Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.**

In the IS 200 capstone course, in order to improve writing skill and the ability to choose topics, the LA program changed the course map to provide a smooth transition from the ENG 22, ENG 100, and ENG 200 leading to IS 200.

Additionally, the Sustainability 100 course was designed to assist students in selecting an academic research topic. Originally, the class was called Humanities 100 and covered a broad range of topics. Sustainability 100 stays within that range, but narrows it to topics related to sustainable development and peace so that students can draw on their background knowledge when choosing their IS 200 topics.

4. **In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?**

Since the objectivity of the measurement of ILO rubrics has been criticized in the past (see question 2), the LA program plans to solve this by writing the course assignment rubrics with objective language and relating different areas of the rubrics to the ILOs. This way, the grade the student receives on the assignment will relate directly to the ILO. This was always the case, but it was not always explicitly stated. While rubrics for the English classes have been adapted in this way, rubrics for other disciplines still need to be developed.

Evidence


 Proposed LA Writing Rubric

 Proposed LA Presentation Rubric

ii. **Institution Set Standards**

(Standard I.B.3) ACCJC Standard I.B.3 states: “The institution establishes institution set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.” Using the most recent Annual Report, reflect on trends in data for institution-set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students:

The most recent Annual Report was used for the basis of this reflection.

 2021 Annual Report.pdf

1. **Has the college met its floor standards?**
2. **Has the college achieved its stretch (aspirational) goals?**

a. ***Course Completion***

Floor and aspirational 80-90%.

Actual 2017 (99) 2018 (99) 2019 (97)

The course completion goals are between 80-90%, but students have regularly exceeded this goal, achieving between 97- 99% annually. Faculty regularly assesses the courses for academic rigor, but the completion rate still remains very high. The high course completion rates likely have three underlying factors.

First, our small campus size allows for individual attention to each student. Instructors are able to work with the same student multiple times throughout their study in the college and can address problems before they begin. This leads to the second reason, the student support services. When faculty recognize that a student has an issue, the instructor can often determine whether the issue is academic or emotional. The faculty can refer the student to the Malama program or the tutoring center for academic support or to the Ho’omau center for counseling. Students can also refer themselves to those programs on a walk-in basis. If a student is regularly identified as needing Malama or Ho’omau support, but refuses or does not improve with

support, the student is then referred to the Behavioral Intervention Team (BIT). The BIT will meet with instructors, tutors, and counselors to get a holistic view of what is happening with the student and make a determination of the best kind of support. The third factor that affects our high course completion rate is our location and student population. Since moving to the westside of O’ahu, students are free from several of the distractions of living in the city. They are able to focus on their studies and often work together to support their classmates. There is a very strong culture of dedication to studies among our students.

b. ***Certificate Completion: N/A***

HTIC does not offer certificate programs. There are areas of concentration within the Liberal Arts program, but they are not divided into certificates.

c. ***Degrees Awarded***

Degrees Floor and aspirational 50-60

Actual 2017 (59) 2018 (64) 2019 (43)

The goals for degrees awarded is between 50-60%. In AY 2017, HTIC was at the top of that range, and actually exceeded the range in 2018. Unfortunately, because half of AY 2019 was affected by the coronavirus pandemic, our degree completion dipped slightly below our floor goal. This was due to several students taking leave of absence at the beginning of the pandemic while others struggled to transition to online learning. As of AY 2020- 2021, several of those students have resumed classes, so the graduation rate is expected to increase again when the data for this academic year is compiled and analyzed.

d. ***Transfer***

Transfer: Floor and aspirational 80- 90%

Actual 2017 (85) 2018 (70) 2019 (71)

There is a discrepancy between the numbers on the Annual Report and the record of student transfers on file in OSS. It is likely that the transfer rate was pulled at the end of the

academic year, but OSS was able to collect data after that as students moved on to their transfer institutions. Because schools in Japan do not require official copies of transcripts sent directly from HTIC, we rely on the students to report when they transfer. However, that often requires us to individually follow up with them for information that is sometimes withheld if they do not want to disclose. The corrected numbers for these years are: 2017 (90%); 2018 (83%); 2019 (79%)

These corrected numbers fall within the 80-90% goal range, except for a small dip in 2019. However, it is likely that we will get more information from these students in the next few months.

To rectify this situation in the future, OSS is considering adding the name of the transfer institution on the transcript request form. This way, students cannot simply request 5 copies of their transcript and not tell us where they are going, which has happened many times.

3. What initiative(s) is the college undertaking to improve its outcomes?

The Curriculum Committee recently reformed the course offerings in the LA program to better align with the institutional mission and improve transferability, while also streamlining the connection between courses to better scaffold students' progression across the program.

4. How does the college inform its constituents of this information?

This information is readily available on the Accreditations page of the HTIC Website. Recently, the information on the website has been one cycle out of date because the data was not yet available at the time of the website update to a new format. Now that HTIC has completed the AY 2020- 2021, it is time for the website data to be updated again. It is in the process of updating several items as of September 2021.

Evidence

[Screenshot of website: Course Completion and Transfer Rates](#)

[Screenshot of website: Degree Completion Rates](#)

c. Report on the Outcomes of the Quality Focus Projects

The Institutional Self-Evaluation Report (ISER) includes a Quality Focus Essay in which HTIC identified two quality focus projects we implemented to improve student learning and achievement. This section of the Midterm Report provides a progress update on the goals, outcomes, and data identified for each quality focus project and details any changes in student learning and student achievement that resulted from the projects. If appropriate, the narrative comments on any next steps, such as further expansion or replication of projects. In the event that a project did not achieve the desired results, we have provided information about factors that contributed to that outcome and reflect on what was learned during the process.

