



**HAWAII TOKAI
INTERNATIONAL COLLEGE**

Follow-Up Report

Submitted by:

Hawaii Tokai International College

2241 Kapiolani Boulevard

Honolulu, HI 96826

Submitted to:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

Date Submitted:

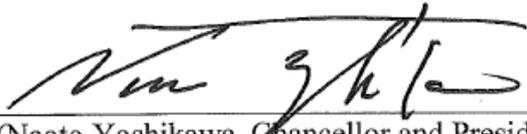
March 13, 2014

I. CERTIFICATION PAGE

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

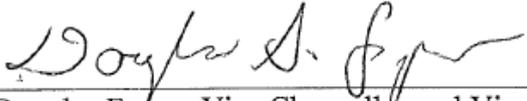
From: Naoto Yoshikawa, Ph.D., Chancellor
Hawaii Tokai International College
2241 Kapiolani Boulevard
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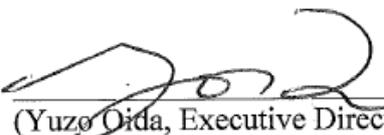
I certify that there was the Board participation by the campus community and believe that this Report accurately reflects the nature and substance of this institution.

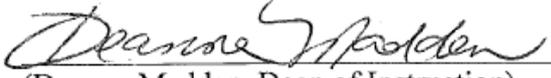
Signatures:  3/12/2014
(Naoto Yoshikawa, Chancellor and President) (Date)

 3/12/2014
(Tatsuro Matsumae, Chairperson, Board of Trustees) (Date)

 3/12/2014
(Edward Shultz, Vice Chairperson, Board of Trustees) (Date)

 3/12/2014
(Douglas Fuqua, Vice Chancellor and Vice President) (Date)

 3/12/2014
(Yuzo Oida, Executive Director, Secretary and Treasurer) (Date)

 3/12/2014
(Deanna Madden, Dean of Instruction) (Date)

 3/12/2014
(Wanda T. Sako, Accreditation Liaison Officer) (Date)

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III. Statement of Report Preparation

Over the months since the last Follow-Up Report and team visit, Hawaii Tokai International College (HTIC) has engaged in an active and lively discussion focused on improving its programs and services to better support student learning. While the catalyst for the discussion is the recommendations made by the Evaluation Team that visited in March 2012 and additional comments made by the Evaluation Team visiting in April 2013, the College's impetus for making changes is to assure academic rigor and institutional integrity, and to ensure students achieve the college's mission-driven learning outcomes.

Working together to improve and strengthen its integrated planning cycle, the College has used its Five-Year Educational Development Plan, 2012-2016 (EDP) to guide its actions so it effectively achieves its mission, supports student success, and complies with the standards of accreditation. The departments of the College – the liberal arts program, the college preparatory program, international programs, the library and learning center, student services, and administrative support services – all included an assessment of their efforts in achieving the yearly goals delineated in the EDP as part of their annual reports submitted to the Board of Trustees at its January meeting.

The College has continued to develop its capacity to collect and present data, enabling it to increase its efficiency in conducting program review and evaluating programs and services to engage in more effective institutional planning and resource allocation. The Planning Committee, using both the Program Review and the Annual Reports, will ensure that progress is steady, that proposed changes are implemented, and that resources are appropriately allocated so the College achieves its mission and supports students in their learning.

The College has continued to work on assessing the effectiveness of its governance structure and of the assessment process used to evaluate governance. Initially given in February 2013, a governance survey was evaluated by the Planning Committee to determine its effectiveness in asking the questions that would provide the data the College needed regarding the effectiveness of governance. After making appropriate revisions and conducting a workshop to discuss the purpose of the survey and define the concept of shared governance, the Planning Committee re-administered the survey in April 2013. With an assessment tool to provide basic information in place, HTIC institutionalized the timing of the survey; the survey will be given each February. In addition, the relevance and effectiveness of the instrument will be reviewed yearly by the Planning Committee, with feedback from the various departments, Standing Committees, Task Forces, the Board of Trustees, and student government. Should changes to the survey be made in response to recommendations stemming from the annual discussion of its effectiveness, care will be taken to insure that a core number of items be kept in place for five years to allow for a longitudinal assessment of governance. To complete the evaluation of governance, the Board of Trustees, Planning Committee, Standing Committees, and Task Forces all engage in a yearly self-evaluation of their respective effectiveness in contributing to shared governance and institutional effectiveness. Results of all governance assessments will

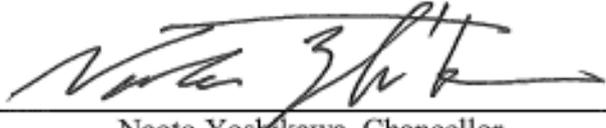
continue to be discussed in a college-wide governance forum held each January, allowing the faculty, staff, administrators, board members, and students to each contribute suggestions for improvements to the shared governance structure and how it is evaluated.

HTIC has completed the rephrasing of its mission statement and institutional learning outcomes. The new mission statement retains the spirit of the former statement, stressing the college's desire to help students become effective and contributing global citizens who contribute to world peace. The institutional learning outcomes were rephrased to be statements of skills, knowledge, and attitudes that HTIC intends students will develop; the curriculum map and rubrics have been revised to more clearly define goals and outcomes being pursued with regard to programs and student achievement. As noted in Recommendation 3, the College's goal was to ensure that it could effectively produce data to assess the effectiveness of its programs and determine the level of student success, thus facilitating the ability to have informed change for improvement and resource reallocation.

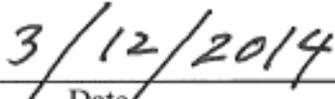
This report is based upon months of vigorous and robust discussion engaged in by administrators, faculty, and staff, and included participation by Board members and students. It is reflective of the College's collective efforts not just to improve but to institutionalize the processes, procedures, and mechanisms that will ensure good practice in planning, assessment, revising and making appropriate resource allocations so that HTIC institutional effectiveness and integrity are assured. The report was prepared using information collected from the entire college, with the faculty, academic support staff, administrative staff, planning committee and standing committees/task forces taking the leadership in ensuring tasks were completed. A draft of the Follow-Up Report was shared with the college community for discussion and input.

The report was drafted by the Chancellor, Vice Chancellor, and Accreditation Liaison Officer with the assistance and input of the Executive Director, Dean of Instruction, College Preparatory Program Coordinator, Director of Student Services, Director of the Library Learning Center, and Director of International Programs.

This report was reviewed and approved by appropriate representatives of the Board, faculty, staff, and approved on March 12, 2014.



Naoto Yoshikawa, Chancellor
Hawaii Tokai International College



Date

A. Eligibility Requirement 19. Institutional Planning and Evaluation

“The integrated planning cycle at the College is incomplete or underdeveloped. As noted by the team, there is a lack of evidence to support that the outcomes from evaluation, planning, and implementation lead to institutional improvement (see Recommendation 1).”

Response:

The College recognized, in preparing its “Self Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation,” that its efforts to consistently and effectively apply the results of assessment to revise planning and implement changes that would result in institutional improvement were not completed.

Actions Taken and Ongoing:

In order to ensure all students achieve the Institutional Learning Outcomes necessary to graduate and to “close the assessment loop,” the college has worked to develop appropriate data, strengthen research efforts, and engage in discussion that moves from evaluation and assessment to integrated planning, making changes to improve programs and services, and when necessary, resource allocation. The goal is continual institutional improvement and improved student learning.

To this end, the college has expanded on its efforts and implemented additional practices that it hopes will help it effectively fulfill Eligibility Requirement 19 by closing the planning, assessment, and implementation loop.

1) Establishment of the 2012-2016 Five-Year Strategic Educational Development Plan (EDP):

The EDP charts the course that enables HTIC to achieve its Mission. It outlines the course of action the college pursues and includes specific, time-lined goals and plans for assessment to take place in either the program review or annual report. The EDP was approved by the Board of Trustees at its meeting on Jan. 9, 2013. The EDP includes plans of action to facilitate changes needed. The task of the Planning Committee is to set parameters, guidelines and measurable goals to facilitate timely accomplishment of the EDP. The achievement of goals and assessment of how they influence institutional effectiveness and student success are reported in program reviews and annual reports ([Appendix A-1: EDP for 2012-2016](#)).

2) Rephrased Mission Statement:

From the time of the College’s first Program Review Report, completed for calendar year (CY) 2007, the College noted that the percentage of student awareness and clear understanding of its mission statement was relatively low due to its length. Therefore, the college rephrased the mission statement into a Vision Statement, Mission Statement and iteration of the College’s Institutional Learning Outcomes.

The rephrased Mission Statement, which is clearer and easier for students to understand, was approved at the Board of Trustees Meeting on Oct. 3, 2013.

3) Development of an Assessment Tool that provides data for the Planning/Assessment Loop:

The College has also developed a “Quantitative Measuring Institutional Learning Outcomes” tool that is being used to assess how effectively learning outcomes are distributed throughout programs, services, and the curriculum, providing useful information on student outcome achievement for the Program Review process. The rephrased Mission Statement was distributed and explained to all students, faculty and staff at the Town Hall Meeting held on Jan. 29, 2014. ([Appendix A-2: HTIC Mission Statement](#) and Appendix [A-3: Quantitative Measuring Institutional Learning Outcomes](#))

4) Increased leadership and direction from the Planning Committee:

Representatives of the various academic departments of the College, as well as the Chancellor, Vice Chancellor, Executive Director, and Director of Program Development / Accreditation Liaison Officer, comprise the Planning Committee. Recognizing the need to be more effective and proactive in its governance role, the committee decided to institutionalize bi-weekly meetings to be held every other Tuesdays at 1:30 p.m. Meeting more frequently will allow for more timely discussion of issues of importance, such as planning, assessment, budget, accreditation matters, academic and student matters, and program review. ([Appendix A-4: Planning Committee Meeting minutes of February 5, 2014](#)).

5) Improvement of the budgeting process to “close the evaluation, planning, implementation/resource allocation loop” :

In response to the evaluation report, the fiscal office added a line to the budget form requesting that each department indicate how funds are to be used to improve student learning. At the end of the year, if the result of the program review shows that the fund is required in order to improve student learning, the fund (budget) is requested from the relevant department. Each department prepares a short assessment, which includes above mentioned results of program review as to whether the expenditure enabled the department to meet its prescribed goals and how the expenditures supported student success. ([Appendix A-5: HTIC Budget Forms and list of budgetary requests](#)).

6) Increasing Faculty Development and Academic Effectiveness:

In fall 2012, the Vice Chancellor implemented the practice of bi-monthly meetings with the faculty to discuss program review, student learning outcomes, assessment methodologies, analysis of data, and to conduct personnel development. The meetings also provide an opportunity for open discussion of issues of concern with the intent to improve communication so greater institutional cohesiveness, effectiveness, and shared governance is nurtured. Staff is invited to the meetings as appropriate. The meetings have proven to be an effective venue for discussion

leading to assessment, planning, and budgetary proposals. ([Appendix A-6: Bi-Monthly Faculty Meeting Minutes](#))

7) Establishment of a Faculty and Staff Development Plan

In response to needs that became apparent through the program review process, as well as requests from the faculty and staff, and recommendations from administration, the faculty-staff development plan 2013 to 2015 was developed by the Personnel Development Committee (PDC). The College will evaluate the impact of its personnel development plan as part of its AY 2013-2014 program review to determine the impact it had on supporting improved instruction and services resulting in increased student achievement of outcomes and overall success. Based upon the results of the Program Review, the faculty-staff development plan will be revised to better meet the needs of the faculty and staff in their efforts to ensure student success. ([Appendix A-7: HTIC Personnel Development Calendar 2013-2015](#)).

8) Improving the Program Review Process and its Utility to the College:

HTIC implemented a revised program review process schedule that for three years focuses on specific issues relating to institutional effectiveness and integrity and to student learning, with a comprehensive program review in the fourth year. By focusing on issues of concern, the College created a procedure to: 1) evaluate effectiveness of its programs and practices (or specific aspects of programs and practices); 2) conduct assessments or analyses using appropriate data regarding courses, programs, and departmental effectiveness in supporting student learning/success (analysis of the results of evaluation using data collected); 3) plan appropriate changes to courses, programs, and departments including resource (re)allocation if necessary; 4) implement proposed changes; and 5) repeat the planning/assessment/reallocation/implementation loop. HTIC has institutionalized this program review process and has improved its skills in appropriately planning, collecting data with regard to student learning and institutional effectiveness, discussing the data to inform change and allocate resources, and then continually assessing the effectiveness of the changes in supporting student success. ([Appendix A-8: HTIC's First "Focused" Program Review F'12-Su'13](#)).

