

HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW (APR)

Hospitality

November 9, 2017

Review Period
July 1, 2016 to June 30, 2017

Initiator: Robert Yamane
Writer(s): Robert Yamane

Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

<p>Provide the short description as listed in the current catalog.</p>	<p>The Hospitality and Tourism program is designed to provide job training for entry-level and first-line supervisory level positions in the hospitality/visitor industry. Offering educational training in the field of hospitality/visitor industry will ensure a skilled pool of workers is continuously available to meet the industry’s employment demand on the Island of Hawai‘i. Additionally, making a career path possible to local workers strengthens the human assets of our community.</p> <p>The program was established to:</p> <ul style="list-style-type: none"> •Meet the growing needs of the hotels and related hospitality/ visitor organizations by training existing and future employees in basic skills needed to obtain entry-level and supervisory positions. •Provide job upgrading skills necessary for career advancement in the hospitality/visitor industry. •Develop skills in verbal and written communication. •Develop skills in distance learning that will promote lifelong learning.
--	--

Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this program’s last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>2015</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_host_comprehensive_program_review.pdf</p>
<p>Provide a short summary of the CERC’s evaluation and recommendations from the program’s last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>The last Comprehensive Program Review was done in 2015. In italics are the CERC comments.</p> <p><i>Overall Recommendations/Comments on the Comprehensive Review:</i></p> <ul style="list-style-type: none"> • <i>Program did not provide required information and/or analyses in a number of important sections of the report. The CERC recommends that the programs strive to provide complete and accurate information in all sections of future reports.</i> <p>Hopefully this report is better, but without a faculty in the program it was difficult for the writer to address future action plans, etc.</p> <ul style="list-style-type: none"> • <i>The program should focus on conducting a comprehensive self-evaluation of its strengths, challenges, and productive growth capacity, and provide clear and thoughtful analysis based on that process in future reports.</i>

	<p>The new faculty will be expected to do a comprehensive self-evaluation as mentioned above.</p> <ul style="list-style-type: none"> • <i>The program must provide assessment data and analysis, and must be more focused on developing actionable plans for improvements in student learning and teaching, and in outreach, enrollment, retention, and graduation.</i> <p>Three Host courses were assessed in this academic year. The action plans were general and not focused on specific improvements in student learning, outreach, enrollment, retention, and graduation.</p> <ul style="list-style-type: none"> • Hire a new faculty to improve assessment coordination and review. • Review all Host courses—20% course review is overdue. • Host courses need to be reviewed against Host PCC Articulation agreement. <ul style="list-style-type: none"> • <i>Program is to be commended for its strong outreach to industry and community and ongoing excellent community relations, the strong job and employability development of its students, and the potential for the program to grow now that it's housed in the new Pāalamanui campus.</i> <p>Without a program faculty the strong outreach to industry and community was almost nonexistent.</p>
--	---

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

Please attach a copy of the program's data tables and submit with this Annual Program Review (APR).

a) If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

OR

b) If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.

Analyze the program’s ARPD data for the review period.

Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:

Demand	<p>The Demand Health Call is <u>Healthy</u>. Although healthy, the number of new and replacement position for the County of Hawaii is only 8 while the number of majors is 32.</p> <p>Perhaps a new CIP code should be used to reflect the type of jobs most students receive. The CIP code is 52.0901--Hospitality Administration/Management, General. Definition: A program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveler facilities. Includes instruction in principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operations; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations.</p> <p>Most graduates receive entry level positions and not administration/management positions until they receive more experience and are promoted within the hotel/resort. Also, most hotels/resorts want individuals with bachelor degrees for management positions.</p> <p>When a new Hospitality faculty is hired this is one of the items that the faculty should review with the PCC—changing the CIP code.</p>
Efficiency	<p>The Efficiency Health Call is <u>Unhealthy</u>. The fill rate is 44.9% (Unhealthy) and the Student/Faculty Ratio is 0 (Unhealthy). The fill rate would have to reach 75% in order to be Healthy. The Student/Faculty Ratio is 0 because there is no faculty for the program since the faculty resigned. However, the Student/Faculty Ratio would probably be Healthy if a faculty is hired.</p>
Effectiveness	<p>The Effectiveness Health Call is <u>Cautionary</u>. The increase in the number of degrees and CAs awarded dropped resulting in a negative growth. The Persistence Fall to Spring was 66.6% (Cautionary). From the previous year, the unduplicated number of degrees and certificates awarded decreased from 14 to 7 (50%).</p>
Overall Health	<p>The overall program health is <u>Cautionary</u>.</p>