The original quality focus projects listed in the ISER were in a chart format, but in order to provide more detailed information about the progress, it has been converted into outline form. The original chart organization of Quality Focus Project 1 is found here: [W Copy of Quality Focus Project 1 Chart.docx](#)

i. Quality Focus Project 1

1. Internationalize and update our website and recruitment materials

a. Action Steps

- i. Update our website
- ii. Prepare recruitment materials in other languages to provide information to potential international students

b. Responsible Party

- i. IT Specialist
- ii. Office of Student Services
- iii. Director of Admissions
- iv. Language Faculty

c. Timeline

- i. Fall 2017 through Winter 2019
- ii. Assess the action and revise as necessary

d. Progress

The website was updated in two phases. First, teachers translated the script of the promotional videos into 6 languages (Korean, Mandarin, Spanish, Italian, Portuguese, and German) and recorded the voice over. A professional video was added and updated in 2017. However, this update had compatibility issues for iPhone users, so another update was proposed. At this time, an IT Task Force was created and the project was taken over by faculty and the IT specialist. A professional team was hired for a complete redesign. A copy of the old website was saved on October 17, 2020 before the final changes were put in place. Testimonials were added to the webpage and the homepage was geared toward recruitment. Key recruitment items found on our homepage are the graduation rate, transfer rate, and the small class sizes. Our original promotional material, a brochure, was also updated at this time.

e. Evidence

[Evidence Task Force Minutes](#)

[Loom Video of Home Page \(Before Redesign\)](#)

■ [HomePage \(Before redesign\).pdf](#)

[Loom Video of Home Page \(After Redesign\)](#)

[Brochure \(Before\)](#)

[Brochure \(After\)](#)

2. Japan

a. Action Steps

Continue bi-annual visits to 14 Tokai high schools

b. Responsible Party

- i. Director of International Programs
- ii. Chancellor

c. Timeline

Ongoing

d. Progress

13 Tokai High Schools were visited every spring and 14 schools were visited every fall because one school

requested only yearly visits. This continued until April 2020 when international travel was suspended due to Covid-19. In June of 2020, info sessions targeting high school students were switched to Zoom to accommodate travel restrictions and social distancing concerns. Now that the info sessions are online, the frequency has been increased to more than twice per year. The regular schedule was to visit Japan in April and October, with the April info session targeting HS seniors before they make a commitment and the October session targeting HS juniors. Now that info sessions are online, in 2020, info sessions were held in June and July in addition to a February session to maintain contact on a quarterly basis. The Vice Chancellor for Student Affairs plans to return to doing in person visits in the near future. The info session for October 2021 is still scheduled to be hosted online. In person visits are planned to resume in April 2022, if travel restrictions allow. The Vice Chancellor for Student Affairs is developing a hybrid model to host some info sessions online and others in person.

e. Evidence

[2018 Tokai High School Info Session Schedule \(April\)](#)
[2018 Tokai High School Info Session Schedule \(October\)](#)
[2019 Tokai High School Info Session Schedule \(April\)](#)
[2019 Tokai High School Info Session Schedule \(October\)](#)
[2020 Summer Open Campus Flyer](#)
[2020 Fall Information Session Schedule](#)
[2021 Spring Information Session Schedule](#)
[2021 Fall Information Session Schedule](#)

3. Hawaii

a. Action Steps

- i. Increase interaction with local area high schools (counselors, Japanese language instructors) through Japanese Summer Camp and visit once a term**

Japanese summer camp started in 2017 and has been held annually. In July of 2020 and 2021, it switched to online, but in 2022, the International

Programs department plans to return the summer camp to in-person instruction. However, a benefit of online summer camp is that it is easier for students from neighboring islands to attend. For in person camp, students would need to stay in our dormitory, but that incurs additional costs to families and requires coordination of chaperones since the students are under 18 years old. A hybrid instruction camp has not been discussed due to the small number of enrollment from off-island students.

In 2019, HTIC hosted a counselor day to invite college counselors and teachers from local high schools. Lunch was provided and scholarships were distributed through a raffle. For AY 2021, 2 students used those scholarships to enroll at HTIC in the Fall.

In addition, the Director of Admissions visited most of the high schools on O‘ahu every year except for 2020. In 2020, he visited some high schools and college fairs online.

Evidence

[Recruitment Activities 2018](#)

[Recruitment Activities 2019](#)

[Recruitment Activities 2020](#)

[Recruitment Activities 2021](#)

- ii. **Increase interaction with local area companies, communities, groups, organizations to increase the profile of HTIC in the West Oahu area; attend local Chamber of Commerce, Rotary, Blue Zone events.**

In 2016, Blue Zone presented at a faculty staff meeting for HTIC, but the school concluded that further pursuing Blue Zone was not feasible at the time. Potentially, it could be a good outreach for the future, but there are no plans at this time.

HTIC was active in the Kapolei Chamber of Commerce and Rotary Club until the Covid-19 pandemic. HTIC presented at the Rotary Club meetings in July 2016 and April 2018 to introduce ourselves and increase our local presence. The Rotaract Club was offered to students interested in

more community involvement. The charter ceremony was held in 2018. Eight students were initially interested, but as active members graduated, student interest declined.

HTIC Hired a Director of Field Activities to develop internship programs, but when the pandemic reached Hawai'i, they were temporarily suspended and will resume when it is safe to do so.

Evidence

[Rotary Club Inception Picture 2018-06-08](#)

[College Catalog Meeting Minutes](#)

iii. Offer language instruction to help workers in the hospitality industry

In 2017, the Vice Chancellor for Academic Affairs contacted local businesses, including Disney Aulani Hotel and Ko'olina Hotels to promote a language program for night classes. Unfortunately, there was no enrollment and there were no further marketing attempts.

