



**HAWAII TOKAI
INTERNATIONAL COLLEGE**

FOLLOW-UP REPORT

Submitted by:

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

Submitted to:

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

Date of Submission:

October 1, 2019

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Follow-Up Report Certification Page

To:

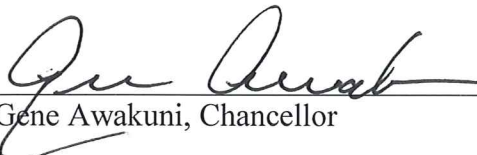
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:


Dr. Gene Awakuni
Chancellor
Hawaii Tokai International College
91-971 Farrington Highway
Kapolei, HI 96707

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



Dr. Gene Awakuni, Chancellor 9/30/19
Date



Dr. Sandra Wu Bott, Dean of Liberal Arts and Acting Vice Chancellor 9/27/2019
Date



Dr. Brenda Yun, Accreditation Liaison Officer 9/27/19
Date

Report Preparation

ACCJC Recommendations for Hawaii Tokai International College

The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, took institutional action on the accreditation status of Hawaii Tokai International College (HTIC) in March 2018. The college received reaffirmed accreditation for seven years with a Follow-Up Report, due October 1, 2019.

HTIC received the Comprehensive Evaluation Report from the External Evaluation Team on April 9, 2018 [1.1]. The team found HTIC to be in compliance with all Eligibility Requirements, Commission Policies and Standards, and USED regulations. It issued four commendations and five recommendations to meet standards and to increase effectiveness. At that time, Recommendation #1 was identified as a compliance requirement, while the others (Recommendations #2-5) were identified as improvement recommendations.

HTIC received a letter from ACCJC affirming this decision on June 13, 2019 [1.2]. This letter modified, however, Recommendation #1 as an improvement issue and Recommendation #3 as a compliance requirement that, in accordance with federal regulations, must be addressed in this Follow-Up Report.

The Process, Development, and Timeline for the Preparation of the Follow-Up Report

The following timeline was determined and implemented to address Recommendation #3 in this Follow-Up Report:

- **October 2018** – Faculty met for a Program Review Kick-off meeting and established a timeline for Follow-Up Report, action plan, and communication plan. [1.3]
- **November and December 2018** – The ALO, Dean of Liberal Arts, and Vice Chancellor drafted documents clarifying the learning outcomes for HTIC's three certificate programs. [1.4]
- **December 2018 and January 2019** – The ALO and ACCJC Liaison communicated by email to finalize the certificate program documents. [1.5]
- **July 2019** – The ALO, Chancellor, and ACCJC Vice President met via Skype to discuss accreditation matters. [1.6]
- **September 2019** – The Liberal Arts (LA) full-time faculty members created master course outlines for 87 LA courses. They were reviewed by the ALO and Dean of Liberal Arts/Acting Vice Chancellor, and then made available for LA faculty reference on Google Drive.
- **September 2019** – The ALO, Vice Chancellor, and Director of Admissions worked together to include HTIC's three certificate programs' learning outcomes into the college's course catalog. It is now viewable online on the college's website. [1.7]

Response to the Commission Action Letter

Hawaii Tokai International College (HTIC)'s Action Letter from ACCJC, dated June 13, 2018, indicates that HTIC is required to submit a Follow-Up Report demonstrating that College Recommendation #3 has been resolved.

The following response to the compliance requirement is organized as follows:

1. Compliance Recommendation
2. ACCJC Standards to Address
3. Response and Resolution to the Recommendation

Compliance Recommendation

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

ACCJC Standards to Address

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

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

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

Response and Resolution of Recommendation

HTIC has addressed the compliance concerns in college recommendation #3, has met the standards associated with that recommendation, and affirms that the college will sustain the changes and improvements in order to continue to meet the standards.

The college addressed the compliance recommendation and the three ACCJC standards above by doing the following:

- **I.C.2** – In September 2019, HTIC published the 2019-2020 online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." More specifically, the college added clear learning outcomes for its three certificate programs (see pages 25-27 of the online catalog, found here: <https://www.htic.edu/wp-content/uploads/2019/09/2019-20-HTIC-Catalog-for-upload-2019-09-24.pdf>)

- **I.C.4** – HTIC created three documents to define clearly the purpose, content, course requirements, and expected learning outcomes of its three certificate programs. These were developed by the Vice Chancellor, Dean of Liberal Arts, and Accreditation Liaison Officer in November and December 2018, and then were shared with, reviewed, and approved by the ACCJC Liaison in January 2019.
- **II.A.3** – In August and September 2019, Liberal Arts (LA) faculty developed master course outlines for 87 LA courses in order to standardize the instruction of frequently taught courses. These course outlines include the same learning outcomes that are provided in the course syllabus that students receive for each class. They were reviewed by the ALO and Dean of Liberal Arts/Acting Vice Chancellor, and then made available for LA faculty reference on Google Drive. They will continue to be reviewed and updated on an annual basis to ensure newer, more relevant texts, concepts, and learning outcomes are included.

Appendices

1.1 – HTIC Evaluation Visit Team Report, April 2018

EXTERNAL EVALUATION REPORT

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

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

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

**Rachel Solemsaas, Ed.D.
Chair**

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

DATE: April 9, 2018
INSTITUTION: Hawaii Tokai International College
91-971 Farrington Highway
Kapolei, HI 96707
TEAM REPORT: Comprehensive Evaluation Report

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

SUBJECT: Commission Revisions to the Team Report

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

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List of Team Members

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

Dr. Brian Sanders
Vice President of Instruction
Columbia College

Ms. Krista Goguen
Librarian/Professor
Pasadena City College

Ms. Jessica Wojtysiak
Professor, Academic Development
Bakersfield College

Dr. K.C. Greaney
Director, Institutional Research
Santa Rosa Junior College

Dr. Melanie Wilson (Team Assistant)
Dean, Liberal Arts and Public Services
Hawai'i Community College

Dr. Dan Wanner
Professor of Music; Academic Senate
President
Los Angeles City College

Mr. Arkady Hanjiev
Mathematics Instructor
West Hills College Coalinga

Ms. Russi Egan
Vice President Administrative Services
Lake Tahoe Community College