9) Achieving and Assessing the Goals of the EDP:

By separating the evaluation of progress in meeting the goals of the EDP from the program review (due in March) and adding it to the Annual Report (due in December), the College simplified and refocused the program review process. The conclusions drawn in the Annual Report can be used in the Program Review discussions and may be integrated into proposals for change presented in the Program Review Report. ([Appendix A-9: AY 2010-2011 Program Review Report, pages 124-135](#), [Appendix A-10: HTIC 2013 Annual Report](#))

10) Improving the Assessment of ILO's:

Faculty are asked to complete course evaluations to assess the success with which students achieve institutional and course learning outcomes in their classes. As part of the evaluation, faculty reflect upon and discuss course effectiveness and weaknesses. The purpose of the evaluation is to provide faculty with information that can be used to inform changes to courses leading to increased student success in subsequent terms. Budgetary requests, if needed, can also be detailed in the form (Re: Appendix A-5). The college implemented the initial version of the form in Spring 2012, requiring only full-time faculty to complete it. Based upon discussion, the form has been revised at least five times. In addition, to provide the College with a more complete assessment of learning outcome achievement, all adjunct faculty are now also required to complete the form for each course they teach. In order to continually improve assessment and assessment methods, including rubrics, robust discussion continues to take place at department and faculty meetings, and is also a focus of the Planning Committee dialogue. Improvement of learning outcomes assessment is continual. ([Appendix A-11: HTIC Course Assessment of Student Learning Outcomes Form](#))

11) Board of Trustees Self-Evaluation Process:

Since 2004 the Board of Trustees has engaged in an annual self-evaluation to assess its performance and determine where improvements should be made to ensure greater board effectiveness. The results of the evaluation are discussed in an Executive (closed) Session of the Board Meeting. However, at its meeting on Jan. 11, 2014, the Board determined that it would institute the use of the results of the evaluation to set annual goals for improving Board performance and effectiveness. ([Appendix A-12: HTIC Board of Trustees Self-Evaluation Report, 2013](#))

As noted in the 2012 and 2013 team reports, the College has developed the foundation to effectively plan, assess, and implement appropriate resource allocation or program changes based upon evaluation of data. The College's Program Review Reports use course assessment and student achievement data to determine where changes must be made and suggest resource allocation. Suggestions include the hiring of additional faculty and staff, purchase of more equipment for classroom use, changes in curriculum or programs for improved effectiveness, and purchase of materials ([Appendix A-9, AY 2010-2011 Program Review Report, pages 124-125](#)). The College now has a full-time institutional researcher who facilitates data collection and formatting for ease of use and whose skills, through personnel development opportunities, enable her to suggest additional data that could be developed for improved assessment of program quality and student learning ([Appendix 13: Professional Development Activities for Faculty and Staff Employees, 2012-2014](#)).

As such, HTIC feels that it has continued to improve its collection and use of data to conduct program review and to fuel the dialogue that informs changes that will hopefully result in improved institutional effectiveness and greater student success in achieving the College's mission and institutional learning outcomes. The College believes that it has institutionalized the planning, evaluation/assessment, and change/reallocation of resources

cycle and looks forward to continuing to improve the effectiveness with which it uses the program planning/assessment/reallocation/implementation loop.

Evidence for Eligibility Requirement 19:

- Appendix A-1: [HTIC Strategic Five Year Development Plan for 2012-2016](#)
- Appendix A-2: [Mission Statement of HTIC](#)
- Appendix A-3: [Quantitative Measuring Institutional Learning Outcomes](#)
- Appendix A-4: [Planning Committee Meeting minutes of February 2, 2014](#)
- Appendix A-5: [HTIC Budget Forms and list of budgetary requests](#)
- Appendix A-6: [Bi-Monthly Faculty Meeting Minutes](#)
- Appendix A-7: [The Faculty- Staff Development Plan 2013 to 2015](#)
- Appendix A-8: [HTIC's First "Focused" Program Review F'12-Su'13](#)
- Appendix A-9: [AY 2010-2011 Program Review Report, pages 124-135](#)
- Appendix A-10: [HTIC 2013 Annual Report](#)
- Appendix A-11: [HTIC Course Assessment of Student Learning Outcomes Form](#)
- Appendix A-12: [HTIC Board of Trustees Self-Evaluation Report, 2013](#)
- Appendix A-13: [Professional Development Activities for Faculty and Staff Employees, 2012-2014](#)

B. Recommendation 1

“In order to meet the Standards, the team recommends that the college, in developing its next educational development plan (EDP), establish institutional goals aligned with the college’s mission, establish measurable outcomes for all of the goals, develop plans and strategies for achieving the goals, allocate resources to achieve the goals, assess whether outcomes have been achieved, and utilize the outcomes to make decisions regarding institutional improvements.”

Response:

The College understands the recommendation made by the evaluation team and worked to develop its Five-Year Strategic Educational Development Plan to include benchmarks to assess program success. In addition, program development was more specifically detailed and sequenced to guide the College to the desired goals.

Actions Taken and Ongoing:

In order to ensure the implementation and effectiveness of its 2007-2011 Five-Year Strategic Educational Development Plan (EDP), Hawaii Tokai International College (HTIC) integrated the evaluation of the EDP as part of its program review process. Since 2007, faculty, staff, and student representatives have all participated in the program review process. As part of the program review cycle, a Program Review Forum is held yearly to discuss departmental findings and, based upon that information, suggest ways in which programs might be improved to better support student success and achievement of the College’s mission and goals ([Appendix B-1: AY 2011-2012 Program Review Forum Agenda](#), [Appendix B-2: F’11-Su’12 Program Review Forum Feedback Form](#), [Appendix B-3: Fall ’11 – Summer ’12 Program Review Forum Feedback](#); [Appendix B-4: AY 2011-2012 Program Review Forum Minutes](#); [Appendix B-5: AY 2012-2013 Program Review Forum Agenda](#); [Appendix B-6: AY 2012-2013 Program Review Forum Feedback Form](#), [Appendix B-7: AY 2012-2013 Program Review Forum Feedback](#), and [Appendix 8: AY 2012-2013 Program Review Forum Minutes](#)).

HTIC completed five program review cycles between 2007 and 2011, initially on a calendar-year basis, and in 2009 switching to an academic-year basis. The fifth program review served not only as an assessment of the academic year 2010-2011, but also as an evaluation of HTIC’s overall achievements in meeting the goals of the EDP over the five years ([Appendix B-9 : AY 2010-2011 Program Review Report, see pages 69-86](#)).

The results and recommendations of the AY 2010-2011 Program Review and proposals of goals for the 2012-2016 Five-Year Strategic Educational Development Plan (EDP) were discussed at the Faculty-Staff Student Learning Outcomes and Program Review Meeting on October 31, 2012 ([Appendix B-10: Oct. 31, 2012, Faculty-Staff SLO/PR Meeting Minutes](#)). All faculty and staff members as well as student representatives (members of the

Student Government) participated in the meeting ([Appendix B-11: PowerPoint on Program Review presented at the October 31 meeting](#)).

The discussion of the 2012-2016 EDP began at the January 2011 Planning Committee meeting ([Appendix B-12: Planning Committee Meeting Minutes, January 26, 2011](#)). The Planning Committee initially focused on the rephrasing of the mission statement since the results of the institutional surveys cited in the program review indicated that a significant number of students find the current mission statement difficult to comprehend ([Appendix B-13: AY 2010-2011 Program Review Report, pages 12-25](#)). The Planning Committee decided that a new format separating the basic contents of the original mission statements into a vision statement, statement of core values, and mission statement would be the most effective. After more discussion by the Planning Committee, the structure of the mission statement evolved into a statement of “Vision,” “Mission,” and “Institutional Learning Outcomes; this revision was agreed upon by the Planning Committee in February 2012 ([Appendix B-14: Planning Committee Meeting Minutes, February 29, 2012](#)). However, even with the basic structure in place, making a final decision regarding the exact phrasing of the mission statement proved to be a very difficult task and remained undecided even after three months of discussion by the Planning Committee ([Appendix B-15: Planning Committee Meeting Minutes, see minutes of March 8, 2011, August 2, 2011, July 13, 2011, August 11, 2011, October 11 and 24, 2012, and November 6, 2012](#)). Thus, the Planning Committee moved forward with the completion of the 2012-2016 EDP and included the rephrasing of the mission statement as a task to be completed in 2012; i.e., “Complete the rephrasing of the mission and vision statements and obtain approval of the Board of Trustees.”

The Planning Committee created the first draft of the 2012-2016 EDP in November 2011. The initial draft of the EDP included the contributions of the constituencies of each Planning Committee member and the committee members themselves. That draft was sent to all members of the HTIC community in electronic form for feedback; as such, the thoughts and opinions of all are reflected in the final version of the 2012-2016 EDP. In addition, to ensure the college resolved weaknesses detailed in the eight recommendations made by the ACCJC Evaluation Team that visited HTIC from March 12 to 15, 2012, actions to respond to the recommendations were also incorporated into the EDP. Finally, the Program Review for AY fall 2010 to summer 2011, which included an evaluation of the College’s success in meeting the goals of the 2006-2011 EDP, was completed in September 2012, and recommendations for improvement were incorporated into the final draft of the 2012-2016 EDP. After further discussion and revision by the Planning Committee, the final draft was presented to the faculty and staff in September 2012 and was unanimously approved by the HTIC learning community. ([Appendix B-16: Planning Committee Meeting Minutes, March 8, 2011, June 7, 2011, February 29, 2012, May 16, 2012](#), and [Appendix B-17: Faculty-Staff Meeting Minutes, see Minutes of September 11, 2012](#)).

The final draft of the 2012-2016 EDP was presented at the semi-annual Board of Trustees meeting on September 26, 2012 ([Appendix B-18: Board of Trustees Meeting Minutes, September 26, 2012](#)). The Board of Trustees approved the contents of the 2012-2016 EDP;

however, they did not approve the format or the wording of the report. The members of the Executive Committee (Chancellor, Vice Chancellor and Executive Director) along with the Accreditation Liaison Officer met with the five Hawaii-based Board members on November 2, 2012 to discuss revisions to the 2012- 2016 EDP, in preparation for submission for final Board approval at its next meeting ([Appendix B-19: Board of Trustees Meeting Minutes of November 2, 2012](#)). The final draft of the EDP was distributed to all members of the HTIC community on November 20, 2012 and was again approved. The 2012-2016 Five-Year Strategic Educational Development Plan was submitted to the semi-annual Board of Trustees Meeting on January 9, 2013, and unanimously approved at that meeting. ([Appendix B-20: Board of Trustees Meeting Minutes of January 9, 2013](#)).

The 2012-2016 EDP is intended to set general parameters or directions for the institution. Specific measurable outcomes, as well as plans and strategies are the responsibility of the Planning Committee or, by its designation, the responsibility of specific departments or a standing committee. As such, the Planning Committee tackled the remaining work of rephrasing the Mission Statement. In order for the students to easily understand our mission, it was broken-down to “Vision Statement,” “Mission” and “Institutional Learning Outcomes (ILOs).” Doing so increased the clarity of the mission statement, making it more precise and easy for students to comprehend. The Mission Statement was approved at the Board of Trustee Meeting on Oct. 3, 2013 ([Appendix B-21: BOT Meeting Minutes, October 3, 2013](#)).

The College also worked to revise its student learning outcomes so they are, as suggested in Recommendation 3, “measurable indicators of skills, knowledge, and values which when assessed produce data that is evaluated to guide improvements for courses, programs, and degrees.” The rephrased Mission Statement and the new ILO’s were printed in the “2013-2014 Catalog” and distributed and explained to all students, faculty and staff at HTIC’s Town Hall Meeting on Jan. 29, 2014. ([Appendix B-22: 2013-2014 Catalog, pages 12-13](#) , and [Appendix B-23: HTIC Institutional Learning Outcomes, page 14](#)).

With the revised Mission Statement and institutional learning outcomes in place, the College was able to prioritize which and how learning outcomes would be achieved by each program or department. In order to ensure ILOs are consistently and completely implemented across the curriculum, as well as through all programs and services, an assessment instrument, the “Quantitative Measuring of Institutional Learning Outcomes” was created. The instrument is an assessment of inputs and outputs, directly tied to the EDP and ILO’s, and provides the college with data about where ILO’s are being taught and how they are being assessed, and provides data that should inform institutional changes ([Appendix B-24: Quantitative Measuring Institutional Learning Outcomes](#)).