Evidence

[UHWO-HTIC General Partnership Meeting 2016-06-23](#)

iv. Increase visits to neighbor island high schools

We don't know if it was increased or not. Darrell visited neighbor islands sometimes. Ask darrel for his recruitment plan for a log of what he did and when he went.

Evidence

[Recruitment Activities 2018](#)

[Recruitment Activities 2019](#)

[Recruitment Activities 2020](#)

[Recruitment Activities 2021](#)

v. Attend local and mainland college fairs

The Director of Admissions attended the National Association for College Admission (NACAC) and the Hawai'i Association for College Admission (HACAC).

Evidence

[College Fair Attendance in 2018-2021](#)

[Recruitment Activities 2018](#)

[Recruitment Activities 2019](#)

[Recruitment Activities 2020](#)

[Recruitment Activities 2021](#)

vi. Launch the Hospitality and Tourism concentration with an emphasis on Asian languages and culture as a potential program of interest to local students

The Hospitality and Tourism Concentration was launched in 2017. Since 2019, 27 students completed this concentration, but only 3 of them were local students. It is unclear whether that is due to our low enrollment of local students or that they are disinterested. With the Asian Language focus, many of the courses did not transfer well to other institutions, so with the recent curriculum reform, classes were taken out to make it more transferrable. The Asian language focus component was removed. Hospitality 105: Japanese business and hospitality was not transferable to other US colleges, so it was taken out of the concentration.

Evidence

[Local Student Completion of the Concentration](#)

vii. Increase interaction with local area intensive English language schools

In 2018, the Director of Admissions renewed an agreement with Intercultural Communications College (ICC) that if students complete their program at ICC, to join the LA program. Unfortunately, no students took advantage of this agreement. ICC closed during the Covid-19 pandemic.

Evidence

[HTIC-ICC MOU](#)

4. China

a. Action Steps

Increase recruitment efforts in mainland China

b. Responsible Party

TES offices in Szechen, China

c. Timeline

Started Fall 2017 to continue through Winter 2019

d. Progress

TES did not open an office in mainland China and until recently, there have been no other recruitments in mainland china. In August 2021, HTIC has been in contact with a company called Find Asia, which is an international student recruitment agency, to recruit students from Hong Kong.

e. Evidence

[Email Correspondence with FindAsia 2021-09-26](#)

5. Taiwan

a. Action Steps

Increase recruitment efforts in Taiwan by visiting high schools in December, 2017

b. Responsible Party

Mandarin language faculty; Recruitment Task Force

c. Timeline

Started Summer 2017 to continue through Winter 2019

d. Progress

A full time Asian Studies faculty member was from Taiwan and attended Yangmin Taiwan Spring International Education Fair with the Director of Admissions in May 2018. The Director of Admissions also visited Taiwan as part of a Study Hawaii Delegation Trip in October 2018 and visited 7 high schools. Recently, the Vice Chancellor for Academic Affairs reached out to high schools in Taiwan, inviting them to join our new initiative, mini-English lessons, so that high school students can sample our CP classes. The Vice Chancellor for Academic

Affairs has been in contact with Tzu Chi High School, planning info-sessions and attending a study abroad fair in either Fall 2021 or Spring 2022. In August 2021, the International Programs Department hosted a Summer Online English Camp and one student from Taiwan participated.

e. **Evidence**

[Recruitment Activities 2018](#)

[Mini English Lessons Flyer Translated in Mandarin](#)

[Summer Online English Program](#)

6. Korea

a. **Action Steps**

Increase presence in Korea through trips, emails, contact; recruitment trip to Seoul

b. **Responsible Party**

TES offices in Hanyang University in Seoul and Tongmyong University in Busan; Director of Admissions

c. **Timeline**

Winter 2018 through Winter 2019

d. **Progress**

There is no TES office in Tongmyong University, but there is a TES office in Hanyang University. HTIC sends students to Hanyang University as part of the Discover East Asia program, but recently, students have not been taking advantage of it. Some current students are interested, so OSS is contacting Hanyang University to coordinate the DEA program.

UHWO has a program with Tongmyong University to host exchange students for one semester, and they use our dormitory to house the students during the exchange program. When they arrived in Winter 2016, UH realized that those students' English ability was not strong enough to participate in UH courses, so those students attended HTIC's CP courses as well. When the next group arrived,

the students exclusively enrolled in HTIC's CP courses. This continued until Spring 2017. From this, HTIC developed an agreement with Tongmyong University.

e. Evidence

[MOU with Tongmyong](#)

7. U.S. mainland

a. Action Steps

- i. Visit high school Japanese instructors and high schools on the west coast in October 2017
- ii. Attend college fairs on the west coast in October 2017

b. Responsible Party

Director of Admissions

c. Timeline

Started Fall 2017 to continue through Winter 2019

d. Progress

In 2017, the Director of Admissions started attending the California Out-of-State and International (COSI) college fair. When he traveled to California to visit this fair, he also visited 4 California High Schools. In the same year, he attended Portland National College Fair and visited 6 high schools. In 2018, efforts were focused on neighbor islands and Taiwan. In 2019, he visited COSI again and two California High Schools. The visit to Portland was replaced by a visit to international schools in Japan. 2020 was interrupted by COVID-19, but in 2021, the COSI college fair was held virtually for 3 days. HTIC made a presentation for each day of this college fair. HTIC also participated in National Association for College Admission Counseling (NACAC) in 2021 since it is now virtual and open to both local and mainland participants.

e. Evidence

[Annual Academic Report 2017 \(pp.16-19\)](#)

[Recruitment Activities 2018](#)