Dr. Marsha Gable
Vice President Student Services
Grossmont College

Summary of the External Evaluation Report

INSTITUTION: Hawaii Tokai International College

DATES OF VISIT: March 5 – March 8, 2018

TEAM CHAIR: Dr. Rachel Solemsaas

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

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

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

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

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

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

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

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

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

Major Findings and Recommendations of the 2018 External Evaluation Team

Commendation 1

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

Commendation 2

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

Commendation 3

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

Commendation 4

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

Recommendations for Improvement and Compliance

Recommendation 1 (Compliance)

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

Recommendation 2 (Improvement)

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

Recommendation 3 (Improvement)

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

Recommendation 4 (Improvement)

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

Recommendation 5 (Improvement)

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

1.2 – ACCJC Letter with Recommendation Modifications, June 2018



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Richard Winn, President
Raúl Rodríguez, Chair

June 13, 2018

Dr. Naoto Yoshikawa, Chancellor
Hawai'i Tokai International College
91-971 Farrington Highway
Kapolei, HI 96707

Dear Chancellor Yoshikawa:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 6-8, 2018, reviewed the Institutional Self Evaluation Report (ISER) and evidentiary materials submitted by Hawai'i Tokai International College. The Commission also considered the External Evaluation Team Report (Team Report) prepared by the peer review team that conducted its onsite visit to the College March 5-8, 2018.

The purpose of this review was to determine whether the College continues to meet ACCJC's Eligibility Requirements, Commission Policies, and Accreditation Standards (hereinafter, the Standards). Upon consideration of the written information noted above, the Commission acted to **Reaffirm Accreditation for seven years and require a Follow-Up Report, due October 1, 2019.**

Commendations

The Commission recognizes the exemplary performance of Hawai'i Tokai International College in the following areas. Commendations signify practices for which the Commission believes the institution has exceeded standards.

Commendation 1

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

Commendation 2

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

Commendation 3

The College is commended for its strong student services and learning support structures, advising, and course scheduling that have combined to achieve a five-year average 90% graduation rate within five terms.

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Hawai'i Tokai International College, page 2

The College effectively leverages its small college ethos, strong relationships between students, faculty, staff, and administrators, and an organic early alert system they colloquially refer to as the “coconut wireless” to identify students at risk and assist them in achieving their academic goals. (Standards II.A.6, II.B.1, II.C.1, II.C.2, II.C.5)

Commendation 4

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

Compliance Requirements

The Commission also determined that the College must demonstrate compliance with the following Standards, as addressed in the College recommendations. This demonstration must be addressed in the required Follow-Up Report.

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

In accordance with federal regulations, compliance requirements must be addressed and the institution must demonstrate that it aligns with Standards within two years¹.

Modifications to Recommendations

In taking its action, the Commission modified the team’s recommendation(s) as follows:

As noted above, **Recommendation 3** is changed from an improvement recommendation to a compliance requirement. **Recommendation 1** is changed from a compliance requirement to an improvement recommendation. The Commission also determined that the wording of **Recommendation 4** should be revised as follows:

Recommendation 4 (Improvement): In order to improve institutional effectiveness, the team recommends that the College develop officially approved and current master course outlines that include student learning outcomes. (II.A.3)

Recommendations for Improving Institutional Effectiveness

The Team Report noted Recommendations 1, 2, 4, and 5 for improving institutional effectiveness. These recommendations do not identify current areas of deficiency in institutional

¹ For more information, refer to the Commission policy on “The Two-Year Rule and Extension for Good Cause” on the ACCJC website at <https://accjc.org/eligibility-requirements-standards-policies/>.

Hawai'i Tokai International College, page 3

practice, but consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to the advice contained in the peer reviewers' recommendations. The Commission anticipates that you will bring them and the team's full report to the attention of your institution for serious consideration. In the Midterm Report, the College will include actions taken in response to the peer review team's improvement recommendations.

Next Steps

The Team Report provides details of the peer review team's findings with regard to the College's work to meet Standards. The guidance and recommendations contained in the Report represent the best advice of the peer review team at the time of the visit but may not describe all that is necessary for the college to improve. A final copy of the team report is attached.

The Commission requires that you disseminate the ISER, the Team Report, and this letter to those who were signatories of the ISER and that you make these documents available to all campus constituencies and the public by placing copies on the College website. Please note that in response to public interest in accreditation, the Commission requires institutions to post current accreditation information on a Web page no more than one click from the institution's home page. In keeping with ACCJC policy, the Commission action will also be posted on the ACCJC website within 30 days of the date of the Commission's action.

On behalf of the Commission, I wish to express appreciation for the diligent work and thoughtful reflection that Hawai'i Tokai International College undertook to prepare for this evaluation. These efforts confirm that peer review can well serve the multiple constituencies of higher education by both ensuring and encouraging institutional quality and effectiveness.

If you have any questions about this letter or the Commission's action, please feel free to contact me or the vice president that has been assigned as liaison to your institution.

Sincerely,



Richard Winn, Ed.D.
President

RW/tl

cc: Dr. Ilaria De Santis, Accreditation Liaison Officer

1.3 – LA Program Review, January 2019

I. Liberal Arts Report

Date of Review Submission: January 31, 2019

Dates/Times for All Initial Review Meetings:

As a part of its F'17-Su'18 Program Review, the LA faculty met during the following dates and times to review data, provide analyses, and make recommendations:

- October 10, 2018 @ 12:00-3:00 pm – *General Faculty/Staff meeting followed by breakout sessions in departments*
- November 21, 2018 @ 10:00-11:00 am - *LA Faculty meeting*
- January 16, 2019 @ 1:45-3:00 p.m. - *LA Faculty meeting*

A. Introduction

The Liberal Arts program at HTIC in the past year has continued to experience a high degree of turnover among faculty and leadership. The college has addressed this for the Fall 2018 by hiring 2 new full time faculty members and a new Dean of Liberal Arts. The expediency with which this was done has greatly addressed stability in the program. Currently there are 5 full-time faculty members, including one member who also serves as a member of the counseling office. The new Dean of Liberal Arts (Dr. Sandra Wu-Bott), in addition to teaching a full load of classes, has been a long-time adjunct for HTIC and brings to the position years of experience and a clear understanding of the way the LA program operates. This has been beneficial for helping to stabilize operations for the LA program and allowed seamless transition between leadership and faculty transitions.