The Quantitative Measuring Institutional Learning Outcomes was used to quantify SLO’s taught in courses and achieved by students in AY 2012 and in Fall 2013. The information derived from an analysis of the results will be used in the program review for AY 2013-2014. (Please refer to Recommendation 3 for additional information of the “Quantitative Measuring of Institutional Outcomes).

Additionally, measurable indicators, to be collected annually to assess for improvements and/or achievement of goals, were incorporated into the 2012-2016 EDP. They are:

1) Reaffirming HTIC's Mission and Strengthening HTIC's Role

- Faculty, staff, and students' knowledge and understanding of the Mission (percentage: from institutional survey and IS100).
- HTIC's efforts so students achieve the ILOs (data –results- from the implementation of “Quantitative Measuring Institutional Learning Outcomes” as mentioned above, especially the parts of I. Inputs and II. Outputs).

2) Developing Education for Cross-Cultural Awareness and Global Citizens

A) Ensuring Academic Excellence

- Student transfer rate to a four-year college/university (percentage).
- Graduation rate of the Liberal Arts Program (percentage).
- Students' average TOEFL score in their last term of College Preparatory Program (average of score).
- Students' average increase in TOEFL score (cohort: average of increased score).
- Students achieving the competent level for all SLOs (ILOs) (data –results- from the implementation of “Quantitative Measuring Institutional Learning Outcomes” as mentioned above, especially the parts of III. Outcomes).

B) Creating Excellence in Student Learning Environment

- Non-Japanese students in LA and CP (percentage).
- HTIC's efforts for student to learn the ILOs (data –results- from the implementation of “Quantitative Measuring Institutional Learning Outcomes” as mentioned above, especially the parts of I. Inputs and II. Outputs).

3) Ensuring Institutional Excellence

A) Improving Institutional Effectiveness

- HTIC's efforts for student to learn the ILOs (data –results- from the implementation of “Quantitative Measuring Institutional Learning Outcomes” as mentioned above, especially the parts of I. Inputs and II. Outputs).

B) Sustainable Operational Integrity

- Number of workshops/information sessions for Board Development per academic year (number).
- Number of faculty development workshops/information sessions and participated faculty per academic year (number).
- Number of staff development workshops/information sessions and participated staff per academic year (number).

The College considered the relevant accreditation standards and requirements (IB.2, I.B.3, I.B.4, and III.D.1.a, and ER 19), and recommendations made by the Evaluation Team, in developing its EDP. It worked to incorporate those requirements and recommendations into the EDP in a manner consistent with the College's mission and purpose. The HTIC learning community understands these goals and works collaboratively toward their achievement.

Significant progress has been made in using the program review assessment cycle to improve our programs and to make suggestions for program and resource allocation change. Section A of the 2010-2011 Program Review Report is a discussion of the college's efforts, how well goals were met and how they might be redefined in more relevant fashion for the new 2012-2016 EDP ([Appendix B-25: AY 2010-2011 Program Review Report, pages 12-86](#)). Suggestions and requests for budgetary allocations, based upon changes that are informed by data regarding student learning, are part of the program review process. Using lessons learned from the earlier EDP, the faculty and staff were able to set more realistic and specific goals in the new EDP that are sequential, more detailed, and aligned with one another to ensure steady progress ([Appendix B-26: the 2012-2016 Five-Year Educational Development Plan, pages 3-14](#)). The development of the new assessment tool that assesses quantitative measurable indicators and targets of the annual goals and ILOs will provide additional data with which to inform change and budgetary allocations.

The College has a broad based strategic plan in place and is continuing to develop specific, measurable indicators of skills, knowledge and values that are steps to achieving its mission and vision. It is also continually developing assessment methods to determine how well students are achieving the learning outcomes and where the strength and weaknesses of its programs and services are so that appropriate changes can be developed and implemented. The College believes it is compliant with the suggestions made in Recommendation 1.

Evidence for Recommendation 1:

- Appendix B-1: [AY 2011-2012 Program Review Forum Agenda](#)
- Appendix B-2: [F'11-Su'12 Program Review Forum Feedback Form](#)
- Appendix B-3: [Fall '11 – Summer '12 Program Review Forum Feedback](#)
- Appendix B-4: [AY 2011-2012 Program Review Forum Minutes](#)
- Appendix B-5: [AY 2012-2013 Program Review Forum Agenda](#)
- Appendix B-6: [AY 2012-2013 Program Review Forum Feedback Form](#)
- Appendix B-7: [AY 2012-2013 Program Review Forum Feedback](#)
- Appendix B-8: [AY 2012-2013 Program Review Forum Minutes](#)
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- Appendix B-13: [AY 2010-2011 Program Review Report, pages 12-25](#)
- Appendix B-14: [Planning Committee Meeting Minutes, see minutes for February 29, 2012](#)
- Appendix B-15: [Planning Committee Meeting Minutes, see minutes of March 8, 2011, August 2, 2011, July 13, 2011, August 11, 2011, October 12 and 24, 2012, and November 3, 2012](#)

- Appendix B-16: [Planning Committee Meeting Minutes, see minutes of March 8, 2011, June 7, 2011, February 29, 2012, May 16, 2012](#)
- Appendix B-17: [Faculty-Staff Meeting Minutes, see Minutes of September 11, 2012](#)
- Appendix B-18: [Board of Trustees Meeting Minutes, see minutes for September 26, 2012](#)
- Appendix B-19: [Board of Trustees Meeting Minutes of November 2, 2012](#)
- Appendix B-20: [Board of Trustees Meeting Minutes of January 9, 2013](#)
- Appendix B-21: [BOT Meeting Minutes, October 3, 2013](#)
- Appendix B-22: [2013-2014 Catalog, pages 12-13](#)
- Appendix B-23: [HTIC Institutional Learning Outcomes, page 14](#)
- Appendix B-24: [Quantitative Measuring Institutional Learning Outcomes](#)
- Appendix B-25: [AY 2010-2011 Program Review Report, pages 12-86](#)
- Appendix B-26: [2012-2016 Five-Year Educational Development Plan, pages 3-14](#)

C. Recommendation 2

In order to meet the Standards, the team recommends that the college regularly evaluate its governance, planning, and decision-making structures to ensure their continued effectiveness.

Response:

HTIC, from 2006-2012, focused on defining its shared governance structure: delineating the lines of authority and organizational structure, and the role of standing committees, task forces, and boards with regard to one another other. Clarity in structure, role, and responsibility, it was felt, would lead to greater effectiveness of governance from the various components of the College. It was also believed that shared governance would create a greater sense of community among faculty, staff, and students by empowering all with a role in moving the institution forward ([Appendix C-1: HTIC Governance: Academic Decision-Making Responsibilities](#), [Appendix C-2: HTIC Governance: Committee, Board, and Task Force Decision-Making](#), and [Appendix C-3: HTIC Shared Governance Structure](#)). In its [Self Evaluation Report](#), the College noted that evaluating the effectiveness of its governance structure on an annual basis was the next step it would be taking so that appropriate changes could be made to improve the efficacy of the governance structure. ([Appendix C-4: Self Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation, pages 339-340](#))

Having already recognized the need to develop a mechanism with which to evaluate its governance, planning, and decision-making structures, HTIC has moved forward using recommendations made by the Evaluation Teams that visited the College in 2012 and 2013 as guidelines.

Actions Taken and Ongoing:

In response to the team recommendation “that the college regularly evaluate its governance, planning, and decision-making structures to ensure their continued effectiveness,” in 2012 through early 2013 HTIC worked to develop tools with which it could evaluate its shared governance structure (for additional information on actions taken in 2012-13, please see [Appendix C-5: Follow-Up Report, March 13, 2013, pp 11-13](#)). The College’s first governance survey, which was based upon materials on shared governance found on the AAUP website, was conducted in February 2013 and discussed at an institution-wide workshop held on April 3 ([Appendix C-6: Evaluation of Shared Governance](#) and [Appendix C-7: The American Association of University Professors: Indicators of Sound Governance](#), [Appendix C-8: Evaluation of Shared Governance and the Governance Structure at HTIC, original survey](#)). Because the surveys revealed that many equated governance with administrative leadership, not understanding that the collective nature of shared governance involved all faculty and staff, the survey was revised for clarity and given again later that month. ([Appendix C-9: Evaluation of Shared Governance and the Governance Structure at HTIC, revised 4/13](#), [Appendix C-10: Agenda for Governance Workshop: Review the HTIC](#)

[Governance Structure](#) and [Appendix C-11: Results of the Apr'13 Governance Survey, Appendix C-12: Forum on Governance at HTIC Minutes; Appendix C-13: Evaluation of W'13 Governance Survey](#)).

The results of the second survey were provided to the entire institution at the College's third Governance Workshop, held on January 22, 2014. The purpose of this workshop was not only to review and assess the results of the late April 2013 survey and the 2013 Standing and Planning Committee self-assessments, but to also review HTIC's governance and decision-making structure and to answer any questions or concerns before commencing with the 2014 governance survey and standing committees self-evaluations. The forum was also an opportunity to discuss whether HTIC's governance assessment procedures could be improved to better support student learning and improve HTIC as an institution ([Appendix C-14: Agenda for Governance Workshop](#)).

The discussion on the shared governance structure at the workshop revisited the purpose of the standing committees and task forces, and how members are selected (faculty and staff select the committees on which they wish to serve). A request was made that faculty and staff be sent a list of all committees and their members (a list is distributed as soon as assignments are made, see [Appendix C-15: New Faculty Standing Committees: AY 2013-2014](#)). Everyone was reminded that adjunct faculty members are welcome to sit on the committees and that they, and student members, have voting privileges (the exception to this is the Personnel Development Committee as it conducts faculty peer reviews and provides inputs into personnel evaluation processes). ([Appendix C-16: HTIC Governance: Committee, Board, and Task Force Decision-Making, rev. 2014](#)).

In discussing the evaluation of governance, a suggestion was made that a set of questions be designed allowing students to evaluate their role in governance and their perception of governance. Suggestions for improvement in shared governance were also solicited. When discussing the role of standing committees and task forces, it was brought up that there was some confusion over the parameters of responsibility and authority of some of the committees, e.g. between the curriculum committee and evaluation-assessment committee ([Appendix C-17: Minutes of the HTIC Governance Workshop, January 22, 2014](#)).

On January 28, 2014, the Planning Committee met to discuss concerns raised in the governance workshop and to revisit the questions in the governance survey one more time before administering the survey. The Committee also responded to a concern raised at the January 22 Governance Workshop that HTIC's task forces also conduct self-evaluations. To facilitate this, the Planning Committee discussed, clarified, and defined the role and function of each of the four task forces: Safety, Recruitment, Student Affairs, and IT Task Forces ([Appendix C-18: Minutes of Planning Committee—January 28, 2014](#)).

The governance survey was conducted once again, in early February 2014. These results were discussed at the Planning Committee meeting held February 11, 2014, and will once again be shared with the institution for feedback and follow-up an the College's next Governance workshop ([Appendix C-19: Planning Committee meeting minutes, February 11, 2014](#)).

Participants in the governance survey are HTIC's full-time faculty and staff. Participation in the governance survey was small – 56.76% in April 2013 and 48.65% in February 2013 – however definite trends are noticeable:

- 1) The larger percentage of responses are true and more true than false in both surveys;
- 2) In comparing the results of surveys to determine if there were areas of concern it was noted that ([Appendix C-11: Results of the Apr'13 Governance Survey](#) and [Appendix C-20: Results of the Governance Survey February 2014](#)):
 - a) The 2014 survey reveals a better understanding of the role and function of the Planning Committee and that members communicate information to their constituents in a timely and effective manner.
 - b) Some faculty and staff felt that they were less able to select where they participated in shared governance and were less positive that the governance structure functions in an effective manner. While the overall response was still more positive than negative (Q-11: 72% - 2013, 61% - 2014; Q-13: 94% - 2013; 77% - 2014), the change in confidence is of concern.
 - c) There was a slight decrease in positive responses from the Faculty and staff regarding the efficiency of the Executive Committee in responding to requests and their perception that the Executive Committee and Board of Trustees refrain from overturning faculty judgments in areas of faculty primacy. Again, the overall response was still more positive than negative (Q-21: 71% - 2013, 61% - 2014, negative responses went up as did the no opinion response; Q-23: 62% - 2013, 50% - 2014, negative responses went down but no opinion rose from 14% to 33%).