[Recruitment Activities 2019](#)

[Recruitment Activities 2020](#)

[Recruitment Activities 2021](#)

8. Germany and Europe

a. Action Steps

- i. Contact high schools in Germany to explore government-sponsored year-abroad possibilities
- ii. Target high school exchange programs and gap year programs

b. Responsible Party

- i. Dean of Instruction
- ii. Recruitment Task Force

c. Timeline

Started Fall 2017 to continue through Winter 2019

d. Progress

In winter of 2018, the former Dean of Instruction was in the planning phases of bringing over a group of students from Ludwig-Maximilians-Universität, München in Germany for a 10 week program. However, there was a breakdown in communication after the Dean left in Spring 2018.

e. Evidence

[Dr. Hume's Email with her German Contact](#)

9. Brazil and South America

a. Action Steps

- i. Contact high schools and Japanese Cultural Centers in San Paolo with large immigrant Japanese population
- ii. Target Brazilian students already studying in Hawaii

b. Responsible Party

- i. Faculty and Recruitment Task Force

ii. Recruitment Task Force

c. Timeline

Started Summer 2017 to continue through Winter 2019

d. Progress

In Winter 2018, 2 HTIC professors proposed to take a trip to Brazil at a later time, but the budget was not approved by the Executive Committee. One of the professors left HTIC a few months after, and the other sadly passed away in 2020. Without the support of these two faculty members, there was no further progress on this proposal. Since none of our current faculty or staff members currently have useful contacts in Brazil, no other recruitment activities have been proposed.

e. Evidence

[Dr. Watson's proposal](#)

10. UHWO

a. Action Steps

Continue to explore cross-registration opportunities with UHWO

b. Responsible Party

- i. Vice Chancellor
- ii. Cross-Registration Task Force

c. Timeline

Ongoing

d. Progress

Prior to 2017, UH identified that they wanted their students to be able to take Japanese language courses from us. Unfortunately, because our classes are on a quarter system and UH uses a semester system, there was a disconnect between the timing of these courses. Before HTIC was able to propose a solution, UH had already started offering their own Japanese language programs. Because UH already

started offering language courses, HTIC invited UH students to take a Japanese hospitality course and for UH hospitality students to study at HTIC for one semester. However, no UH students ever took advantage. In 2019, HTIC discussed hosting mutual events with UHWO, but there was low participation. HTIC continues to encourage meetings between our students and theirs. Prior to Covid-19, there was limited success when our students used the UH cafeteria, bookstore, and library. After Covid-19, HTIC students no longer use the physical resources of UH, but continue to use the online resources of their library. HTIC students participate in UH volunteer activities.

e. **Evidence:**

[UHWO-HTIC Cross Registration Meeting 2017-07-17](#)
[CRTF Meeting Minutes 2019-02-20](#)

11. HTIC Alumni

a. **Action Steps**

Improve alumni data and record-keeping for networking and recruiting purposes

b. **Responsible Party**

Office of Student Services

c. **Timeline**

Winter 2018 through Winter 2019

d. **Progress**

OSS has always maintained and updated data for alumni for transfer and job placement rates in the transfer database. This data has also been used for recruitment purposes, and in the future, OSS is planning to use this data for networking purposes. Before this accreditation cycle, in 2015, there was a reunion in Tokyo. Another reunion was planned to be hosted at HTIC's new Kapolei campus in 2017, but it was cancelled due to schedule conflicts. Instead, alumni participation was shifted to an info session

for students and parents of students interested in attending HTIC. This info session was open to the public and alumni in the Tokyo area were invited to speak. In 2020, four alumni were invited to speak at a virtual info session for prospective students. In 2021, a virtual reunion is being planned between our current students and graduates to share their experience after graduation.

e. **Evidence**

[Summer Info Session Flyer 2020](#) (July 11 with Alumni)

i. **Quality Focus Project 2: Use Assessment More Effectively**

The original quality focus projects listed in the ISER are in a chart format, but in order to provide more detailed information about the progress, it has been converted into outline form. The original chart organization of Quality Focus Project 2 is found here:

[w Copy of Quality Focus Project 2 Chart.docx](#)

1. **CP Benchmarking Project**

a. **Action Steps**

- i. assessment of SLOs in CP level courses
- ii. reconsider alignment of TOEFL scores with CP levels

b. **Responsible Party**

CP Faculty with assistance from Institutional Researcher

c. **Timeline**

Started Spring 2016 ongoing through Spring 2019

d. **Progress**

All CP courses have defined benchmarks that give a clear outline of what students will learn in that course. That results in greater consistency between different faculty teaching the same course at different times. Benchmarks are regularly reviewed and updated if necessary. Benchmarks for each course appear on the syllabus.

e. **Evidence**

[Benchmark Folder](#)

2. LA Examination of All Syllabi

a. Action Steps

Assess and standardize format and include SLOs

b. Responsible Party

Dean of Instruction with Curriculum Committee


c. Timeline

Started Fall 2016 ongoing through Spring 2019

d. Progress

From 2016-2019, the Dean of Instruction would review the syllabi from the faculty then the syllabi were brought to the Curriculum Committee to be reviewed by the committee as a whole. Any recommended changes were sent back to the faculty by the Dean of LA. In Fall 2018, the Dean and the Chair of Curriculum Committee started to keep a spreadsheet of these recommendations. After several cycles of this review, fewer and fewer changes were recommended as the syllabi were improving. By the end of the fourth week of the term prior to when they are scheduled to teach, instructors are required to submit the syllabus outline. Starting winter 2020, the curriculum committee reviews the syllabus in the seventh week of the term prior to when the class is scheduled to be taught. If there is a new or revised faculty syllabi, then the curriculum committee reviews that syllabus. Any updates to the syllabus are compared to the SLOs and catalog description in the Master Course Outlines (MCO) before being approved or recommending changes prior to the first day of class.

e. Evidence

 Curriculum Committee- Syllabus Review 2020 (Co...