For this program review report the LA program has, in consultation with the Six-Year Educational Development Plan and recommendations from the last Accreditation Team visit, decided to focus on these four areas of concern:

- (1) revising and clarifying the rubric rating system for consistency,
- (2) establishing clear learning outcomes for LA certificate programs,
- (3) establishing common language for all LA course syllabi regarding bullying, plagiarism, and academic honesty, and
- (4) evaluating and revising the orientation and training for new faculty to better prepare them for teaching courses in the LA program.

This year's focused review of the Liberal Arts program, similar to prior reports, begins with a follow-up to last year's recommendations and the actions faculty have taken in order to "close the loop" and resolve any remaining issues.

B. Closing the Loop—Following up on December 2017's Follow Through Report

Recommendation 1: *Benchmark HUM 100 and other Freshman Experience courses*

This project experienced some delays due to faculty turnover but current LA faculty will be reviewing this during the benchmarking of course rubrics in the HUM100. Following this the benchmarking process will continue to expand into other Freshman Experience courses before we begin to examine other courses in the LA program.

A closer examination of the HUM 100 rubric data from Fall 2017-Summer 2018 didn't reveal any significant issues with rating reliability. Of the four instructors who taught the course, rubric ratings were generally even. The LA faculty believe that more inter-rater reliability could be achieved through a more detailed explanation of each point of the rubric scale (1-5) and also through the revision of the instructions sent out to faculty explaining the process. Currently the instructions are wordy and poorly organized.

Recommendation 2: *Review and revise the outcomes and assessments for frequently taught courses.*

On January 17, 2018, CP and LA Faculty worked to condense the rubrics from the existing Institutional Learning Outcomes and their alignment with courses. To this end, the LA faculty edited and refined the rubrics for each ILO in order to produce more usable data for assessment.

CP:

- **CP Intellectual and Practical Skills Rubric:**
https://docs.google.com/document/d/1eru2BIsYOpvTcFHq9DTseimMe3REMCut_uAXP9gN2Pvs/edit
- **CP Global Citizenship Rubric:** <https://docs.google.com/document/d/1SZYmZ-lsdIfLauRDWajL0xaSsIfbBl6MUsaDvGPq6xM/edit>
- **CP Effective Communication Skills Rubric:**
https://docs.google.com/document/d/1eM2O9schHQuYVS9cd29EW1IT1Mr-LRys_GhYruorwR0/edit

LA:

- **LA Intellectual and Practical Skills Rubric:**
https://docs.google.com/document/d/1NR8Bq4nPfZqb_DWrN34209ycKgrqwE8bzX3QCscftbY/edit
- **LA Global Citizenship Rubric:**
https://docs.google.com/document/d/1B7W9rTXoNFbDbtsjrvm-O_UPI0HFs3wpo7yOH5yKauU/edit
- **LA Effective Communication Skills Rubric:**
<https://docs.google.com/document/d/1xpvNIIFMKFB32BqrxlFxi9RItP7zw9Fw-NWhjr8Ldf0/edit#heading=h.gjdgxs>

These rubrics were significantly revised so as to provide faculty with a clearer scope of learning outcomes for each course. LA Faculty began using the revised outcomes and assessments for Winter 2018. They have so far proven to be more effective in determining how students are meeting institutionally-set goals.

Recommendation 3: *Establish an annual review and assessment of Program-set Standards.*

HTIC's Six-Year Educational Development Plan (EDP) serves as a guide for the LA program review. The EDP will provide a focus for LA faculty for each program review for the next six years. For instance, for this academic year, the EDP states that the campus should "Evaluate the revised PLOs and SLOs for all courses and assess whether the changes improved student success; improve the curriculum by realigning HTIC's curriculum map as necessary [and] refine the assessment process of SLO and PLO achievement in all courses and programs for greater efficiency and effectiveness, e.g., improve assessment parameters, incorporate SLOs and PLOs in curricula and extracurricular activities such as service learning, etc."

This has guided the LA program review for this year and the LA faculty has undertaken revisions to the assessment process as a result of this guidance. Further, next year the LA faculty will focus on evaluating the results of changes to the rubric assessment process and engage in an assessment of the Hospitality and Tourism Certificate per the EDP.

C. This Year's Review

The Liberal Arts department decided to focus on these four concerns, which are important for clarity among faculty and between faculty and students as well as for accreditation purposes.

1. Revising the Rubric Rating System for Clarity and Consistency (Benchmarking)

The 2018 ACCJC Recommendation 1 (Compliance) states, "In order to meet the Standard, the team recommends that the College disaggregate achievement data for student subpopulations within the Liberal Arts and College Preparatory Programs in ways that are meaningful to those programs and use the disaggregated data in program review to identify and improve performance gaps. (I.B.6)"

The LA program determined that to begin the process of benchmarking for the course rubric rating system it would examine course rubric data for the Humanities 100 courses that were held between Fall 2017 and Summer 2018. The goal with this evaluation is to determine if rubric determinations are evenly applied across courses and instructors. In addition to the examination of Hum 100 rubric data, faculty will also work on expanded explanations and more detailed instructions (including instructional videos) for completing rubrics. This will lead to more meaningful data collection on student achievement.

2. Establishing Clear Student Learning Outcomes for LA Certificate Programs

The 2018 ACCJC Recommendation 3 (Improvement) states, “In order to improve institutional effectiveness, the team recommends that the College define and publish in the college catalog, program-level student learning outcomes taught in the certificates within the Liberal Arts degree. (I.C.2, I.C.4, II.A.3).”

The LA program currently has three unique certificate programs that are, Discover East Asia, Peace Studies, and Hospitality and Tourism. LA faculty need to clearly define student learning outcomes for each program.

These documents were completed in January 2019, and sent to ACCJC for review/approval in March 2019.

3. Establishing Standardized Language for all LA Course Syllabi

The 2018 ACCJC Recommendation 3 (Improvement) states that there were discrepancies between syllabi and course catalog descriptions that may present issues for students when they attempt to transfer credits after graduation.

The Curriculum Committee (CC) is primarily tasked with checking the consistency of catalog descriptions in the course syllabi. However, the LA faculty will also look into the process of checking syllabi prior to CC evaluation and work to establish more consistent evaluation and revisions during this process. In addition to this, the LA faculty will also work to develop consistent language for all LA syllabi in the following areas: ADA compliance and accommodations, anti-bullying statements, and academic honesty (including plagiarism).