	The main culprit is the Efficiency, but the program Effectiveness could be improved to help raise the overall program health to Healthy.
Distance Education	No online courses were offered. The students seem to prefer Vid-Con classes but perhaps a new survey of students should be conducted to verify this.
Perkins Core Indicators (if applicable)	<p>29 1P1 Technical Skills Attainment 92.00, 94.74, Met 30 2P1 Completion 51.00, 57.89, Met 31 3P1 Student Retention or Transfer 81.00, 47.06, Not Met 32 4P1 Student Placement 63.87, 56.25, Not Met 33 5P1 Nontraditional Participation N/A, N/A, N/A 34 5P2 Nontraditional Completion N/A, N/A, N/A</p> <p>Student Retention or Transfer was not met—81% was the goal and 47% was the actual. When the new Host faculty is hired, this needs to be investigated. The Host AAS degree is not designed to be a transfer degree and therefore students that complete the degree usually look for employment. Retention could be low because students find employment and leave the program before completing the degree.</p> <p>Student Placement was not met—64% was the goals and 56% was the actual. The percentage of students who were placed or retained in employment following program completion went up from 50% in the previous year. The new program faculty should assist its graduates with their job search efforts through email contact and sharing of job information.</p>
Performance Funding Indicators (if applicable)	<p>35 Number of Degrees and Certificates 6, 13, 6 36 Number of Degrees and Certificates Native Hawaiian 1, 3, 3 37 Number of Degrees and Certificates STEM Not STEM, Not STEM, Not STEM 38 Number of Pell Recipients 28, 22, 2 39 Number of Transfers to UH 4-yr 3, 0, 0</p> <p>The number of degrees and certificates dropped from the previous year. This needs to be investigated by the new faculty, but perhaps not having a faculty to run the program contributed to this drop.</p> <p>The number of degrees and certificates for native Hawaiians remained the same from the previous year.</p> <p>The number of Pell recipients dropped dramatically from 22 in the previous year to 2. This needs to be investigated by the new faculty.</p>

	<p>The number of transfers to UH 4 yr. remained at zero from the previous year. As mentioned previously the AAS degree is not designed as a transfer degree.</p>
<p>What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.</p>	<p>The one and only Host faculty retired in spring 2016 and the new replacement faculty started on August 1, 2017. Unfortunately, the new faculty resigned abruptly in September 2017. In the 2016-2017 year the program courses were taught by lecturers. Without a program faculty to assist, this program review is being completed by the Host division chair based on the information that is available to him.</p> <p>The program's data indicates that although the program demand is healthy the number of majors has diminished and conversations with industry partners indicates that they are looking for students with bachelor degrees for management positions. Also, Hawaii Island tourism is growing in many different areas and new businesses are being formed to meet the growing interests and needs of the changing customer base. There seems to a need for other types of job skill sets.</p> <p>The Hospitality and Tourism programs needs to change in a different direction. It is a conversation with the new faculty and members of the community that will need to take place as quickly as possible. Perhaps an island wide survey may be needed after meeting with the advisory council or community/tourism representatives.</p> <p>Also, online courses should be developed and students surveyed to see if there is a demand for online classes.</p>

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students.

In fall 2016, deleted Host 193V, modified Host 293V, and reduced total credits for AAS degree from 66 to 63 credits.

In spring 2017, a proposal was submitted (effective fall 2018) to make Host 290 a Social Environment elective and reduce total credits for the AAS degree to 60.

Also made prerequisite changes to HOST 295.

The one and only Host faculty retired in spring 2016 and the new replacement faculty started on August 1, 2017. Unfortunately, the new faculty resigned abruptly in September 2017. In the 2016-2017 year the program courses were taught by lecturers. This will continue in 2017-2018 until a new faculty is hired (hopefully starting in fall 2018).