3. LA Examination of all SLOs

a. Action Steps

- i. assess and confirm alignment of CLO-PLO-ILO in every subject
- ii. review of assessment tools such as assignments, projects, presentations to confirm alignment with SLOs in every subject

b. Responsible Party

- i. all LA faculty under leadership of Dean of instruction
- ii. Institutional Researcher, Faculty, and Dean of Instruction


c. Timeline

Started Fall 2017 Ongoing through Spring 2019

d. Progress

Through the development of the Master Course Outlines, the CLOs are evaluated for their alignment of the PLOs and assigned to the course by the curriculum committee. For further assurance that the CLOs are being appropriately assessed and achieved, faculty are now requested to include the rubrics and instructions of any major assignment on the syllabus for the Curriculum Committee to review. As of July of 2021, only a few faculty have completed this step, but more are submitting their assignments on the syllabus each term. In July 2021, the Curriculum Committee and LA faculty are reviewing the Master Course Outlines to assure that appropriate CLOs have been assigned. This is still in the review phase, so there are no final versions yet at this time.

e. Evidence

 Eng 200: syllabus-Sp21

4. LA/CP Examination of Rubrics

a. Action Steps

assess and reduce the number of redundant or irrelevant learning outcomes in ILOs

b. Responsible Party

all CP/LA faculty under the leadership of the Dean of Instruction, Institutional Researcher

c. Timeline

Started Fall 2017 ongoing through Spring 2019

d. Progress

In Fall 2017, there was a whole campus meeting for SLO day. At this time, CP and LA faculty convened to revise the SLOs to remove redundancy and clarify phrasing and definitions.

e. Evidence

[LA/CP 2018](#)

[LA/CP 2014](#)

5. LA/CP Review of Classroom Teaching Methodology

a. Action Steps

visit each classroom taught by every faculty to assess methodology and provide suggestions for improvement

b. Responsible Party

Dean of Instruction

c. Timeline

Started Fall 2017 Ongoing through Spring 2019

d. Progress

Faculty Peer Review was part of annual teacher evaluations from Fall 2017 to Spring 2019 , but was suspended shortly to reassess its effectiveness. Shortly after, the COVID-19 pandemic forced a significant change in the planned methodology of the faculty review. During COVID-19, the Dean of LA, who has a degree in educational technology, personally visited each of the LA classes to assess online teaching pedagogy and provide recommendations for improvement. A new schedule for teacher evaluations is in

the process of being re-established since in person teaching has resumed.

6. LA/CP Examination for Alignment

a. Action Steps

Assess subjects taught in CP-LA to confirm alignment and consistency in SLOs

b. Responsible Party

All CP/LA faculty under the leadership of the Dean of Instruction, Institutional Researcher

c. Timeline

None stated

d. Progress

Curriculum committee reviews course syllabi to assure that the subject matter aligns with the SLOs. MCOs will be revisited and revised to confirm continued consistency. MCOs ensure that courses include SLOs that align with the institutional mission. CP has a set of standard syllabi for each level which are analyzed by the Director of CP and the faculty together. When new classes are added to CP, the course is proposed to the curriculum committee for approval.

e. Evidence

[Math 103](#)

[JPN 101](#)

[ICS 100](#)

[SCI 121](#)

[MUS 107](#)

[Core5LS.Fall-Spring.Mathews](#)

[Core 4LS Syllabus Fall 2021 JPacpaco](#)

7. Assessment of LA Concentrations: Certificate in Peace Studies

a. Action Steps

assess and improve on the Peace Studies Program Learning Outcomes (PLO)

b. Responsible Party

Faculty: political science, literature, social sciences;
Student Services; Dean of Instruction; Institutional
Researcher

c. Timeline

Starting in Winter 2018 term through Spring 2019

d. Progress

Starting in 2020, HTIC began the process of curriculum reform, during which, the curriculum committee revised the Peace Study Concentration and updated its required courses and learning outcomes. This process is ongoing and the Peace Studies Concentration was most recently updated in Spring of 2021.

e. Evidence

[W CC_Meeting_Materials_2021-05-19 \(Supplemental ...](#)

8. Assessment of LA Concentrations: Discover East Asia Program

a. Action Steps

assess and improve the Discover East Asia PLO

b. Responsible Party

Faculty: Asian subjects; Student Services; Dean of
Instruction; Institutional Researcher

c. Timeline

Starting in Winter 2018 term through Spring 2019

d. Progress

Starting in 2020, HTIC began the process of curriculum reform, during which, the curriculum committee revised the Discover East Asia Concentration and updated its required courses and learning outcomes. This process is ongoing and the Discover East Asia Concentration was most recently updated in Spring of 2021.

e. Evidence:

[W CC_Meeting_Materials_2021-05-19 \(Supplemental ...](#)

9. Assessment of LA Concentrations: Certificate in Hospitality and Tourism

a. Action Steps

assess and improve on the Hospitality and Tourism program SLO

b. Responsible Party

Faculty: business; Student Services; Dean of Instruction; Institutional Researcher; Vice Chancellor

c. Timeline

Starting in Winter 2018 term through Spring 2019

d. Progress

Starting in 2020, HTIC began the process of curriculum reform, during which, the curriculum committee revised the Hospitality and Tourism Concentration and updated its required courses and learning outcomes. This process is ongoing and the Hospitality and Tourism Concentration was most recently updated in Spring of 2021.