LA faculty began using the following wording for each area in Fall 2018:

Disability Support Services

The Americans with Disability Act requires that reasonable accommodations be provided for students with disabilities. Please contact me at the beginning of the semester so that I can help to accommodate your needs. You can also contact the Office of Student Services.

Anti-Bullying Statement

Bullying is defined as unwanted, aggressive behavior that involves a real or perceived power imbalance and includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying also includes cyberbullying, which takes place using electronic technology. Students who bully are subject to disciplinary action up to and including expulsion. Students are expected to immediately report incidents of bullying to their instructor or the Office of Student Services.

Academic Dishonesty – Cheating and Plagiarism

Students are expected to assume responsibility to do all their own work, as assigned during the term of the course. Claiming another person's intellectual work, including text, photos, and other creations constitutes plagiarism and may be cause for expulsion from the course and the college. In addition, work produced previously, for other courses, or at an earlier time period is not acceptable. In any case of academic dishonesty, the work receives a zero and the student risks failing the course entirely.

4. Evaluating and Revising the Orientation and Training for New Faculty

The 2018 ACCJC Recommendation 4 (Improvement) states, “In order to improve institutional effectiveness, the team recommends that the College develop officially approved and current master course outlines that include student learning outcomes and other expected course characteristics. (II.A.3)”

In addition to focus area 4, this recommendation also encompasses a need to more consistently and comprehensively provide training and support for LA faculty, especially adjuncts. The purpose of this is related to several different focus areas previously discussed, including benchmarking and achieving consistency in LA course syllabi.

Approximately 20 master course outlines (MCOs) were created by full-time LA Faculty in January 2019, and sent to ACCJC for review/approval in March 2019.

D. Action Plans

Based on our comprehensive review and analyses of the F’17-Su’18 Liberal Arts data in relation to the four concerns, the faculty has made the following final recommendations.

Recommendation 1: *The rubrics' ratings of 1, 2, 3, 4, 5 need to be defined more clearly to preserve inter-rater consistency among full-time and adjunct faculty members.*

Timeline:

- February 2019: Revise the rubric rating description for the end of the semester course rubrics to define each more clearly. The LA Faculty will also revise and clarify the instructions for filling our course rubrics.
- March 2019: Distribute new instructions.
- Spring 2019: Use new instructions for New Faculty Orientation.
- Summer 2019: Analyze rubric data (HUM 100), comparing pre and post new instruction data.

The only existing institutional guideline for the 1-5 rating is here: https://docs.google.com/document/d/1ldQIXKWQyA4h4Chp_IwJKoU3bYhZ3ZNLpHOq_jnnZs8/edit?usp=sharing

And here is a course specific (ENG100) 1-5 rating:

https://docs.google.com/document/d/1be7o8x0Rev-V_kcHUwXVuVeoQEQAnOKbnsrhXX7EWMQ/edit?usp=sharing

Recommendation 2: *Ensure that program-level student learning outcomes (SLOs) are properly assessed for our "certificate" programs: Discover East Asia, Peace Studies, and Hospitality and Tourism. This action will ensure compliance with the 2018 ACCJC Recommendation 3 (Improvement).*

Timeline:

- Spring 2019: Review SLO achievement data for the graduates of each program.
- Summer 2019: Refine SLOs according to data findings.

Recommendation 3a: *Review assignments and schedules of events for frequently taught courses to ensure that the course has similar and equitable work regardless of the instructor.*

While the language on LA course syllabi has been standardized and implemented, new concerns over the equity of assignments and work in general for a given course depending on the instructor have arisen. Thus, the department hopes to address these in the coming year.

Timeline:

- Winter 2019: Discuss this issue at the LA Faculty meeting to determine a clearer course of action for quality control.
- before Spring 2019: Establish a system of review of assignments and schedules prior to disseminating course information and materials on the first day of the Spring term.
- Summer 2019: Refine the system of review according to its effectiveness in the Spring.

Recommendation 3b: *Establish a clearer English Only policy and determine the best method to reduce the unnecessary use of electronic devices (especially laptops and phones) during class.*

While the language on LA course syllabi has been standardized and implemented, new concerns over the range of policies regarding English Only and use of electronic devices in the classroom have arisen. Thus, the department hopes to improve the atmosphere in class in the coming year.

Timeline:

- Winter 2019: Discuss this issue at the LA Faculty meeting to determine a clearer policies that all faculty must implement.
- Spring 2019: Implement these policies in the syllabus and in class.

- Summer 2019: Refine the policies according to their effectiveness in the Spring.

Recommendation 4: *Develop master course outlines (MCOs) for all courses in the course catalog. This action will ensure compliance with the 2018 ACCJC Recommendation 4 (Compliance).*

Timeline:

- September 2019: Complete all MCOs for LA courses.

E. Conclusion

This year's review focused primarily on meeting improvement and compliance recommendations following ACCJC's visit in March 2018. Looking ahead, we hope to clarify even further our course assessment and design practices for the F'18-Su'19 academic year.

1.4 – Certificate Learning Outcomes developed by ALO, Dean of Liberal Arts, and Vice Chancellor, November and December 2018



**DISCOVER EAST ASIA: LANGUAGE AND CULTURAL IMMERSION
CERTIFICATE**

Credits: 12 Credits (3 earned abroad + 9 earned at HTIC)
Location: [in China at Shenzhen University, in Japan at Tokai University, or in South Korea at Hanyang University]

Catalog Description

In keeping with its mission as a gateway bridging diverse international perspectives, HTIC offers the Discover East Asia: Language and Culture Immersion Program which provides students the opportunity to pursue the study of Chinese, Japanese, or Korean language and culture as they complete their A.A. degrees. A special highlight of the program is the opportunity to study abroad – in China at Shenzhen University, in Japan at Tokai University, or in South Korea at Hanyang University – in intensive language classes.

Certificate Description

This certificate program is earned through successful completion of various courses taught at a specified institution abroad and serves as a gateway for students yearning to discover Eastern traditions for the first time or to deepen their understanding of East Asian cultures. By studying abroad, students will be able to see the world while earning language credits towards the HTIC Associate in Arts degree.