In response, the Planning Committee decided to increase transparency by inviting interested faculty and staff to sit in on future meetings and to meet once a term with the chairs of the various standing committees and task forces. In addition, both the Planning Committee and Executive Committee now give short reports regarding their activities at the College's monthly faculty-staff meetings.

In 2013 a simple self-assessment tool was created so each of the four standing committees could reflect upon its role and performance ([Appendix C-21: Standing Committee Self Evaluation Form, 2012](#)). The standing committee self evaluation process resulted in the conversion of the Student Affairs Standing Committee into the Student Affairs Task Force and the establishment of the Evaluation and Assessment Committee (discussed on [page 12 of the Follow-Up Report submitted to ACCJC in March 2013, Appendix C-5](#)). The revised Standing Committee structure and a clearer description of the College's four task forces are clearly delineated in HTIC's governance organization charts (See [Appendix C-16, HTIC Governance: Committee, Board, and Task Force Decision-Making, rev. 2014](#)).

The governance role of faculty and staff is clearly stated in the document, "Faculty and Standing Committee Participation in the Shared Governance of HTIC" ([Appendix 22: Faculty and Standing Committee Participation in the Shared Governance of HTIC](#)). As part of the 2014 evaluation of governance at HTIC, all standing committees, the task forces, and

the Planning Committee completed the “Standing Committee and Task Forces Self-Evaluation forms.” All committees were encouraged to suggest how the committee or committee structure could be made more effective and also, how the assessment tool could be improved.

In their 2014 evaluations the Standing Committees made recommendations that, if adopted, will improve dialogue, governance, assessment and planning. ([Appendix C-23: Standing Committee and Task Force Self-Evaluations](#)) These are:

- 1) The recommendation that all committees and task forces have Google sites open to all faculty and staff to view to improve easy communication (Evaluation Assessment Committee);
- 2) That chair to chair conversations regarding joint efforts be encouraged (Evaluation Assessment Committee);
- 3) That standing committees hold joint meetings to discuss issues of mutual concern (Evaluation Assessment Committee);
- 4) That the Planning Committee regularly invite specific Standing Committees to meet with it (Planning Committee)
- 5) That a question be added so committees have the opportunity to discuss how they “closed the loop” with regard to accomplishment of recommendations for improvement and changes (Personnel Development Committee recommended; Curriculum Committee included it in their evaluation); and
- 6) That the committee should meet more often for greater effectiveness (Evaluation and Assessment (every third week); Planning Committee (every other week); (Curriculum Committee has met almost weekly in beginning in Winter 2012).

The College is pleased that although its process is simple, it is already seeing the benefits of the assessment of governance and the commitment to also evaluate the assessment tools for effectiveness. There is definitely a commitment to continual improvement of the governance process.

Since 2012, HTIC has institutionalized the assessment of its governance structure and developed assessment tools to be used to conduct the assessment. To ensure that it is done, discussed, analyzed, and the results used to improve the College’s governance structure, the College has established an annual timeline for the process:

- 1) Standing Committee and Task Force Self-Evaluations will be conducted each winter term in January (second full-week of school);
- 2) The Governance Workshop will be held the second Wednesday in February
- 3) The governance survey will be administered in February, a week after the Governance Workshop is conducted.
- 4) A Governance and Planning Forum will be held in the third week of the spring term for a two fold purpose: to discuss the results of the evaluations of the governance structure and recommend and timeline appropriate changes, and to have a final

discussion about the recommendations made in the Program Review Report to develop a cohesive, time-lined recommendation for changes and budget priorities.

The College believes that with these steps, it will solidly establish a cycle of evaluation of its governance structure and its governance assessment tools. It will continue to seek ways in which the process can be improved through personnel development in the area of governance, through research, discussion with colleagues from other colleges and universities, and analysis of its own practices. It is important to note that the Standing Committees, in their governance role, contribute to the improvement of the College's programs and services for students. The Curriculum Committee ensures that all courses include clearly stated, measurable learning outcomes and are of sufficient rigor. The Personnel Development Committee regularly evaluates all instructors to ensure that instruction is in alignment with the College's mission and that classes are of sufficient clarity and rigor, and it is committed to providing opportunities for personnel development for faculty and staff. The Library and Learning Center Committee provides assurance that the library meets the needs of students and faculty. The new Evaluation and Assessment Committee, in its early efforts, is making suggestions to improve governance by suggesting a structure to promote communication between standing committees and by encouraging standing committees engage in joint projects. It also suggests that all committees maintain Google websites available for viewing by the entire college community, with editing rights restricted to committee members. The Planning Committee will regularly meet with individual standing committees and open meetings to all who are interested. In short, the governance process at HTIC continues to evolve and is becoming more proactive and collaborative, a change in the dynamics of governance at the college, ensuring that it is indeed shared governance.

Evidence for Recommendation 2:

- Appendix C-1: [HTIC Governance: Academic Decision-Making Responsibilities](#)
- Appendix C-2: [HTIC Governance: Committee, Board, and Task Force Decision-Making](#)
- Appendix C-3: [HTIC Shared Governance Structure](#)
- Appendix C-4: [Self Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation, pp. 339-340](#)
- Appendix C-5: [Follow-Up Report, March 13, 2013, pp 11-13](#)
- Appendix C-6: [Evaluation of Shared Governance](#)
- Appendix C-7: [The American Association of University Professors: Indicators of Sound Governance](#)
- Appendix: C-8: [Evaluation of Shared Governance and the Governance Structure at HTIC, original survey](#)
- Appendix C-9: [Evaluation of Shared Governance and the Governance Structure at HTIC, revised 4/13](#)

- Appendix C-10: [Agenda for Governance Workshop: Review the HTIC Governance Structure](#)
- Appendix C-11: [Results of the Apr'13 Governance Survey](#)
- Appendix C-12: [Forum on Governance at HTIC Minutes](#)
- Appendix C-13: [Evaluation of W'13 Governance Survey](#)
- Appendix C-14: [Agenda for Governance Workshop](#)
- Appendix C-15: [New Faculty Standing Committees: AY 2013-2014](#)
- Appendix C-16: [HTIC Governance: Committee, Board, and Task Force Decision-Making, rev. 2014](#)
- Appendix C-17: [Minutes of the HTIC Governance Workshop, January 22, 2014](#)
- Appendix C-18: [Minutes of Planning Committee—January 28, 2014](#)
- Appendix C-19: [Planning Committee meeting minutes, February 11, 2014](#)
- Appendix C-20: [Results of the Governance Survey February 2014](#)
- Appendix C-21: [Standing Committee Self Evaluation Form, 2012](#)
- Appendix C-22: [Faculty and Standing Committee Participation in the Shared Governance of HTIC](#)
- Appendix C-23: [Standing Committee and Task Force Self-Evaluations](#)

D. RECOMMENDATION 3

In order to achieve proficiency level...the team recommends that the college revise student learning outcomes for its courses, programs, degrees, and student services. The student learning outcomes must be measurable indicators of skills, knowledge, and values which when assessed produce data that is evaluated to guide improvements for courses, programs, and degrees.

Response:

In her letter dated July 3, 2013, Dr. Barbara Beno, President of WASC ACCJC, wrote that “with regard to Recommendation 3, the team notes that the College has made progress in meeting the recommendation to revise its student learning outcomes, but still needs to achieve Proficiency level on the Commission’s Rubric for Evaluating Institutional Effectiveness –Part III: Student Learning Outcomes. What remains to be accomplished by the College is to further complete these efforts, and use assessment data to make improvements to courses, programs, degrees, and services.”

The College believes it has met all of the requirements of the “Proficiency” level and can now demonstrate competency at the “Sustainable Continuous Quality Improvement” level. The Sustainable Continuous Quality Improvement benchmarks are:

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation of student learning outcomes processes
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews.

Below the College cites evidence to demonstrate that it has achieved the highest level of the ACCJC Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes.

Summary of Actions Taken as Reported in the “March 2013 Follow-up Report”

Following receipt of a letter from the ACCJC dated July 2, 2012, indicating that the College had been placed on “warning status,” HTIC moved to revise its eleven existing, mission-based institutional learning outcomes to be more effective “*measurable indicators of skills, knowledge, and values*” in order to make it easier for the College to assess student success and produce data “*to guide improvements for courses, programs, and degrees.*”

HTIC has long made institutional learning outcomes the foci of institution-wide dialogue. Eleven mission-based institutional learning outcomes were first developed by faculty and staff in 2001-2002, and after much dialogue and revision, these outcomes took final form in 2004. Shortly thereafter, HTIC faculty developed rubrics to assess student learning success. These rubrics were utilized to assess student achievement of skills such as critical thinking, effective written communication, and effective oral communication.

The Evaluation Team that visited HTIC in March 2012 suggested that the College “*revise (its) learning outcomes to be measurable indicators of skills, knowledge, and values, which when assessed produce data that is evaluated to guide improvement for courses, programs, and degrees.*” Soon after the team’s visit and prior to receipt of the Commission’s letter, HTIC began discussion on how best to revise its learning outcomes to respond to the team’s concerns. The following is a summary of some of the College’s actions, all of which were discussed in great detail in last year’s Follow-up Report, submitted March 14, 2013 ([Appendix D-1: HTIC Follow-up Report submitted to ACCJC in March 2013, pages 14-24](#)).

1) Adoption of “Course Level Assessment Form”

From the Spring 2012 term, full-time instructors adopted a course assessment form to assess student learning in their courses at the end of each term in order to provide assessment data upon which course improvement plans could be based ([Appendix D-2: Course Level Assessment Form, spring 2012](#)).

2) SLO Revisions

The Dean of Instruction, Faculty, and Curriculum Committee took steps in 2012 and early 2013 to correct SLO Deficiencies at the Course Level. This process continued throughout 2013 and is discussed below ([Appendix D-3: Curriculum Committee Minutes, 2013](#)).

3) ILO Revisions

The Planning Committee and ILO Task Force held workshops and meetings with faculty and staff in 2012 to revise and approve new Institutional Learning Outcomes. The Planning Committee finalized a draft for new ILOs on November 13, 2012. The Board of Trustees approved this draft in February 2013. In response to the visitation team’s suggestion that the College’s outcomes could better serve as measurable indicators of skills, knowledge, and values, HTIC revised its eleven outcomes into four new ones: (1) *Effective Communication Skills*; (2) *Global Citizenship*; (3) *Intellectual and Practical Skills*; and (4) *Core Body of Knowledge* ([Appendix D-4: Minutes of HTIC Forum on Student Learning Outcomes](#); [Appendix D-5: HTIC Institutional Learning Outcomes, 2013-14 Catalog, page 14](#)).

4) SLO Revisions for the Library and Learning Center and Student Services

In 2012 and early 2013, both the Library and Learning Center and the Office of Student Services implemented new steps to collect, compile, and assess data to

gauge student achievement of performance indicators and, based upon that data, to refine its services and learning outcomes.

Actions Taken Since Submission of the “March 2013 Follow-up Report;” Review of College Performance based on “*Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes*”

The College believes it has achieved the “Sustainable Continuous Quality Improvement” level of the ACCJC rubric. Requirements at this level are introduced below in pairs, followed by evidence supportive of compliance. The first two are:

- *Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.*
- *Dialogue about student learning is ongoing, pervasive and robust.*

HTIC engages in an ongoing, systematic assessment of student learning outcomes and uses the assessment data to ensure there is continuous quality improvement. The following is a summary of the College’s efforts regarding the utilization and assessment of student learning outcomes at the course, program, and institutional levels, as well as the ongoing dialogue about how best to both support and assess student achievement of learning outcomes.

1) Course Level Assessment

Faculty have documented their assessments of student learning in all their classes and in their programs for the last two years. Since spring 2012, all full-time faculty have used an “Instructor Course Assessment Form” to assess student achievement of the institutional learning outcomes taught in the class, to reflect on what worked and what may not have worked in the class, and finally, based upon the results of the assessment, to propose improvements in teaching and/or to request funding for additional resources. From fall 2013, all adjuncts were asked to join the full-time faculty in completing the forms, one for each class taught. The “Instructor Course Assessment Form” has three parts: Course Learning Outcomes, Institutional Learning Outcomes, and Improving Student Learning in the Classroom, the last comprising suggestions for improvements for implementation in future classes. A number of revisions have been made to the initial course assessment form to make it more efficient; the most recent revision aligns the form with the College’s new ILOs, asks for data regarding student learning of both CLOs and ILOs, and is more user friendly (e.g., converted into a fill-able, electronic format). ([Appendix D-2: “Instructor Course Assessment Form, spring 2012](#)).