e. Evidence:

[W CC_Meeting_Materials_2021-05-19 \(Supplemental ...](#)

10. Assessment of Student Services

a. Action Steps

- i. hire Dean of Student Services
- ii. through analysis of student surveys and focus group interviews, assess the efficacy and SLOs of student services

b. Responsible Party

- i. advertised as of October, 2017
- ii. Student Services; Vice Chancellor

c. Timeline

- i. fill position of Dean of Student Services by Winter 2018 term
- ii. Starting in Winter 2018 term through Spring 2019

d. Progress

The SLO's of the student services include leadership through Student Government and Peer Mentors, knowledge of degree programs, ability to apply for higher degree programs,, and cross-cultural understanding. These are measured in the following ways. Through the institutional survey, OSS receives feedback about student government and reviews the results. OSS plans to add a question about peer mentors to more fully encompass the SLOs of the department. Students discuss degree requirements during advising every term. In addition, students are able to apply to other colleges, as evidenced by HTIC's transfer rate. Before covid, students completed community service, but now that has reduced for safety concerns.

Cross cultural exposure occurs during study abroad experiences, and when local students come to our campus, they are exposed to Japanese culture because of our unique student population. When our Japanese students live off campus or interact in the community, this requires cross cultural understanding from them as well.

e. Evidence

[OSS_Survey_Meeting_Minutes_2021-08-20](#)

11. Faculty Evaluations

a. Action Steps

- i. classroom observations
- ii. analyze effectiveness of in-classroom teaching and provide feedback

b. Responsible Party

- i. peer observation and evaluation

- ii. observed faculty receives feedback from observers both internal and external

c. Timeline

Ongoing every term

d. Progress

In addition to the internal and external classroom evaluations and peer review, faculty are also assessed on their other institutional responsibilities. Initially, the faculty completes a self-appraisal form based on their annual activities and professional development. This self-appraisal is sent to the Dean of LA or the Director of CP who reviews it before a one to one conference and submits the final evaluation of the faculty to HR and the chancellor for recommendation for contract renewal or salary increases.

12. Committee and Task Force Self-Evaluations

a. Action Steps

assessment by respective committees and task forces

b. Responsible Party

conducted by respective committee and task force members; collected and analyzed by Vice Chancellor

c. Timeline

Ongoing every term


d. Progress

Self-evaluations have been submitted on an annual basis to the Vice Chancellor of Academics. The last revision of the self-evaluation forms was in 2018, but the Governance Committee is currently in the process of revising this form again. The self evaluations are submitted to the Executive Committee for review and recommendations of the Executive committee are sent back to the original committees for review.

In 2020, due to the COVID-19 pandemic, committees were unable to meet as often and had to re-prioritize, therefore

self-evaluations were not completed during the 2020-2021 academic year. To account for the missing year, the AY 2021-2022 Self-Evaluations will assess both years in the Spring term of 2022.

e. Evidence

 Standing_Committee_and_Task_Force_Self-Evaluati...

d. Fiscal Reporting

This section of the Midterm Report provides an update on fiscal conditions at the college. Colleges must provide a copy of their most recent ACCJC Annual Fiscal Report (AFR) as evidence. In addition, colleges must provide narrative responses in response to the following conditions:

- i. If any of the areas of the most recent Annual Fiscal Report indicate that the college is not meeting its goals (e.g., high loan default rates, unmet liabilities, and/or projected deficits), please describe any plans for improvement.
- ii. If the institution is on enhanced fiscal monitoring, please provide a narrative describing progress on the institution's improvement plans.

If the conditions above do not apply, a narrative response is not required to supplement the copy of the Annual Fiscal Report.

Neither of the above conditions apply. According to HTIC's most recent Fiscal Audit, there is a deficit, but it is not of concern at this time

 2021 Annual Fiscal Report Hawaii Tokai International College.pdf

4. Appendices









a. Plans Arising from the Self-Evaluation Process

Actionable Improvement Plans




i. Standard I.B.6

1. [Factbook 2018-2019 \(LA\)](#)
2. [Factbook 2018-2019 \(CP\)](#)
3. [Factbook 2019- 2020 \(LA\)](#)
4. [Factbook 2019- 2020 \(CP\)](#)
5. [Factbook 2020- 2021 \(LA\)](#)













ii. Standard II.A.5

















1.  Proposed LA Writing Rubric
2.  Proposed LA Presentation Rubric
3.  LA Faculty Meeting Minutes 03_10-2021.docx
4.  Copy of CC_Meeting_Minutes_2021-11-10.docx
5.  CC_Meeting_Materials_2021-05-19 (Supplemental Docum...
6.  CC_Meeting_Materials_2021-05-19 (Supplemental Docum...
7.  CC_Meeting_Materials_2021-05-19 (Supplemental Docum...
8.  Curriculum Committee Minutes 20210519 Final Version 5 - ...

iii. Standard II.A.11









1.  English Curriculum Discussion
2.  Proposed LA Writing Rubric
3.  Proposed LA Presentation Rubric
4. [CP Benchmarks Folder](#)

iv. Standard II.A.13




1.  LA Rubric for Effective Communication Skills Question Sh...
2.  LA Rubric for Intellectual and Practical Skills Question She...
3.  LA Rubric for Global Citizenship Question Sheet, Updated J...
4.  CP Rubric for Effective Communication Skills Question She...
5.  CP Rubric for Intellectual and Practical Skills Question Shee...
6.  CP Rubric for Global Citizenship Querstion Sheet, Updated ...
7.  Proposed LA Writing Rubric
8.  Proposed LA Presentation Rubric
9.  IS200 Final Grade Assessment Rubric.pdf
10.  Oral Presentation Rubric.pdf
11.  CP Writing Rubrics.pdf
12.  Oral Presentation Assessment Rubric-final_revised
13. [CP Speaking Evaluation Rubric](#)