Learning Outcomes

For a grade of “C” or better, students must be able to fulfill the following learning outcomes for this course:

1. Demonstrate the ability to distinguish between cultures by writing a 5-page paper describing the cultural differences experienced during the study abroad experience. (*Global Citizenship; Effective Communication Skills; Intellectual and Practical Skills*)
2. Demonstrate the ability to recognize cultural differences by presenting these differences in the content of the 10-minute oral presentation. (*Global Citizenship; Effective Communication Skills*)
3. Demonstrate elementary speaking abilities in the target language by presenting in that language in the 10-minute oral presentation. (*Global Citizenship; Effective Communication Skills*)

Certificate Requirements

This certificate requires 12 credits of study. It is not a single course but a collection of the following courses.

- Take Japanese 101, Chinese 101, or Korean 101 (3 credits) at HTIC or pass a placement test demonstrating equivalent ability in one of these languages before leaving for study
- Earn 3 credits in 1 of the 3 languages during the study abroad
- Take at least 6 additional credits at HTIC of East-Asia related, 3-credit courses in the fields of art, history, philosophy, religion, anthropology, political science, or literature before or after the study abroad experience. Course offerings include the following:

ART 180	Introduction to Eastern Art
HIST 209 & 210	East Asian Civilizations I & II
HIST 251	History of Japan
PHIL 102	Asian Traditions
REL 150	Introduction to the World's Major Religions
ANTH 201	Japanese Culture
POLSCI 222	Issues in International Relations
ENG 253 & 254	World Literature I & II

Assessment Methods

All coursework requires critical thinking and organization. Your final grade should reflect your development in the areas of writing, speaking, reading, and participation. Students must earn a C or better in all courses that contribute to the certificate, as well as on the following three items.

- A cross-cultural reflection paper or similar project discussing the study abroad experience
- A presentation in the language studied at Presentation Day (upon return to HTIC from abroad)
- Active participation at the Shenzhen/Tokai/Hanyang University while abroad

Items	Points	%	Grading Scale
Paper	50	50%	93%-100% A 90%-92% A- 87%-89% B+ 83%-86% B 80%-82% B- 77%-79% C+
Oral Presentation	30	30%	70%-72% C- 67%-69% D+ 63%-66% D 60%-62% D- 0%-60% F
Study Abroad Participation	20	20%	73%-76% C
Total	100	100%	

Tentative Schedule (subject to change)

Specific to the individual's certificate program



HOSPITALITY AND TOURISM CERTIFICATE

Credits:	12 Credits (6 from required hospitality courses; 6 from other courses within the Liberal Arts Associate in Arts degree)
Location:	Various

Catalog Description

Hawai'i is a tourist destination. Every year over 9.9 million visitors travel to experience the Aloha Spirit from many parts of the world spending \$18.3 billion. A certificate endorsement in Hospitality and Tourism combined with an Associate in Arts degree in Liberal Arts from Hawaii Tokai International College provides a comprehensive, competitive edge in the ever-changing job market with hands-on experience in the industry.

Certificate Description

This program lays the groundwork for graduates to begin their careers in the hospitality and tourism industry. This certificate is earned through successful completion of various courses which are requirements for the A.A. degree.

Learning Outcomes

For a grade of "C" or better, students must be able to fulfill the following learning outcomes for this program:

4. Demonstrate the ability to distinguish between various careers in the hospitality and tourism industry including an awareness of the multiple segments or sectors that make up the travel and tourism industry, such as visitor attractions and events, accommodations, food and beverage providers, and transportation. *(Global Citizenship; Effective Communication Skills; Intellectual and Practical Skills)*
5. Demonstrate the ability to recognize basic customer service in the tourism industry, including the aloha spirit that is unique to the Hawaiian islands. *(Global Citizenship; Effective Communication Skills)*
6. Demonstrate an understanding of the fundamentals of travel including common terminology, the main principles of marketing, policy, planning, and development and classifications of the major types of destinations and the profiles of the travelers that visit them. *(Global Citizenship; Effective Communication Skills)*
7. Understand the historical, economic, political, socio-cultural, demographic, psychological, sociological, geographical, and environmental impacts of the travel

and tourism industry. (*Global Citizenship; Effective Communication Skills; Intellectual and Practical Skills*)

Certificate Requirements

This certificate requires a total of 12 credits of study. Six of the 12 credits are earned from the following required courses for this certificate program:

- HOSP 100 Customer Service and Career (3 credits)
- HOSP 101 Introduction to Travel and Tourism (3 credits)

The additional six credits should be earned from the following list of courses:

- COM 140 Introduction to Intercultural Communication (3 credits)
- ECON 120 Introduction to Economics (3 credits)
- ENG 209 Business Writing (3 credits)
- HOSP 105 Introduction to Japanese Business and Hospitality (3 credits)
- IS 295 Business Internship Course (3 credits)
- POLSCI 220 International Relations (3 credits)
- SOC 256 Race and Ethnic Relations in Hawaii (3 credits)

Assessment Methods

All coursework requires critical thinking and organization. Your final grade should reflect your development in the areas of writing, speaking, reading, and participation. Students must earn a C or better in all courses that contribute to the certificate.

Tentative Schedule (subject to change)

Specific to the individual's certificate program



PEACE STUDIES CERTIFICATE

Credits: 12 credits (selected from the list of required courses)

Class location: Various

Catalog Description

The Liberal Arts Program offers a concentration on Peace Studies for students interested in pursuing degrees with an emphasis on peace. Students must meet all the requirements for an HTIC Associate in Arts degree in addition to the requirements for the Peace Studies program in order to earn this certificate.

Certificate Description

Students who meet the Peace Studies Certificate Program requirements will receive a certificate of completion upon graduation. The certificate gives students opportunities to explore issues related to peace from interpersonal to global levels. Students who complete this certificate will have gained an interdisciplinary perspective on issues of peace through coursework across a variety of subjects, including Political Science, American Studies, Journalism, Science, and English. Courses that count towards the HTIC Associate in Arts degree can also count for the Peace Studies Certificate.