The course assessment form is not a stagnant document. The form, along with the process of student learning assessment itself, is currently reviewed at least once each term. The initial form, first used in spring 2012, was found to be problematic in that it focused solely on student achievement of the ILOs and ignored assessment of student achievement of the instructor’s course outcomes. The College had not yet instituted a means by which

achievement of course learning outcomes (CLOs) could be tracked, even though CLOs were monitored term-by-term and subject to approval by the Dean of Instruction and the Curriculum Committee as a part of the Committee's review of all new course syllabi and its outcomes. Teachers were not asked, however, to report and then reflect upon the degree of student achievement of their CLOs.

This omission was rectified in late summer and early fall 2013, when the course assessment form was revised to allow instructors to reflect upon all in-class student learning achievement, not only of the College's institutional learning outcomes, but also the instructor's course level outcomes ([Appendix D-6: Course Assessment Form, rev. 2013](#)). From fall 2013, all instructors began using this form to track achievement of their courses' CLOs, including information about the assignments used for outcome assessment, methods of assessment, and a tally of the percentage of students demonstrating CLO achievement in each course taught. All instructors—full-time and adjunct—are required to utilize the course assessment form for a self-reflection that proposes improvements to his/her pedagogy, course curriculum and materials, and/or for steps the department could take to better address student or classroom needs. These completed forms are reviewed by the LA and CP departments each term to assess student achievement of learning outcomes and to consider faculty suggestions for course or program improvements; in addition, all forms submitted in an academic year will be re-visited during the College's annual focused and comprehensive program reviews, held in the Fall of each year ([Appendix D-7: Minutes from Bi-Monthly CP faculty meeting, Feb. 12, 2014](#), [Appendix D-8: Minutes from Bi-Monthly LA faculty meeting, Feb. 12, 2014](#) and [Appendix D-9: Instructor Course Assessment Form, Winter 2014](#)).

The College began an ongoing dialogue focused on the appropriateness of each and every course's learning outcomes concurrently with the implementation of the Course Evaluation Form. In early 2013, the Dean of Instruction and the Curriculum Committee began the comprehensive process of reviewing the wording of all student learning outcomes at the course level (CLOs). This review was inspired by a workshop on "Student Learning Outcomes" presented by Dr. Monica Stitt-Bergh and Dr. Yao Hill from the University of Hawaii's Assessment Office in November 2012. The workshop focused on writing effective learning outcomes, an important component on all College course syllabi. The presenters stressed that outcomes should focus on what the student will learn, such as the ability to "interpret and summarize," "distinguish between," or "recognize and state"; reflect a core curriculum activity (i.e., something important to the course); be measurable and have the measurement indicated; and avoid jargon ([Appendix D-10: PowerPoint for Faculty Staff SLO Workshops, Oct. 24, 31, Nov. 7, 2012](#)).

Using guidelines from the workshop, the Curriculum Committee began meeting on an almost weekly basis starting in winter 2013 to review and approve the CLOs listed on the syllabus of all classes offered in the Liberal Arts program. The Curriculum Committee continued meeting throughout 2013 and, as of winter 2014, had reviewed the learning outcomes of more than 90% of the Liberal Arts courses offered at the College. What the Committee has left to complete is a follow-up with those few instructors whose outcomes

are still problematically worded. To ensure quality, clarity, and appropriateness, the Curriculum Committee will continue to oversee and approve all of the Liberal Art program's CLOs ([Appendix D-11: LA Course Learning Outcomes, 2/7/14](#) and [Appendix D-3: Curriculum Committee Minutes, 2013-14](#)).

2) Institutional Learning Outcome Assessment

The College had supported the ongoing, systematic assessment of student learning outcomes since its initial eleven mission-based outcomes were adopted in 2004; however, the 2012 Evaluation Team recommended that the College revise its learning outcomes to be measurable indicators of skills, knowledge, and values. The team also suggested that eleven learning outcomes were too unwieldy. Subsequent to the Evaluation Team's visit the College held numerous meeting and workshops—faculty and staff, Planning Committee, the ILO Task Force—to revise and approve new ILOs. The eleven ILOs were revised into four concise and measurable learning outcomes that are indicators of the skills, knowledge, and values that students should develop during their course of study. These new outcomes, approved by the Board of Trustees in February 2013, are: 1) Effective Communication Skills; 2) Global Citizenship; 3) Intellectual and Practical Skills; and 4) Core Body of Knowledge. (see [Appendix D-1: HTIC Follow-up Report submitted to ACCJC in March 2013, pages 19-23](#), for a more detailed discussion of revision of the College's institutional learning outcomes.)

Approval of new institutional learning outcomes was only an important first step for the College. The College also needed to set benchmarks, develop new institutional rubrics, and update its curriculum maps for the liberal arts and college preparatory programs. The Planning Committee knew it needed faculty and staff input in order to develop comprehensive definitions for the learning outcomes ([Appendix D-12: Planning Committee Meeting Minutes, Jan. 11, 2013](#)). On March 6, 2013, the faculty initiated a dialogue to define its institutional learning outcomes: Effective Communication Skills, Global Citizenship, and Intellectual and Practical Skills. The discussion was continued at the Program Review Forum held on March 13, 2013, where the faculty and staff agreed that all institutional learning outcomes and rubrics would be completed in time for institution-wide implementation in the fall 2013 term ([Appendix D-13: Bi-Monthly Faculty Meeting, March 6, 2013](#); [Appendix D-14: Program Review Forum Minutes, March 13, 2013](#)).

The entire learning community engaged in a robust, ongoing dialogue regarding the ILOs. Highlights include:

- 1) SLO/ILO Task Force review of learning outcomes definitions at other ACCJC-accredited institutions for reference (April/May 2013);
- 2) HTIC faculty feedback regarding expectations for the skills, knowledge, abilities, and attitudes that HTIC students must possess by the time of graduation (May 2013) ([Appendix D-15: SLO Task Force Meeting Minutes, April 23, 2013](#); [Appendix D-16: Liberal Arts' Discussion of Skills, What should our graduates know or be able to do?](#));

- 3) SLO/ILO Task Force discussions and approval of three reference tables, distributed to the faculty and staff, which summarized the aforementioned faculty feedback as well as proposed assessments of the skills, knowledge and abilities targeted by the new outcomes.¹ (May/June 2013) ([Appendix D-17: Defining and Assessing New ILO ‘Effective Communication Skills, Updated June 4, 2013](#), [Appendix D-18: Defining and Assessing New ILO ‘Global Citizenship’](#), [Appendix D-19: Defining and Assessing New ILO ‘Intellectual and Practical Skills’](#), [Appendix D-20: SLO Task Force Meeting Minutes – May 14, 2013](#), [Appendix D-21: SLO Task Force Meeting Minutes – May 24, 2013](#), [Appendix D-22: SLO Task Force Meeting Minutes – June 4, 2013](#));
- 4) Planning Committee discussion and approval of Task Force proposals (June 2013);
- 5) Workshop held for faculty and staff to discuss the SLO/ILO Task Force proposals; slight alterations in the wording are made as a result of the discussion (June 25, 2013) (Appendix D-16: “Planning Committee Meeting, June 6, 2013 and Appendix D-17: Proposed Definitions for the New Institutional Learning Outcomes);
- 6) And a final vote of the faculty and staff, which approved the College’s proposed definitions of HTIC’s new ILOs (June 2013) ([Appendix D-23: Planning Committee Meeting, June 6, 2013](#), [Appendix D-24: Proposed Definitions for the New Institutional Learning Outcomes -- Follow-up to June 25, 2013, ILO Workshop](#)).

Once the new definitions were approved, the College decided to adopt holistic rubrics, basing their first drafts of the holistic rubrics on those used by Foothill College in California. The faculty spent the summer of 2013 developing and tweaking the rubrics and in September, the faculty and Planning Committee approved final versions of institutional holistic rubrics that it would implement to assess student achievement of Effective Communication Skills, Intellectual and Practical Skills, and Global Citizenship. These rubrics were to be used by full-time and adjunct instructors beginning in the fall 2013 term (the goal set by the College in winter 2013). In order to provide the adjunct faculty with better understanding of the new ILOs and train them to use the new holistic rubrics, adjunct instructor training sessions were held on Oct 22, 23, 24, 25, and November 1 ([Appendix 25: HTIC Holistic Rubrics to evaluate ILOs](#)).

While the College pursued its dialogue in 2013 to fine-tune and perfect its assessment of student learning, it did not abandon its existing, ongoing student learning assessment to improve its programs. This assessment, based on the eleven original institutional learning outcomes, enabled faculty and academic staff to continue making student learning central to their respective program reviews and propose program improvements as part of the AY F’11-Su’12 and the AY F’12-Su’13 program reviews (the latter is being finalized for

¹ The tables, one for each outcome of “Effective Communication Skills,” “Global Citizenship,” and “Intellectual and Practical Skills,” were divided into four parts. The first presented the old 2004-2012 ILO definitions for reference; the second provided a summary of the faculty feedback regarding the skills and knowledge targeted by the ILO; the third proposed means by which student skills and knowledge would be assessed; the last offered proposals for new ILO definitions based on the preceding.; (4) Reference tables were revised after SLO/ILO discussion.

submission to the BOT submission in April 2014). These program reviews are the last to utilize assessment data based on the College's old outcomes. The new ILOs, definitions, benchmarks, and rubrics, which were implemented across the institution in the fall 2013 term, will inform the next and subsequent program reviews to be conducted from AY F'13-Su'14 and thereafter.

3) Using Assessment of Student Learning to Improve Courses, Programs, and Degrees

By revising its ILOs to be measurable indicators of student skills, knowledge, and values, together with the development and approval of rubrics, and establishment of benchmarks to set standards of rigor regarding student learning, HTIC has reinvigorated its culture of continual course, program, and degree improvement based on the results of data-driven assessment. Faculty now make improvements to their courses based on the assessments they conduct each term as they complete the College's Instructor Course Assessment form. Since Winter 2014, the faculty have also begun a term-by-term review of these completed forms to respond to any concerns and/or requests individual instructors may make. These forms, then, are used individually and collectively and will prove indispensable as a part of annual program reviews. (See [Appendices D-7](#) and [D-8: Faculty Bi-Monthly Meeting Minutes \(CP and LA\), February 12, 2014](#))

The College has evolved in its ability to develop quantitative data regarding its ILOs by developing a rubric that looks at inputs, outputs, and outcomes for each of the four ILOs. The rubric also ensures that students have ample opportunity to learn, understand and achieve the ILOs across the College's curriculum, and that the ILOs are incorporated in all courses and programs. ([Appendix D-26: Quantitative Measuring of HTIC's Institutional Learning Outcome](#) and [Appendix D-27: The Result of Quantitative Measured Institutional Learning Outcomes](#)).

Our quantitative findings regarding opportunities given to students to develop the ILOs are outlined as follows:

A) Effective Communication Skills

- Sufficient courses with communication skills focus are being offered (94 out of 117 courses in AY 2013); 82% of our students enrolled in these courses.
- The number of students participating in the College's two certificate programs, Discover East Asia and Peace Studies programs, which both focus on the Effective Communication Skills ILO, was very small (approximately 10% per program).

B) Global Citizenship

- The number of courses with global focus is small (50 out of 117 courses in AY 2013).
- The number of students who participated in programs stressing global citizenship (Peace Study Program and Discover Asia Program) is very small (approximately 10%).

C) Intellectual and Practical Skills

- The number of courses focusing on quantitative and scientific analyses, and evaluating reasoning is very small (31 courses out of 117 in AY 2013).
- The proportion of students enrolled in the courses focusing on quantitative and scientific analyses, and evaluating reasoning is somewhat small (30%).

Conclusion

- According to the above analysis, HTIC should increase the numbers of courses it offers that focus on global citizenship, as well as on quantitative and scientific analyses and reasoning.
- HTIC should encourage students to take these courses and to participate in the programs that emphasize these ILOs to provide greater opportunity for students to successfully achieve them.
- By using this assessment tool, HTIC is now better able to determine which outcomes are being taught and, in which classes, to make the appropriate adjustments if it finds that any of the outcomes are underrepresented in the curriculum. ([Appendix D-28: Integrated Results of Evaluation of SLOs AY 2012-2013](#)).