Without a program faculty to assist, this program review is being completed by the Host division chair based on the information that is available to him.

Not having a full-time faculty to manage the program is a challenge for the program; however, the DC with help from excellent lecturers the program is continuing to meet the needs of the students. For example, the lecturers have coordinated their classes so that HOST majors from various HOST classes can participated in island wide field trips happening on the same day. This requires having a lecturer drive over to EH (from PAL) and taking the students on the EH campus to a hotel or other attraction while the other lecturer takes the WH students on a similar field trip.

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at

<http://hawaii.hawaii.edu/web-developer>

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period. This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving each goal.

1. Hire a new faculty starting in fall 2018. Recruitment will start in early Spring 2018.
2. Have the new faculty put together a new advisory council. The goal is to have a comprehensive advisory council that can aid the faculty in determining the new direction for the program. The new advisory council should have their first meeting before the end of the fall semester. Recommendations should be presented by the end of the spring 2019 semester.
3. Have new faculty meet with other resort CEO/ HR managers and community members (including Hawaii Tourism Authority) that have a stake in the direction for hospitality and tourism on Hawaii Island. The goal of this action is to provide the new faculty with a better understanding of the needs of the community and to develop a good network of hospitality and tourism advocates.
4. Work with Host PCC to improve system-wide articulation efforts. The goal is to conform to UHCC system policies on articulation. Meetings are usually held once or twice a year so the timeline depends on the PCC coordinator. Many of the courses need to be modified to reflect the PCC articulation agreement.
5. Based on discussions above, revise HOST curriculum as needed. The deadline for CRC proposals is May 1 so curriculum proposals submitted before May 1, 2018 will be effective fall 2019. In reality, having a new faculty complete all of the above action plans and submitting curriculum changes by the May 1, 2018 deadline will be difficult. If the May 1 deadline is missed the proposals may end up effective fall 2020.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs).

Action Item 1:

Having a Host faculty on board will allow the program to review the needs of the community and students and to review the PLOs, and individual CLOs.

Action Item 2:

Review the current advisory council membership and work with the HOST DC and VCAA to expand the advisory council list. Expanding the advisory council list to include more representatives from hospitality and tourism will help the faculty decide on what direction the program should take. Perhaps a former student graduate/representative should also be included.

Action Item 3:

Similar to Item 2.

RESOURCE IMPLICATIONS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the program’s current operating resources.

Having resources to hire a commercial bus to take students to the WH resorts for a field trip would be beneficial for the EH students but buses are very expensive and the current budget does not allow for this type of activity. However, EH students can visit smaller hotels and B & Bs in the Hilo area. Also, EH students can take their own cars to attend field trips in Kona, but these would be optional.

--

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> : http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	NA

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program’s industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in the program’s assessment(s).

Please attach copy of industry validation for the year under review.

Courses Assessed

List all program courses assessed during AY16-17, including Initial and “Closing the Loop” assessments.			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
HOST 265	Fall 2016	#1	2, 5
		2	3, 4, 5
		3	1, 4, 5
		4	1, 3, 4
HOST 258	Spring 2017	#1	1, 2, 3
		2	1, 2, 3
		3	1, 2, 3
		4	1, 2, 3
		5	1, 2
		6	1, 2
		7	1, 2, 4
		8	1, 2
		9	1, 2
“Closing the Loop” Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
HOST 290	Fall 2016	#1	1, 2, 4
		2	1, 2
		3	1, 2
		4	1, 2

Assessment Strategies

For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artefacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students’ summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

Course Alpha/#: HOST 265

- Tourism improvement plan report and presentation
- All artifacts were selected
- The rubrics have been developed to give students a clear understanding of the levels of performance expected and how grading of them will be conducted.

Course Alpha/#: HOST 258

- Written report, oral presentation, and flyer group project
- All student groups were included
- The criteria included content, organization, writing style, grammar and spelling.