Learning Outcomes

For a grade of “C” or better, students must be able to fulfill the following learning outcomes for this course:

1. Demonstrate the ability to distinguish between different definitions and perspectives of peace. (*Global Citizenship; Effective Communication Skills; Intellectual and Practical Skills*)
2. Use conflict resolution and peace-building tools to achieve effective cross-cultural communication skills. (*Global Citizenship; Effective Communication Skills*)
3. Analyze and discuss issues relating to peace including: human rights, environmental protection, biodiversity, and sustainable resource development. (*Global Citizenship; Effective Communication Skills; Intellectual and Practical Skills*)

Certificate Requirements

Students in this program are required to conduct a research paper on a topic related to Peace Studies in the IS 200 Sophomore Seminar (1 credit). In addition to the IS 200 research project, this certificate requires 12 credits of study earned from the following courses:

- IS 196 Peace Studies Seminar (required for graduation and offered in the Fall, Winter, and Spring terms.) (3 credits)
- ENG 259 Literature of Peace (3 credits)
- JOURN 105 The Press and Society (3 credits)
- SCI 210 Environmental Issues (3 credits)
- AMST 212 Contemporary American Issues: Global Issues (3 credits)
- POLSCI 220 International Relations (3 credits)

- POLSCI 222 Issues in International Relations (3 credits)
- POLSCI 273 Nonviolent Political Solutions (3 credits)
- SOC 256 Race and Ethnic Relations in Hawai'i (3 credits)
- IS 192 Service Learning (3 credits)
- Any other courses designated Peace Studies (PS)

Assessment Methods

All coursework requires critical thinking and organization. Your final grade should reflect your development in the areas of writing, speaking, reading, and participation. Students must earn a C or better in all courses that contribute to the certificate. Students must select a research project with an approved peace theme for the IS 200 Sophomore Seminar: Capstone Course.

Tentative Schedule (subject to change)

Specific to the individual's certificate program

1.5 – Correspondence between ALO and ACCJC Liaison, December 2018 and January 2019

Hawaii Tokai International College Mail - New samples for review

9/16/19, 3(16 PM



Brenda Yun <byun@tokai.edu>

New samples for review

Brenda Yun <byun@tokai.edu>

Fri, Jan 4, 2019 at 7:19 AM

To: Sandra Wu <swu@tokai.edu>, Elizabeth Keith <keith@tokai.edu>

Happy New Year, Sandra & Elizabeth!

The sample document for the Discover East Asia certificate program has been approved. See attached.

I am not familiar with the other two programs (Peace & Hospitality/Tourism), so if you two don't mind splitting the duties of creating the document using this as the sample format that would be great.

These two links that Steve provided may help as well:

Here is a link to a degree program in Peace Studies at Golden West College. <http://www.goldenwestcollege.edu/peace/>. Notice how the program description at the top describes the program and its purpose. In the table below, the description provides succinct details of the purpose of the program and lists the program's learning outcomes. Then it lists the required and optional courses and their unit values.

And here is a simple program description from City College of San Francisco for a certificate program in their [Travel and Tourism](#) department. It describes the certificate's purpose and learning outcomes, and it lists the required courses and unit values.

See you next week.

Brenda

----- Forwarded message -----

From: **Steven Reynolds** <sreynolds@accjc.org>

Date: Thu, Jan 3, 2019 at 7:28 AM

Subject: RE: New samples for review

To: Brenda Yun <byun@tokai.edu>

Hi, Brenda, and Happy New Year. Yes, the latest version of the certificate description is very clear. Students should find it helpful.

Aloha!

Steve

Steven Reynolds, Ed.D.
Vice President

<https://mail.google.com/mail/u/2?ik=dba5ced8c8&view=pt&search=...f-502743416948600589&dsqt=1&siml=msg-a%3Ar-502743416948600589>

Page 1 of 6

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949
415-506-0234 ext. 107 | sreynolds@accjc.org

From: Brenda Yun [<mailto:byun@tokai.edu>]
Sent: Wednesday, December 19, 2018 12:07 PM
To: Steven Reynolds
Subject: Re: New samples for review

hi Steven,

Your feedback and the links help a great deal. I've clarified the description even more. Can you take a look and let me know what you think?

Thanks,

Brenda

On Tue, Dec 18, 2018 at 3:07 PM Steven Reynolds <sreynolds@accjc.org> wrote:

Yes, I see the syllabus. That's a good example of how the syllabus that students receive serves the students and is different from the master course outline that guides the instructors.

As for the Certificate program, it still looks like a three-credit course the way it is presented. However, if I'm reading it correctly, to earn the certificate, a student must complete the following **Course Requirements**:

- Japanese 101 or Chinese 101 or Korean 101 (3 credits?)
- 6 credits of East Asia history, political science, art, religion, anthropology, or literature (two 3-credit courses)
- 3 credits of language coursework studied abroad

And then the next two items are not course requirements. They are assessment methods to determine if the student has achieved the program's learning outcomes. They could be listed as **Assessment Methods** for the program.

- Capstone presentation

- Reflection paper or equivalent project

In actuality, this certificate requires 12 credits of study. This certificate is not a single course but is a collection of courses—one required 3-credit course plus several options to complete the other 9 credits.

Here is a link to a degree program in Peace Studies at Golden West College. <http://www.goldenwestcollege.edu/peace/>. Notice how the program description at the top describes the program and its purpose. In the table below, the description provides succinct details of the purpose of the program and lists the program's learning outcomes. Then it lists the required and optional courses and their unit values.

And here is a simple program description from City College of San Francisco for a certificate program in their [Travel and Tourism](#) department. It describes the certificate's purpose and learning outcomes, and it lists the required courses and unit values.

Notice how these two examples do not include detailed grading information except to say that to earn the degree or certificate, students must earn a C or better in the degree or certificate courses.

I hope these examples are helpful. If you prowl around other colleges' websites and look at their catalogs, you will find many more examples of program descriptions for both degrees and certificates.

Yours truly,

Steve

From: Brenda Yun [mailto:byun@tokai.edu]
Sent: Tuesday, December 18, 2018 2:51 PM
To: Steven Reynolds
Subject: Re: New samples for review

Thanks for the feedback, Steve.

I've attached my ENG100 syllabus for comparison to the course outline. Up to now, instructors have been using the most updated syllabus for each course to generate a new syllabus and schedule. However, once we have them in place, we intend to use the course outlines to develop the syllabi and schedule instead.