The quantitative findings regarding student achievement of the ILOs are easier to use now that the college has adopted outcomes that are more effective “*measurable indicators of skills, knowledge, and values.*” Applying the quantitative rubric to the ILOs that the College assessed in F’13 offers the following results:²

A) Effective Communication Skills

- 87% of students achieved the level of “Exemplary” level for this ILO.
- However, regarding the skill of “writing,” many weaknesses are indicated. (Suggested by student learning assessment in writing intensive courses such as HIST 151 and JOURN 205.)

B) Global Citizenship

- 71% of students’ achieved the level of “Exemplary” for this ILO.
- In F’13, HTIC offered only two courses focused on Global Citizenship at the 200 or “Exemplary” level of the ILO.

C) Intellectual and Practical Skills

- 91% of students achieved the level of “Exemplary” for this ILO.
- HTIC offered only four courses focused on Intellectual and Practical Skills, at the 200 or Exemplary” level of the ILO.

² At present, we are analyzing only “Outcomes.” To appropriately analyze “Inputs” and “Outputs,” we need annual aggregated data.

Conclusion

- HTIC should work to improve the students' written communication skills. This discussion will be addressed by the Liberal Arts faculty in its next Program Review.
- HTIC should offer more courses focused on "Global Citizenship" and "Intellectual and Practical Skills" at the 200 or "Exemplary" level. ([Appendix D-29: Outcomes-using data from Fall 2013](#))

4) Evidence of Ongoing Dialogue

The College engages in robust dialogue within departments, standing committee and task forces meetings, at faculty staff meetings, faculty forums, bi-monthly faculty meetings, at administrative staff meetings, at the Vice Chancellor meetings, and at Planning Committee meetings. In addition, the College holds several school-wide forums on important topics such as governance, program review and student learning outcomes several times a year. In sections 1 and 2, we referenced meetings that focused on the revising of student learning outcomes, including the development of rubrics and other assessment tools, as well as the assessment of the data collected. Faculty also made the assessment of student learning a part of an ongoing dialogue. Another important aspect of dialogue at HTIC is faculty development; starting April 2013, full-time faculty chose books on various topics written by acknowledged experts in the field and cited by ACCJC and other reading lists, related to pedagogy, assessment of student learning, curriculum design, and more to read, then discuss with colleagues during bi-monthly faculty meetings.³

In addition, five faculty and staff gave reports to colleagues regarding two different "Strengthening Student Success Conferences" attended in 2012 and 2013. The first of these was attended by the College's ALO, Dean of Instruction, and Vice Chancellor, each of whom shared a report of their experiences with colleagues at a bi-monthly faculty meeting shared held on April 24, 2013. The most recent conference, entitled "Strengthening Student Success: The Power of the Collective" was attended by LA and CP faculty members Toake Endoh and Lori Domingo in San Francisco October 9-11, 2013. These instructors shared what they had learned in California with colleagues at a bi-monthly meeting held on November 13, 2013. ([Appendix D-30: Bi-Monthly Meeting, April 23, 2013](#), [Appendix D-31: Bi-Monthly Meeting, May 15, 2013](#), [Appendix D-32: Bi-Monthly Meeting, June 5, 2013](#), [Appendix D-33: Bi-Monthly Meeting, November 13, 2013](#), [Appendix D-34: Bi-](#)

³ Presentations and the dates given included: (1) April 17 presentations by Ms. Rosalie Paradise regarding *A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning* (AUTHOR) and Ms Seleena Harkness on *Blueprint for Learning* (AUTHOR); (2) April 24 presentations by Mr. Gabriel Amos and Mark Anthony on *Coming to Terms with Student Outcomes Assessment* (Peggy Maki) and *Outcomes-based Academic and Co-curricular Program Review* (Marilee Bresciani); (3) May 15 presentations by Mr. Harold Chung, Mr. Gabriel Amos, and Ms. Rosalie Paradise regarding *Improving and Sustaining Assessment* (Banta, Jones and Black), and *Designing and Assessing Courses and Curricula* (Robert Diamond); (4) June 5 presentations by Mr. Nilo Marrone and Ms. Toake Endoh on *Promote Active Learning* (AUTHOR), *The Course Syllabus* (AUTHOR), and *Learning Through Serving: A Student Guidebook for Service Learning Across the Disciplines* (AUTHOR); and, finally, (5) a November 20 session regarding *Assessment* (Peggy Maki).

[Monthly Meeting, November 20, 2013](#), and [Appendix D-35: “Faculty Voice and Personnel Development Presentation.”](#))

Dialogue at HTIC is ongoing and pervasive. It focuses on student learning outcomes, the assessment of student achievement of outcomes, and on improving faculty-staff performance in supporting student learning. Ensuring institutional effectiveness and integrity, the improvement of courses, programs and services provided to students, and the quality of support provided to students is at the heart of all dialogue at HTIC.

The next two requirements addressed at the “Sustainable Continuous Quality Improvement” level are:

- *Evaluation of student learning outcomes processes*
- *Evaluation and fine-tuning of organizational structures to support student learning is ongoing.*

The College has is actively engaged in assessing and fine-tuning its assessment processes. For instance, HTIC’s Instructor Course Assessment Form, which was put into use in spring 2012, has been revised and improved several times based on faculty feedback and needs. The general form itself has been updated at least five times since March 2012 (i.e., August 2012, September 2013, October 2013, and January/February 2014). Another example would be the IS 200 capstone assessment form which was developed in March 2012 and revised in August 2012. ([Appendix D-2](#), [Appendix D-6](#), [Appendix D-9](#), [Appendix D-36: Instructor Course Assessment Form, revised 8/12](#), [Appendix D-37: Instructor Course Assessment Form, revised 10/13](#), [Appendix D-38: IS200 Capstone Assessment Rubric,3/12](#) and [Appendix D-39: IS200 Capstone Assessment Rubric, 8/12](#)).

On February 12, 2014, at its bi-monthly meeting, the faculty engaged in an in-depth dialogue regarding the College’s current practices for assessment of student learning. They addressed the following questions:

- 1) *Is the current assessment working or do we need to make changes or fine-tuning to our procedures?*
- 2) *Is the course assessment form working? Is it effective as structured or should it be revised in any way?*
- 3) *What type of data did we gather from the assessments faculty made of student learning in their classes this past term? Did anyone make suggestions regarding student learning outcomes processes or organizational structures to better support student learning? Is there anything either department needs to act upon for the upcoming term?*

([Appendix D-6](#) and [D-7: Bi-monthly Faculty Meeting, Feb 12, 2014, CP and LA](#))

The CP and LA faculties each met separately to address these questions. An honest critique was done by both faculties regarding the usefulness of the current process and procedure for generating assessment data. Faculty raised the following concerns:

- 1) There was uncertainty about how to determine the percentage of CLO and ILO achievement within each class, based on use of the ILO rubrics. What should the standard be for determining student success? Must a student achieve competency in all benchmarks targeted within the class, or simply meet a majority of the goals? The lack of clarity regarding this standard brought into question the accuracy of the data generated during the previous term. After discussions led by the Vice Chancellor, a single method for calculating student success was agreed upon by all faculty and implemented for use starting in the Winter 2014 term. The question will also be discussed by the Evaluation and Assessment Committee at for additional feedback.
- 2) Instructors noted that the Instructor Course Assessment Form used in December 2013 was somewhat confusing because it asked for CLO and ILO data on the same page. The faculty requested this section be split into two pages to make it easier to use.
- 3) In order to improve student success, the CP faculty recommended that the Instructor Course Assessment Form include a section where comments could be made about needs and issues requiring attention. The CP faculty suggested that completing this section be mandatory.

At its next bi-monthly meeting, faculty continued the discussion on assessment by reviewing and evaluating the College's ILO rubrics and other assessment processes and procedures. At this meeting, faculty reviewed and then approved the following ([Appendix D-41: Bi-Monthly Faculty Meeting, Feb 26, 2014](#)):

- 1) A newly revised Course Assessment Form (as requested at the last meeting) ([Appendix D-9](#))
- 2) ILO rubric "answer sheets," designed by the IR and Academic Officer to streamline term-by-term submission of course data regarding the achievement of student learning ([Appendix D-40: Sample ILO/CLO Assessment Rubric Worksheet](#)).
- 3) A proposal for assessing student learning using a Likert scale, and
- 4) A new instruction sheet, to be shared with full-time and adjunct instructors to provide straightforward guidance on using the College's ILO rubrics, course assessment forms, so faculty can submit data in a timely fashion ([Appendix D-41: Bi-Monthly Faculty Meeting, Feb 12, 2014](#); [Appendix D-42: Instruction to complete the ILO and Course Assessment](#); [Appendix D-40: Sample ILO/CLO Assessment Rubric Worksheet](#); [Appendix D-25: HTIC Holistic Rubrics to evaluate ILO's](#)).

Faculty will continue to engage in these discussions each term and will regularly evaluate the College's rubrics and other assessment tools and processes in order to ensure their effectiveness and, when problems are noted, make adjustments in timely fashion.

The final two requirements of the ACCJC rubric are:

- **Student learning improvement is a visible priority in all practices and structures across the college.**
- **Learning outcomes are specifically linked to program reviews.**

The improvement of student learning, as discussed throughout this response to Recommendation 3, is a clear priority for the faculty. It is also a clear priority of the Library Learning Center and Office of Student Services.

The AY 2011-2012 Program Review Report described the ways in which the Library and Learning Center and the Office of Student Services refined its services and learning outcomes based on the assessment of data regarding student achievement of performance indicators. Each of these departments has established student learning outcomes as well as administrative learning outcomes (AUOs) that are assessed as a part of their respective program reviews. Each department's review of its individual effectiveness has led to improved services and practices to facilitate better support of student learning and success

For example, during her AY F'11-Su'12 review, the Head Librarian determined that more data sets were needed to conduct a viable review of Library and Learning Center SLO #1 (i.e., "*The student learns the importance of defining a research topic*") and SLO #3 (i.e., "*The student evaluates information*"). She increased the number of research workshops and online database exercises beginning in fall 2012, doubling the volume of data available for the AY F'12-Su'13 assessment of SLO #1 and SLO #3. As a result, during this year's program review, she was able to determine that 75% of the students with whom she worked achieved SLO #1 and 60% achieved SLO #3. There is of course room for improvement of these figures. The Head Librarian will continue to assess and revise her workshops and online exercises to raise these percentages even higher. ([Appendix D-43: "AY F'11-Su'12 Program Review Report, pages 29-35](#) and [Appendix D-44 AY F'12-Su'13 Program Review Report DRAFT, pages 56-61](#)).

To make student learning a priority, the Office of Student Services (OSS) took several steps during AY F'12-Su'13, including:

- 1) posting its learning outcomes and AUOs throughout the OSS Office and Library;
- 2) discussing its learning outcomes and AUOs during orientations as a part of its PowerPoint presentations, including those held for incoming students; and
- 3) reviewing the department's SLOs and AUOs during advising sessions held each term with Liberal Arts students.

In addition, as a part of this most recent review, and as an example of the effort to improve its assessment apparatus, OSS determined it must provide clearer guidelines to students submitting reflection papers after engaging in OSS-sponsored cross-cultural experiences. The department will consult with the Evaluation and Assessment Committee to elicit feedback on how best to set these guidelines. ([Appendix D-44: AY F'12-Su'13 Program Review Report DRAFT, pages 63, 67](#)).

Learning outcomes are the core of the discussion in each of HTIC's academic program reviews. In AY 2012-2013, the College Preparatory program conducted a review of its program learning outcome (PLO) and ILO data to assess student success in achieving outcomes in order to facilitate changes that would improve student learning. The Liberal Arts faculty reviewed all pertinent ILO data, which it then utilized to evaluate the effectiveness of its Freshman Experience program and IS 200: Capstone course. The Liberal Arts faculty also examined the progression of student achievement of learning outcomes from the student's first term and through his/her last term in the Liberal Arts program. Faculty conducted this assessment by selecting a student cohort group and reading papers (stored in the e-portfolios) done in the initial term (HUM 100) and final terms (IS200), evaluating student work with the College's institutional rubrics. By doing this, the faculty was able to evaluate the students' initial and final work, and by the quality of the papers, determine strengths and weaknesses in the program. Data from this analysis, compiled by the IR and Academic Support Specialist in February 2014, is scheduled for review and discussion by Liberal Arts faculty during the Spring 2014 term and will inform program improvements. ([Appendix D-44: AY F'12-Su'13 Program Review Report DRAFT](#)).