- v. Standard II.A.16
 - 1.  Proposed LA Writing Rubric
 - 2.  Proposed LA Presentation Rubric
 - 3.  CC_Meeting_Materials_2021-05-19 (Supplemental Docum...
 - 4.  CC_Meeting_Materials_2021-05-19 (Supplemental Docum...
 - 5.  CC_Meeting_Materials_2021-05-19 (Supplemental Docum...
 - 6.  CC_Meeting_Materials_2021-05-19 (Supplemental Docum...
 - 7.  Curriculum Committee Minutes 20210519 Final Version 5 - ...
 - 8. [Desk Approval Letter](#)
 - 9.  CP Writing Rubrics.pdf
 -  Oral Presentation Assessment Rubric-final_revised
 - 10. [CP Speaking Evaluation Rubric](#)
 - 11. [AY 2017 Program Review- LA and CP are on Pages 5-17](#)
 - 12. [AY 2018 Program Review- LA and CP are on Pages 6- 16](#)
[AY 2019 Program Review- LA and CP are on pages 5-17](#)
- vi. Standard II.B.3 (None. Charts provided in-text)
- vii. Standard II.C.1
 - 1. [Program Review 2019-2020](#)
 - 2. [OSS_Staff_Meeting_Minutes_2021-05-24](#)
 - 3. [OSS_Survey_Meeting_Minutes_2021-08-20](#)
- viii. Standard III.A.14
 - 1.  Workshop tracking
 - 2.  List of workshops on Google Calendar (2017-2020)
- ix. Standard III.B.1
 - 1.  Maintenance Responsibilities.docx
 - 2.  Maintenance Request Form.docx
 - 3. [ICC Minutes](#)
- x. Standard III.C.1
 - 1. [\[Equipment Loan Agreement\]](#)
 - 2. [\[Google Privacy Statement\]](#)
- xi. Standard III.D.5
 - 1.  2021 Annual Fiscal Report Hawaii Tokai International Colle...
- xii. Standard IV.A.6
 - 1.  Faculty_Staff_Meeting_Minutes_2019-02-20.docx -
Announcing Chancellor Position
 - 2.  Faculty_Staff_Meeting_Minutes_2019-10-23.docx -
Announcing search for Vice Chancellor for Academic Affairs

3. [W Faculty_Staff_Meeting_Minutes_2021-02-17.docx](#) -
Announcing return to in-person instruction
 4. [W Faculty_Staff_Meeting_Minutes_2021-03-17.docx](#) -
Announcing a new Vice Chancellor for Student Affairs
- xiii. Standard IV.A.7
1. [HTIC Institutional Survey - Spring 2021 - Faculty -.pdf](#)
 2. [HTIC Institutional Survey - Spring 2021 - Staff.pdf](#)
 3. [HTIC Institutional Survey - Spring 2021 - Students.pdf](#)
- xiv. Standard IV.B.3
1. [Summary of College Senate Evidence](#)
 2. [College Senate Evidence Folder](#)
 3. Substantive Change Approval Letter-
[Hawaii Tokai International College 2021_02_23_SubChg_D...](#)
- xv. Standard IV.C.3
1. [W 2018 Search Committee Process.docx](#)
 2. [BOT minutes related to Chancellor Search](#)
 3. [W CSC- List of Members.docx](#)
 4. [2018.03.15 Proof of HTIC Chronicle ad.pdf](#)
 5. [2018.03.12 Chronicle of Higher Education HTIC Chancellor...](#)
 6. [2018 Candidates for Chancellor Search - Full List.pdf](#)
 7. [BOT Board of Trustees Policy Manual Jan. 2014 \(final\).doc](#)
 8. [BOT_Meeting_Minutes_2019-02-26.pdf](#)
- xvi. Standard IV.C.10
1. [Copy of BOT_Meeting_Minutes_2021-03-25.pdf](#)
 2. [W 2018-11-02 BOT Self-Evaluation Results.docx](#)
 3. [BOT Board of Trustees Policy Manual Jan. 2014 \(final\).doc](#)
- b. Institutional Reporting on Quality Improvements
- i. Response to Team Recommendations for Improvement
 1. Recommendation 1
 - a. [Factbook 2018-2019 \(LA\)](#)
 - b. [Factbook 2018-2019 \(CP\)](#)
 - c. [Factbook 2019- 2020 \(LA\)](#)
 - d. [Factbook 2019- 2020 \(CP\)](#)
 - e. [Factbook 2020- 2021 \(LA\)](#)
 2. Recommendation 2

- a. [Screenshot of website](#)
 - 3. Recommendation 3
 - a. [2020-2021 Catalog](#)
 - b. [2021-2022 Catalog](#)
 - 4. Recommendation 4
 - a. [Math 103](#)
 - b. [JPN 101](#)
 - c. [ICS 100](#)
 - d. [SCI 121](#)
 - e. [MUS 107](#)
 - 5. Recommendation 5
 - a.  HTIC Institutional Survey - Spring 2021 - Faculty -.pdf
 - b.  HTIC Institutional Survey - Spring 2021 - Staff.pdf
 - c.  HTIC Institutional Survey - Spring 2021 - Students.pdf
- ii. Data Trend Analysis
 - 1. Student Learning Outcomes
 - a.  Proposed LA Writing Rubric
 - b.  Proposed LA Presentation Rubric
 - 2. Institution Set Standards
 - a.  2021 Annual Report.pdf
 - b. [Screenshot of website: Course Completion and Transfer Rates](#)
 - c. [Screenshot of website: Degree Completion Rates](#)
- iii. Report on the Quality Focus Projects
 - 1. Quality Focus Project 1
 -  Copy of Quality Focus Project 1 Chart.docx
 - a. Internationalize and update our website and recruitment materials
 - i. [Evidence Task Force Minutes](#)
 - ii. [Loom Video of Home Page \(Before Redesign\)](#)
 - iii.  HomePage (Before redesign).pdf
 - iv. [Loom Video of Home Page \(After Redesign\)](#)
 - v. [Brochure \(Before\)](#)
 - vi. [Brochure \(After\)](#)
 - b. Japan
 - i. [2018 Tokai High School Info Session Schedule \(April\)](#)
 - ii. [2018 Tokai High School Info Session Schedule \(October\)](#)