Course Alpha/#: HOST 290

- Role playing exercise
- All artifacts/students were selected
- Students were evaluated on the seriousness, overall understanding of the role play scenario and the factors used in the decision making process.

Expected Levels of Achievement

For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: “CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1.”

Example: “CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4.”

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
HOST 265— Destination Planning	1 - 4	Meet expectations or better (7-10 pts)	75%
HOST 258—Hospitality Marketing	1 - 9	85% of students are expected to meet or exceed standards for group projects.	80% on oral presentation 75% on written report

HOST 290—Hospitality Management	1 – 4	All students expected to reach 3/5 points	100%
---------------------------------	-------	---	------

Results of Course Assessments

For each course assessed in AY16-17 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

Course Alpha/#: HOST 265

- 7 students met or exceeded expectations and 2 students did not meet expectations
- Clearly the planning project and presentation were very challenging for two of the students. The two D's were students who earned B's in the course and performed very well on tests. The presentation was very challenging for one of them and the paper for the other one.

The summative assessment plan and presentation were very good at engaging the students in application of the concepts and tools taught in the course in alignment with CLOs. It was also a good test of their understanding of planning processes and application. The exams in the course were about two-thirds multiple-choice or true-false and the other third were essay questions.

The reports and assignments was used to get feedback on a regular basis on who was listening and applying new analytical skills introduced in the lectures. Some were specifically opportunities to coach the students in preparing specific components of the summative plan.

Course Alpha/#: HOST 290

- The average score increased from 4.7/5 to 5/5.
- The course structure was adjusted to provide a total time of 75 minutes for the role-play exercise improves to expansion of the role playing, creation of more realistic managerial situations, expanded discussion and debate, and better student comprehension.

Course Alpha/#: HOST 258

- A total of 8 students, 4 oral presentations with PowerPoint were given as part of the final class project. An average score of 97% on the Oral presentation and 85% on PowerPoint presentation, and 85% on the flyer development.
- CLOs #1, 2, 3, 5, 6, and 7 were identified areas that he students achieved above satisfactory level.

- CLOs #4, 8, and 9 were identified areas that needed further improvements.

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.

A Host faculty is needed to help improvement assessment coordination. Hopefully a new recruitment will occur in spring 2018 and a new instructor hired for fall 2018.

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

None

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

- Hire a new faculty to improve assessment coordination and review.
- Review all Host courses—20% course review is overdue.
- Host courses need to be reviewed against Host PCC Articulation agreement.

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = \$ _____
Federal Funds = \$ _____
Other Funds = \$ _____
Tuition and Fees = \$ _____

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam _____

Number passed _____

*This section applies to NURS only.

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	81%	90%	82%	Cautionary
18	Withdrawals (Grade = W)	1	3	6	
19	*Persistence Fall to Spring	78.9%	67.6%	66.6%	
19a	Persistence Fall to Fall	50%	51.6%	25.8%	
20	*Unduplicated Degrees/Certificates Awarded	8	14	7	
20a	Degrees Awarded	5	5	2	
20b	Certificates of Achievement Awarded	1	8	4	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	2	11	5	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	3	0	0	
22a	Transfers with credential from program	1	0	0	
22b	Transfers without credential from program	2	0	0	

Distance Education: Completely On-line Classes		Program Year		
		14-15	15-16	16-17
23	Number of Distance Education Classes Taught	0	0	0
24	Enrollments Distance Education Classes	N/A	N/A	N/A
25	Fill Rate	N/A	N/A	N/A
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A
27	Withdrawals (Grade = W)	N/A	N/A	N/A
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	94.74	Met
30	2P1 Completion	51.00	57.89	Met
31	3P1 Student Retention or Transfer	81.00	47.06	Not Met
32	4P1 Student Placement	63.87	56.25	Not Met
33	5P1 Nontraditional Participation	N/A	N/A	N/A
34	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Measures		Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	6	13	6
36	Number of Degrees and Certificates Native Hawaiian	1	3	3
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients ¹	28	22	2
39	Number of Transfers to UH 4-yr	3	0	0

*Data element used in health call calculation

Last Updated: October 29, 2017

¹PY 16-17; Pell recipients graduates not majors