Conclusion

As recommended by the Evaluation Team's report of April 2012, HTIC has, after lengthy and thorough discussion, revised the student learning outcomes for its courses, programs, degrees, and student services to be measurable indicators of skills, knowledge, and values which, when assessed, produce data that will be evaluated to guide improvements for courses, programs, and degrees. Using ACCJC's rubric for student learning outcomes as its benchmarks, the college has encouraged robust discussion regarding student learning outcomes, by assessing those outcomes, and then using the data derived to improve its programs. The program review process is embedded and conducted annually; the results of the program review guide changes made to improve institutional effectiveness and better support student success. Personnel development opportunities are provided and encouraged to improve faculty and staff skills in supporting student learning outcomes and its assessment. The college believes that it has responded to the recommendation and is in compliance with the intent and spirit of Recommendation 3.

Evidence for Recommendation 3:

- Appendix D-1: [HTIC Follow-up Report submitted to ACCJC in March 2013, pages 14-24](#)
- Appendix D-2: [Instructor Course Assessment Form, spring 2012](#)
- Appendix D-3: [Curriculum Committee Minutes, 2013-14](#)
- Appendix D-4: [Minutes of HTIC Forum on Student Learning Outcomes](#)
- Appendix D-5: [HTIC Institutional Learning Outcomes, 2013-14 Catalog, page 14](#)
- Appendix D-6: [Instructor Course Assessment Form, rev. 9/13](#)
- Appendix D-7: [Minutes from Bi-Monthly CP faculty meeting, Feb. 12, 2014](#)

- Appendix D-8: [Minutes from Bi-Monthly LA faculty meeting, Feb. 12, 2014](#)
- Appendix D-9: [Instructor Course Assessment Form, Winter 2014](#)
- Appendix D-10: [Appendix D-10: PowerPoint for Faculty Staff SLO Workshops, Oct. 24, 31, Nov. 7, 2012](#)
- Appendix D-11: [LA Course Learning Outcomes, 2/7/14](#)
- Appendix D-12: [Planning Committee Meeting Minutes, Jan. 11, 2013](#)
- Appendix D-13: [Bi-Monthly Faculty Meeting, March 6, 2013](#)
- Appendix D-14: [Program Review Forum Minutes, March 13, 2013](#)
- Appendix D-15: [SLO Task Force Meeting Minutes, April 23, 2013](#)
- Appendix D-16: [Liberal Arts faculty: What should our graduates know or be able to do?](#)
- Appendix D-17: [Defining and Assessing New ILO Effective Communication Skills Updated June 4, 2013](#)
- Appendix D-18: [Defining and Assessing New ILO Global Citizenship](#)
- Appendix D-19: [Defining and Assessing New ILO Intellectual and Practical Skills](#)
- Appendix D-20: [SLO Task Force Meeting Minutes – May 14, 2013](#)
- Appendix D-21: [SLO Task Force Meeting Minutes – May 24, 2013](#)
- Appendix D-22: [SLO Task Force Meeting Minutes – June 4, 2013](#)
- Appendix D-23: [Planning Committee Meeting, June 6, 2013](#)
- Appendix D-24: [Proposed Definitions for the New Institutional Learning Outcomes -- Follow-up to June 25, 2013, ILO Workshop](#)
- Appendix D-25: [HTIC Holistic Rubrics to evaluate ILO's](#)
- Appendix D-26: [Quantitative Measuring of HTIC's Institutional Learning Outcome](#)
- Appendix D-27: [The Result of Quantitative Measured ILO](#)
- Appendix D-28: [Integrated Results of Evaluation of SLOs AY 2012-13](#)
- Appendix D-29: [Outcomes-using data from Fall 2013](#)
- Appendix D-30: [Bi-Monthly Meeting, April 23, 2013](#)
- Appendix D-31: [Bi-Monthly Meeting, May 15, 2013](#)
- Appendix D-32: [Bi-Monthly Meeting, June 5, 2013](#)
- Appendix D-33: [Bi-Monthly Meeting, November 13, 2013](#)
- Appendix D-34: [Bi-Monthly Meeting, November 20, 2013](#)
- Appendix D-35: [Faculty Voice and Personnel Development Presentation](#)
- Appendix D-36: [Instructor Course Assessment Form, revised 8/12](#)
- Appendix D-37: [Instructor Course Assessment Form, revised 10/13](#)
- Appendix D-38: [IS200 Capstone Assessment Rubric, 3/12](#)
- Appendix D-39: [IS200 Capstone Assessment Rubric, 8/12](#)
- Appendix D-40: [Sample ILO/CLO Assessment Rubric Worksheet](#)
- Appendix D-41: [Bi-Monthly Faculty Meeting, Feb 12, 2014](#)
- Appendix D-42: [Instruction to complete the ILO and Course Assessment](#)
- Appendix D-43: [HTIC AY 2011-2012 Program Review Report](#)
- Appendix D-44: [AY F'12-Su'13 Program Review Report DRAFT](#)

E. RECOMMENDATION 5

In order to meet the Standard, the team recommends that the college provide opportunities for professional development for all personnel and develop and implement strategies for assessing the effectiveness of professional development programs and activities.

Response:

The College recognizes that professional development for all personnel is essential if HTIC is to continue to develop as an educational institution of quality and integrity. It has worked to create increased opportunities for professional development for faculty and staff, ranging from enabling the attendance at professional conferences, inviting colleagues from other colleges in Hawaii to present workshops, attending local conferences and workshops, and encouraging faculty and staff to share their expertise through mini-workshops. All of these opportunities have resulted in increased understanding and effectiveness in job performance, especially in the area of evaluation and assessment, program review, and support of student learning.

Actions Taken and Ongoing

The importance of personnel evaluation and professional development to ensure quality of instruction and support of student learning at Hawaii Tokai International College resulted in the establishment of the Personnel Development Committee in 2000 (see [Appendix E-1: HTIC Follow-Up Report of March 2013](#), pages 25-27, for a detailed discussion of personnel development at HTIC). Since the submission of the Follow-Up Report and subsequent evaluative team visit in April 2013, the College has continued to develop and institutionalize its personnel development policies and procedures. Recognizing that personnel development is essential if the College is to maintain institutional effectiveness and integrity, currency in content and pedagogy, and ensure best practices, HTIC has worked diligently to create an appropriate combination of opportunities for professional development for its faculty and staff. It is also striving to institutionalize policies, procedures and a calendar of events to ensure that personnel development is seamless and ongoing, and that an assessment process is in place to determine effectiveness of personnel development and where improvements must be made.

As the team visiting in 2013 noted, HTIC had begun to develop policies and procedures, and maintain records of participation at personnel development activities. The College had, “clearly identified plans and procedures for implementing professional development activities for all employees along with methods for assessing the effectiveness of professional development activities.”

Using team comments and recommendations as a guideline, the College has institutionalized the following policies, procedures, and practices:

1) Personnel Development Calendar:

A tentative calendar intended for AY 2013-2014 was created in AY 2012-13, and while faculty and staff participated at a variety of professional development activities the Personnel Development Committee failed to follow through on the activities planned ([Appendix E-2: Personnel Development Committee \(PDC\) Professional Development Schedule 2012-2013](#)). The committee, at its meeting on February 26, 2014 acknowledged that it needed to be more vigilant and proactive ([Appendix E-3: PDC meeting minutes for February 26, 2014](#)). A new calendar was proposed and the committee agreed that committee members would be assigned to specific activities to ensure that they remain on track ([Appendix E-4: HTIC Professional Development Calendar for 2013-2015](#)). All activities would be announced and posted in timely fashion on the College's Google Calendar. Personnel Development activities would blend attendance at conferences and workshops on the mainland U.S., local workshops and conferences, in-house workshops presented by invited resource people, legally required CPR and Harassment/Equity workshops, and in-house activities led by faculty or staff in the form of activities at the bi-monthly faculty meetings, brown bag sessions on various topics, and two workshops per term provided by faculty or staff.

2) Evaluation of Personnel Development Activities:

The committee, in winter 2013, developed an "Evaluation Form for Personnel Development Activities" ([Appendix E-5: Evaluation Form for Personnel Development](#)). Use of the form was implemented immediately, with all faculty and staff required to fill the form out when they participated in personnel development activities. The form is currently available and submitted electronically; hard copies are printed and kept in the Human Resources office. Initial plans were to have a follow-up evaluation from the employee assessing the impact of the activity on teaching or job performance be submitted six months after attending a workshop,. Tracking the follow-up evaluation, however, was cumbersome so it was decided to set a yearly deadline in November for submission of all personnel development follow-up evaluations (a deadline of February 28, 2014 was set for all activities attended in 2013). ([Appendix E-6: PDC minutes, January 22, 2014](#)) After collecting all of the evaluation forms from faculty and staff, the Human Resources Specialist and ALO realized that two separate dates for follow-up submissions, the third Friday of January, which would cover all activities attended from June through December, and the first Friday of June, which would cover all activities attended from January through May, might be more practical. A revision to the policy will be proposed at the first meeting of the committee in the spring term.

3) Policy and Procedures Facilitating Participation at personnel development activities:

- a) The Personnel Development Policy and Procedure form was revisited and updated for greater clarity, based upon questions and comments from faculty and staff. All faculty and staff attending conferences and workshops are required to submit a short report about activities attended and may also be asked

to do a mini-workshop for the faculty and staff, sharing what they learned. ([Appendix E-7: Personnel Development Policy and Procedure](#))

- b) A form to apply for consideration to attend a conference, workshop or training, was created and approved by the PDC ([Appendix E-8: Personnel Development Request Form](#) and [Appendix E-3: PDC Meeting minutes, February 26, 2014](#)).

4) Accessibility to personnel development reports:

All reports of conferences or workshops attended and PowerPoints prepared for personnel development activities will be posted on-line in a professional development website accessible to the faculty and staff.

In order to facilitate professional development at HTIC, the college has taken several steps:

1) Bi-Monthly Faculty Meetings:

To expand personnel development opportunities and expand professional growth on the part of faculty, the Vice Chancellor implemented the requirement that faculty read materials on pedagogy, assessment, curriculum design, and other topics relevant to college level education theory and practice. A minimum of two books per year were read in academic year 2012-13, reviewed, and shared with the entire faculty at the faculty bi-monthly meetings ([Appendix E-9: PowerPoint: Faculty Voice and Personnel Development](#)). The sessions were a success as faculty developed greater understanding in various areas of pedagogy, assessment, and curriculum design, individually based upon their reading and collectively as they shared what they learned. Resulting discussions demonstrated increased interest and enthusiasm, and more importantly, ideas on how to make appropriate changes to improve courses, curriculum, and programs, all of which should result in increased student success. The practice of reading and doing presentations will resume in spring term 2014 and has been institutionalized to take place each spring term.

2) Use of Web and Digital Resources:

Because attending conferences on the US mainland impinges upon classroom time, instructors are sometimes reluctant to attend. The PDC explored using webinars from various companies such as Magna and Innovative Educators, among others. The variety of materials, it was thought, would provide training for administrative staff, student services, faculty, and administrators on a variety of topics. The PDC looked at some of the materials but were of mixed opinion as to whether they would be truly effective. The PDC will introduce some of the materials at scheduled brown bag or workshop sessions and ask for faculty-staff feedback regarding effectiveness.

3) Annual Professional Development Calendar:

A two-year personnel development calendar has been developed through the combined efforts of the human resources office, the Personnel Development Committee, and the Planning Committee. Implementation was begun in 2013 with a workshop on using Excel and Google more effectively which was presented by

HTIC faculty on October 16, 2013. In addition to in-house workshops presented by colleagues (sharing ideas, presentations on readings), workshops presented by colleagues from other local colleges, webinars/on-line workshops, regular participation at professional conferences and workshops such as The RP Group's Annual Strengthening Student Success conference, National Association of Student Personnel Administrators (NASPA), National Association of Foreign Student Advisors (NAFSA), Teaching English to Speakers of other Languages (TESOL), and ACCJC sponsored events have been integrated into the personnel development calendar. Individuals who have the opportunity to attend conferences or workshops are expected to submit a report to the Personnel Development, Executive and Planning Committees, and working with the PDC, offer mini-workshops for colleagues. Faculty and staff wishing to attend workshops or conferences not "institutionalized" may use the "Request to Attend Conference Form" to request permission and funding ([Appendix E-8: Personnel Development Request Form](#)).