As for the certificate learning outcomes, I believe the 3 certificate program descriptions were already approved prior to the ACCJC's visit in March. You can find them in our most recent 2018-2019 course catalog on pages 25-26 (https://www.htic.edu/wp-content/uploads/2018/09/HTIC_Catalog_2018-19.pdf).

The recommendation from the Evaluation Report seems to be different from providing a certificate program description. If that is the case, would a simplified version of the document suffice? I've attached a newer version that strictly specifies the learning outcomes for the Discover East Asia certificate.

I'd like to have a clear idea of what the learning outcomes document should have in it before completing the same doc for the other two certificates, so if you don't mind getting back to me about that, I'd appreciate it!

Aloha,

Brenda

----- Forwarded message -----

From: **Steven Reynolds** <sreynolds@accjc.org>

Date: Tue, Dec 18, 2018 at 12:09 PM

Subject: RE: New samples for review

To: Brenda Yun <byun@tokai.edu>

Aloha, Brenda,

Yes. That is a good examples of a Master Course Outline. Do you have an example of a professor's syllabus that's derived from the course outline for ENG 100?

As for the Certificate description, I am uncertain what I am looking at. Is this a certificate program or is it a single class? If this is a program, is it a single-course certificate program such that by completing the one course, students earn a certificate in Language and Cultural Immersion? If this were a description of a certificate program and the requirements for achieving the certificate, I would not expect to see an attendance policy, grading information, or a tentative schedule. Those are details I would expect to see on a professor's syllabus for a specific class.

Regarding program descriptions, the Accreditation Standards provide some guidance as to which information colleges are required to provide to students. ACCJC Standards require that the college catalog include accurate and current information about programs and degrees (Standard I.C.2) and that the program/degree information include the student learning outcomes for the program ("Catalog Requirements"). ACCJC standards require that colleges describe their certificates and degrees in terms of their purpose, content, course

requirements (often in the form of a list of courses that must be successfully completed), and expected learning outcomes (Standard I.C.4). The program description you provided for the certificate in Language and Cultural Immersion does some of that, but it also provides extra information that appears to be more appropriate for a single class taught by a specific professor.

Let me know if there is any other information I can offer. I think the examples I sent may not have been good examples.

Sincerely,

Steve

Steven Reynolds, Ed.D.
Vice President
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949
415-506-0234 ext. 107 | sreynolds@accjc.org

From: Brenda Yun [<mailto:byun@tokai.edu>]
Sent: Thursday, December 13, 2018 4:22 PM
To: Steven Reynolds
Subject: New samples for review

hi Steve,

I've attached revised samples of our certificate learning outcomes and course outline documents.

Please let me know if the format and content of these work for ACCJC.

Once we have your approval, we will work on developing them for each certificate (3) and our several courses.

Happy holidays!

Aloha,


Brenda

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Dr. Brenda Y. Yun
Associate Professor of Liberal Arts & Accreditation Liaison Officer
Hawaii Tokai International College
byun@tokai.edu
office #808-983-4018

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Dr. Brenda Y. Yun
Associate Professor of Liberal Arts & Accreditation Liaison Officer
Hawaii Tokai International College
byun@tokai.edu
office #808-983-4018

 **HTIC-certificate-learning-outcomes-DEA-v3.docx**
21K

1.6 – ALO, Chancellor, and ACCJC Vice President Skype meeting minutes, July 2019

ACCJC & HTIC Meeting Minutes
Monday, June 10, 2019 10:00 a.m. – 12:17 p.m.
A113 Conference Room

Minutes taken by: Tasha Hayashi

Present: ACCJC Senior Vice President Stephanie Droker, Chancellor Gene Awakuni, ALO Brenda Yun

- I. Call to Order
 - A. Meeting called to order at 12:00 p.m.

- II. Elizabeth Keith's Resignation
 - A. Vice Chancellor for Academics Elizabeth Keith resigned last month, June 2019, and Chancellor Awakuni has appointed Dr. Sandra Wu-Bott as Interim Vice Chancellor for Academics.

- III. Four-Year Baccalaureate Program
 - A. HTIC is looking to introduce one four-year baccalaureate.
 1. Stephanie said, for now, we can do one, but at the end of July ACCJC will have the accreditation limit lifted and they can accredit as many programs as we want.
 2. Chancellor Awakuni said we hope to have one for now, at most two in the future.
 - B. Richard Winn has plans of retiring next year, but Stephanie said to let her know when we wish to start the four-year baccalaureate.
 1. Brenda said she will begin working on this in the fall.
 2. Stephanie said, when you're ready in the fall, we can have another Skype meeting. She will send some of the resources to Brenda so she can have the resources she needs to get started.

- IV. Board of Trustees Meeting
 - A. HTIC had a BOT meeting on June 15, 2019. The Chancellor of the Tokai Educational System said to go ahead with the four-year baccalaureate at HTIC, so Chancellor Awakuni said we can start working on that with Stephanie.
 - B. Stephanie asked what kind of programs these would be.
 1. Chancellor Awakuni said we would be looking at international tourism/travel industry. Another area we would be looking at is Asian studies, either Asian language or Asian studies/culture. He said he believes there's a niche since Hawaii is a visitor destination. We may need full-time faculty in certain areas, but we can use a pool of people to pull instructors from.

- V. Follow-up Report (due in the fall, October 1, 2019)
 - A. Brenda has started a draft of the report, but she wanted to check with Stephanie if the primary focus of the report would be about the compliance requirements.
 - 1. Stephanie said it would only be focused on the compliance requirements with no visit. She asked what the exact compliance requirement.
 - a) Brenda said the team should define and publish in the college catalog program-level student learning outcomes taught in the certificates within the Liberal Arts degree.
 - (1) Stephanie said you can write a very short document with specific forms of evidence, screenshots from the website or references from our catalog referencing, that the compliance requirements have been met. Then it will go to the commission in January.
 - B. Brenda said she looked at a sample online and they had a timeline of communications and actions they did to satisfy that recommendation, and it seemed to have multiple levels. She was wondering if that can appear on one timeline or how it should be done.
 - 1. Stephanie said not to focus on how others have done their reports. She said HTIC has the learning outcomes already, but they were not listed in the catalog. Just talk about the process of getting them into the catalog. The learning outcomes were reviewed, it went to this committee/person, it is not updated on all certificate programs, and you will provide the evidence of that. This one is very short, so do not worry and write it authentic to your process and how you want to address it.
- VI. Closing
 - A. Chancellor wanted to introduce himself, Brenda wanted to present her questions regarding the follow-up report, and Chancellor Awakuni wanted to bring up the four-year baccalaureate. He and Brenda thanked Stephanie for her time.
 - B. Stephanie thanked Chancellor Awakuni and Brenda and it was wonderful seeing Brenda and meeting chancellor Awakuni. She said she is here anytime HTIC needs her.
 - C. Chancellor Awakuni was thinking of visiting the Bay area and may have time to meet with her, but he will contact her when the date nears so they can get together for a meeting.
- VII. Adjournment
 - A. Meeting was adjourned at 12:17 p.m.