- iii. [2019 Tokai High School Info Session Schedule \(April\)](#)
 - iv. [2019 Tokai High School Info Session Schedule \(October\)](#)
 - v. [2020 Summer Open Campus Flyer](#)
 - vi. [2020 Fall Information Session Schedule](#)
 - vii. [2021 Spring Information Session Schedule](#)
 - viii. [2021 Fall Information Session Schedule](#)
- c. Hawai'i
- i. Increase interaction with local area high schools
 - 1. [Recruitment Activities 2018](#)
 - 2. [Recruitment Activities 2019](#)
 - 3. [Recruitment Activities 2020](#)
 - 4. [Recruitment Activities 2021](#)
 - ii. Local area companies, communities, groups, organizations
[Rotary Club Inception Picture 2018-06-08](#)
 - iii. Offer language instruction to help workers in the hospitality industry
[UHWO-HTIC General Partnership Meeting 2016-06-23](#)
 - iv. Increase visits to neighbor island high schools
 - 1. [Recruitment Activities 2018](#)
 - 2. [Recruitment Activities 2019](#)
 - 3. [Recruitment Activities 2020](#)
 - 4. [Recruitment Activities 2021](#)
 - v. Attend local and mainland college fairs
 - 1. [College Fair Attendance in 2018-2021](#)
 - 2. [Recruitment Activities 2018](#)
 - 3. [Recruitment Activities 2019](#)
 - 4. [Recruitment Activities 2020](#)
 - 5. [Recruitment Activities 2021](#)
 - vi. Launch the Hospitality and Tourism concentration with an emphasis on Asian languages and culture as a potential program of interest to local students
[Local Student Completion of the Concentration](#)
 - vii. Increase interaction with local area intensive English language schools
- d. China
[Email Correspondence with FindAsia 2021-09-26](#)
- e. Taiwan
- i. [Recruitment Activities 2018](#)

- ii. [Mini English Lessons Flyer Translated in Mandarin](#)
 - iii. [Summer Online English Program](#)
 - f. Korea
 - [MOU with Tongmyong](#)
 - g. US Mainland
 - i. [Annual Academic Report 2017 \(pp.16-19\)](#)
 - ii. [Recruitment Activities 2018](#)
 - iii. [Recruitment Activities 2019](#)
 - iv. [Recruitment Activities 2020](#)
 - v. [Recruitment Activities 2021](#)
 - h. Germany and Europe
 - [Dr. Hume's Email with her German Contact](#)
 - i. Brazil and South America
 - [Dr. Watson's proposal](#)
 - j. UHWO
 - i. [UHWO-HTIC Cross Registration Meeting 2017-07-17](#)
 - ii. [CRTE Meeting Minutes 2019-02-20](#)
 - k. HTIC Alumni
 - [Summer Info Session Flyer 2020](#)
2. Quality Focus Project 2
-  Copy of Quality Focus Project 2 Chart.docx
- a. CP Benchmarking Project
 - [Benchmark Folder](#)
 - b. LA Examination of all syllabi
 -  Curriculum Committee- Syllabus Review 2020 (Co...
 - c. LA Examination of all SLOs
 -  Eng 200: syllabus-Sp21
 - d. LA/CP Examination of Rubrics
 - i. LA/CP 2018
 - https://drive.google.com/drive/folders/1ARfZxLR6-E8NM-kT71IUXuMgs-IV9aa_?usp=sharing
 - ii. LA/CP 2014
 - https://drive.google.com/drive/folders/1RTHqDh0Si zX2_6-a5_19c_-M_8_cuq4d?usp=sharing
 - e. LA/CP review of classroom teaching methodology
 - f. LA/CP Examination for alignment
 - i. [Math 103](#)
 - ii. [JPN 101](#)

- iii. [ICS 100](#)
- iv. [SCI 121](#)
- v. [MUS 107](#)
- vi. [☰ Core5LS.Fall-Spring.Mathews](#)
- vii. [☰ Core 4LS Syllabus Fall 2021 JPacpaco](#)
- g. Assessment of LA concentrations: Certificate in Peace Studies
 - [W CC_Meeting_Materials_2021-05-19 \(Supplemental ...](#)
- h. Assessment of LA concentrations: Discover East Asia Program
 - [W CC_Meeting_Materials_2021-05-19 \(Supplemental ...](#)
- i. Assessment of LA concentrations: Certificate in Hospitality and Tourism
 - [W CC_Meeting_Materials_2021-05-19 \(Supplemental ...](#)
- j. Assessment of Student Services
 - [OSS_Survey_Meeting_Minutes_2021-08-20](#)
- k. Faculty evaluations
- l. Committee and Task Force self-evaluations
 - [☰ Standing_Committee_and_Task_Force_Self-Evaluati...](#)
- c. Fiscal Reporting
 - [📄 2021 Annual Fiscal Report Hawaii Tokai International College.pdf](#)