4) Tracking Professional Development at HTIC:

The College has developed an ongoing list for all personnel development activities and events attended, both externally and internally. The list allows the College to track those who participate in professional development activities, both at the College's request and on their own initiative. It also allows the College to see where expertise might lay, which faculty or staff need additional training, and to ensure that the opportunity for training is appropriately and fairly provided. For example, in assessing the list, more training opportunities should be offered to support staff to support their professional growth ([Appendix E-10: Professional Development Activities for Faculty and Staff Employees, 2012-2014](#)).

5) Assessing Personnel Development at HTIC

The College has developed a simple evaluation form asking faculty and staff their opinion of the activity attended and asking how the information might be used ([Appendix E-5: Evaluation Form for Personnel Development](#)). A follow-up evaluation asking whether the information was indeed useful and how it might have improved instruction, student learning, or job performance is also required. After collecting the evaluation form and follow-up forms for a year (in April 2014), the Personnel Development Committee and the Evaluation and Assessment Committee will hold a joint meeting to go through the forms and assess the success of professional development at HTIC and propose steps to be taken to strengthen areas in which there are weaknesses.

Personnel development at Hawaii Tokai International College has continued to evolve and develop over the years. It has moved from simply focusing on peer evaluation to organizing, conducting, and assessing professional development activities. Policies and procedures regarding attending, organizing, post-attendance obligations, and assessment procedures have been defined, and funds are committed to support personnel development ([Appendix E-11: HTIC Budget for 2014](#)). More importantly, however, is the increase in faculty and staff dialogue, focus, interest, and enthusiasm to engage in professional

development because it enables them to better support student achievement and success, thus strengthening HTIC's institutional effectiveness and integrity.

Evidence for Recommendation 5

- Appendix E-1: [HTIC Follow-Up Report of March 2013, pages 25-27](#)
- Appendix E-2: [HTIC Professional Development Calendar for 2013-2015](#)
- Appendix E-3: [PDC meeting minutes for February 26, 2014](#)
- Appendix E-4: [Two Year Calendar of Personnel Development Activities](#)
- Appendix E-5: [Evaluation Form for Personnel Development](#)
- Appendix E-6: [PDC Minutes](#)
- Appendix E-7: [Personnel Development Policy and Procedure](#)
- Appendix E-8: [Personnel Development Request Form](#)
- Appendix E-9: [PowerPoint: Faculty Voice and Personnel Development](#)
- Appendix E-10: [Professional Development Activities for Faculty and Staff Employees, 2012-2014](#)
- Appendix E-11: [HTIC Budget for 2014](#)

F. RECOMMENDATION 8

In order to meet the Standard, the team recommends that the college develop a process for regular and ongoing development of board members.

Response:

The College and its Board of Trustees agree with ACCJC's recommendation that a regular and ongoing process for board development would be beneficial and so developed a process for regular and ongoing development of Board members in order to enhance the role and the responsibility of the Board of Trustee and improve its governance.

The evaluation team visiting Hawaii Tokai International College on April 9-10, 2013 "concluded that the College has met the requirement of this recommendation and meets the associated Standard." ([Appendix F-1: Follow-up Report, March 2013, page 11](#)).

Actions Taken and Ongoing:

The College was pleased that the evaluation team determined that HTIC met the recommendation and the associated Standard. To further improve its effectiveness in guiding and overseeing the College, the Board has continued to actively reorganize and update its structure. Since the team visits of 2012 and 2013, the task force has completed its tasks and the board has taken further steps to improve its management and governance of the College.

On December 18, 2012, the Members of Hawaii Tokai International College accepted the resignations of Mr. Takehiko Abe, Ms. Harriet Yoshida Lewis and Mr. Yoshiyuki Ogo as trustees of HTIC. At the same time, all Board members agreed to the appointment of Dr. Yoshiaki Matsumae, the vice chairperson/vice president of Tokai University Educational System, as a new member and trustee of HTIC ([Appendix F-2: Unanimous Written Consent in Lieu of Meeting of the Members of Hawaii Tokai International College](#)). These changes became effective on January 9, 2013, when formally voted upon at the semiannual Board of Trustees Meeting. At present, four trustees are from Hawaii and three are from Japan.

In keeping with its practice to conduct orientations for new Board members, on January 8, 2013, Chancellor Yoshikawa provided an orientation to Dr. Yoshiaki Matsumae to enable him to clearly understand the role and responsibilities of a U.S. board of trustees, the accreditation system and related issues, and board policies of HTIC. At this meeting, the following documents were provided to Dr. Matsumae: The Roles and Responsibilities of a Board of Trustees Member, by the Association of American College Trustees; the Board Policy Manual; and board self-evaluation questionnaires ([Appendix F-3: The Roles and Responsibilities of a Board of Trustees Member](#), [Appendix F-4: the Board Policy Manual](#), and [Appendix F-5: Board Self-Evaluation Form](#)).

At its meeting on January 10, 2012 (before the 2012 evaluation team visit), the Board appointed a “Board Task Force” consisting of four trustees and the Chancellor, who worked together for two years to review and amend the College’s Bylaws and Articles of Incorporation. The governance documents were revised in order to comply with the new requirements of the Chapter 414 D: Hawaii Nonprofit Corporation Act and ensure their relevance to the present operations of Hawaii Tokai International College. At the Board meeting of January 9, 2013, the Restated Articles of Incorporation of Hawaii Tokai International College and an amended version of the Bylaws of Hawaii Tokai International College, completed by the Board Task Force, were discussed and unanimously approved by of the trustees. ([Appendix F-6: Amended HTIC Bylaws](#) and [Appendix F-7: Restated Articles of Incorporation](#)).

At that same meeting on January 9, 2013, in view of the revised Articles of Incorporation and revised Bylaws, the Board appointed a new task force to review and revise HTIC’s Board Policy Manual. In addition to verifying compliance with the College’s new governance documents, the purpose of the task force was to further clarify the Board’s role and the responsibilities of trustees, as well as to strengthen board management and oversight. Three Trustees and the Chancellor comprised the new task force.

On January 10, 2013, Dr. John Morton (Vice President for Community Colleges, University of Hawaii) conducted a workshop for trustees entitled “Accreditation and Trustee Roles and Responsibilities.” The following persons participated in this workshop: Ms. Duk Hee Murabayashi (Trustee), Dr. Lawrence Foster (Trustee), Mr. Gerald Burris (Trustee), Dr. Yoshiaki Matsumae (Trustee), Prof. Kiyoshi Yamada (Trustee), Mr. Yoshiyuki Ogo (Member), Dr. Naoto Yoshikawa (President/Chancellor), Dr. Doug Fuqua (Vice President/Vice Chancellor), Mr. Zack Oida (Secretary/Treasurer/Executive Director) and Ms. Wanda Sako (Accreditation Liaison Officer). The following documents were distributed to the Board at the workshop: “Guide to Accreditation for Governing Boards” by ACCJC, “Twelve Common Questions and Answers about Regional Accreditation” by ACCJC, “ACCJC News: Accrediting Commission for Community and Junior Colleges” by WASC, and “The Role and Responsibilities of a Board of Trustees Member” by the Association of American College Trustees.

To further enhance board development, on April 12-13, 2013, Dr. Edward Shultz, Vice Chairperson of the Board, and Dr. Naoto Yoshikawa, Chancellor, attended a workshop on “The Role of Trustees and CEOs on the Goal of Student Success Conference” in Coalinga, CA. The conference focused on the role that Board members and the college CEO play in ensuring student success. The Chancellor and Dr. Shultz provided a short report regarding the conference at the Board meeting on January 11, 2014. ([Appendix F-8: Workshop on the Role of Trustees and CEOs](#)).

On October 3, 2013, Dr. Michel Rota (Honolulu Community College Chancellor Emeritus and former Vice President for Community Colleges, University of Hawaii System) conducted a workshop for trustees and officers entitled “The Role of Accreditation.” The following persons participated in this workshop: Dr. Edward Shultz (Vice Chair of the

Board of Trustees), Ms. Duk Hee Murabayashi (Trustee), Dr. Lawrence Foster (Trustee), Mr. Gerald Burris (Trustee), Dr. Yoshiaki Matsumae (Trustee), Prof. Kiyoshi Yamada (Trustee), Dr. Kiichi Katayama (Executive Director, Head Office of International Affairs, Tokai University as an observer), Dr. Naoto Yoshikawa (President/Chancellor), Dr. Doug Fuqua (Vice President/Vice Chancellor), Mr. Zack Oida (Secretary/Treasurer/Executive Director) and Ms. Wanda Sako (Accreditation Liaison Officer). The following documents were distributed to the Board at the workshop: “*ACCJC News*” Spring 2013 issue, *The Role of Accreditation in Higher Education Quality and Quality Assurance*,” and “*The Role of Accreditation*” (power point print-out).

On January 11, 2014, at its semiannual Board meeting, the revised Board Policy Manual was unanimously approved by the Board of Trustees. The task force established by the Board in January 2013 discussed and revised the Board Policy Manual, clearly describing the responsibilities of the Board in alignment with the revised bylaws. ([Appendix F-4: Board Policy Manual](#))

Since 2004, Hawaii Tokai International College’s Board of Trustees have engaged in an annual self-evaluation process. The results of the evaluation are discussed at the Board’s Executive (closed) Session at one of the two yearly meetings. At its meeting on January 11, 2014, the Board reviewed the results of the evaluation done in 2013 and indicated that it hopes to further improve its effectiveness. This process concludes the “loop” of the Board self-evaluation and helps to improve of Board performances ([Appendix 9: HTIC Board of Trustee Self-Evaluation Report, 2013](#)).

As part of the College’s plan for ongoing board development, the Chancellor’s Office will arrange for a workshop or seminar for all board members at least twice a year, before or after the semiannual Board of Trustees meeting. To further facilitate Board development, the College plans to invite Hawaii-based trustees to attend at least one workshop or seminar every quarter in order to ensure board effectiveness and currency in carrying out its role.

At present, speakers who have already consented to speak at future workshops for the Board include former ACCJC Commission member, University of Hawaii Community College Chancellor Emeritus, Dr. Joyce Tsunoda. The College also plans to again invite ACCJC President, Dr. Barbara Beno to update Board members. In addition, the Chancellor hopes to attend future Community College League of California Effective Trustee workshops and conferences with Board members ([Appendix 10: Board of Trustees Development Plan – 2014-15](#)).

Significant efforts have been made to strengthen the effectiveness of the Board’s oversight and governance of the College. This has been done by providing workshops and enabling participation in conferences so Trustees develop a better understanding of their responsibilities and roles, by effectively using Board task forces to complete necessary tasks to strengthen governance processes and procedures, and by firmly institutionalizing the Board self-evaluation process.

Evidence for Recommendation 8:

- Appendix F-1: [Follow-up Report, March 2013, page 11](#)
- Appendix F-2: [Unanimous Written Consent in Lieu of Meeting of the Members of Hawaii Tokai International College](#)
- Appendix F-3: [The Roles and Responsibilities of a Board of Trustees Member](#)
- Appendix F-4: [Board Policy Manual, revised](#)
- Appendix F-5: [Board Self-Evaluation Form](#)
- Appendix F-6: [Amended HTIC Bylaws and Appendix F-7: Restated Articles of Incorporation](#)
- Appendix F-7: [Restated Articles of Incorporation](#)
- Appendix F-8: [Workshop on the Role of Trustees and CEOs](#)
- Appendix F-9: [HTIC Board of Trustee Self-Evaluation Report, 2013](#)
- Appendix F-10: [Board of Trustees Development Plan – 2013-15](#)

CONCLUSION

Over the past year, the faculty and staff of Hawaii Tokai International College (HTIC) have worked diligently to comply with the recommendations discussed in this Follow-Up Report. The College worked together at standing committee, task force, planning committee, departmental, bi-monthly faculty and other institutional meetings to implement the changes necessary to meet the Evaluation Teams' recommendations. The dialogue process at HTIC has been constant, enthusiastic, and robust; more important it has resulted in focused attention on institutional improvements that will support student achievement of learning outcomes and overall student success.

While the faculty and staff are pleased with the accomplishments they have achieved in revising the mission statement, learning outcomes, and assessments that they have developed, they realize that the process is ongoing. The most powerful change that has occurred is in the culture at Hawaii Tokai International College; there is a greater cohesiveness and a renewed excitement amongst faculty and staff to work together to improve HTIC as an institution.