1.7 – Course Catalog with Certificate Learning Outcomes reviewed and published by ALO, Vice Chancellor, and Director of Admissions, September 2019

Concentrations

In addition to the three plan options for the Associate in Arts Degree curriculum, HTIC also offers three concentrations leading to certificates in Peace Studies, Language and Culture Immersion, and Hospitality and Tourism.

The following Institutional Learning Outcomes are integral to all three concentrations:

- Effective Communication Skills
- Intellectual and Practical Skills
- Global Citizenship

Peace Studies Concentration

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

- IS 200 – Sophomore Seminar (1 credit); research paper must be on a topic related to Peace Studies

AND 12 credits earned from the following courses:

- IS 196 Peace Studies Seminar (required for graduation and offered the Fall, Winter and Spring terms)
- ENG 259 Literature of Peace
- JOURN 105 The Press and Society

- SCI 210 Environmental Issues
- AMST 212 Contemporary American Issues: Global Issues
- POLSCI 220 International Relations
- POLSCI 222 Issues in International Relations
- POLSCI 273 Nonviolent Political Solutions
- SOC 256 Race and Ethnic Relations in Hawai'i
- IS 192 Service Learning
- And any other courses designated Peace Studies (PS)

Students must be able to fulfill the following learning outcomes for this certificate:

- Demonstrate the ability to distinguish between different definitions and perspectives of peace;
- Use conflict resolution and peace-building tools to achieve effective cross-cultural communication skills; and
- Analyze and discuss issues relating to peace including: human rights, environmental protection, biodiversity, and sustainable resource development.

Discover East Asia: Language and Culture Immersion Concentration

In keeping with its mission as a gateway bridging diverse international perspectives, HTIC offers the Discover East Asia: Language and Culture Immersion Concentration leading to a certificate, which provides students the opportunity to pursue the study of Chinese, Japanese, or Korean language and culture as they complete their A.A. degrees. A special highlight of the program is the opportunity to study abroad – in China at Shenzhen University, in Japan at Tokai University, or in South Korea at Hanyang University – in intensive language classes. In addition to meeting the requirements for any of the three degree options, Discover East Asia students must:

- Take Japanese 101, Chinese 101, or Korean 101 at HTIC, or pass a placement test demonstrating equivalent ability in one of these languages, before leaving for study;
- Earn three credits in one of the three languages during the study abroad;
- Take at least six additional credits at HTIC of East Asia-related, 3-credit courses in the fields of history, political science, art, religion, anthropology, or literature before or after the study abroad experience. Course offerings include the following:
 - ART 180 Introduction to Eastern Art
 - HIST 209 & 210 East Asian Civilizations I & II
 - HIST 251 History of Japan
 - PHIL 102 Asian Traditions
 - REL 150 Introduction to the World's Major Religions
 - ANTH 201 Japanese Culture
 - POLSCI 222 Issues in International Relations
 - ENG 253 & 254 World Literature I & II
- Upon return to HTIC, give a presentation, in the language studied, at Presentation Day; and
- Submit a cross-cultural reflection paper or similar project discussing the study abroad experience.

Students must be able to fulfill the following learning outcomes for this certificate:

- Demonstrate the ability to distinguish between cultures by writing a 5-page paper describing the cultural differences experienced during the study abroad experience;
- Demonstrate the ability to recognize cultural differences by presenting these differences in the content of the 10-minute oral presentation; and
- Demonstrate elementary speaking abilities in the target language by presenting in that language in the 10-minute oral presentation.

Hospitality and Tourism Concentration

Hawai'i is a tourist destination. Every year over 8.9 million visitors travel to experience the Aloha Spirit from many parts of the world spending \$15.6 billion. A Concentration leading to a certificate in Hospitality and Tourism combined with an Associate in Arts

degree in Liberal Arts from Hawaii Tokai International College provides a comprehensive, competitive edge in the ever-changing job market with hands-on experience in the industry. In addition to meeting the requirements for any of the three degree options, Hospitality and Tourism students are required to take:

- HOSP 100 Customer Service and Career
- HOSP 101 Introduction to Hospitality and Tourism

AND 6 credits earned from the following courses:

- COM 140 Introduction to Intercultural Communication
- ECON 120 Introduction to Economics

- ENG 209 Business Writing
- HOSP 105 Introduction to Japanese Business and Hospitality
- IS 295 Business Internship
- POLSCI 220 International Relations
- SOC 256 Race and Ethnic Relations in Hawai'i

Students must be able to fulfill the following learning outcomes for this certificate:

8. Demonstrate the ability to distinguish between various careers in the hospitality and tourism industry including an awareness of the multiple segments or sectors that make up the travel and tourism industry, such as visitor attractions and events, accommodations, food and beverage providers, and transportation;
9. Demonstrate the ability to recognize basic customer service in the tourism industry, including the Aloha Spirit that is unique to the Hawaiian islands;
10. Demonstrate an understanding of the fundamentals of travel including common terminology, the main principles of marketing, policy, planning, and development and classifications of the major types of destinations and the profiles of the travelers that visit them; and
11. Understand the historical, economic, political, socio-cultural, demographic, psychological, sociological, geographical, and environmental impacts of the travel and tourism industry.

Certificates of Completion

Students who meet the requirements for a Concentration in Peace Studies, Discover East Asia: Language and Culture Immersion, or Hospitality and Tourism will receive a Certificate of Completion with their Associate in Arts diplomas.