

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT Hospitality and Tourism (HOST)

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July 1, 2013 to June 30, 2014

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Program/Unit Review at Hawaii Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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Program Description

(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its accomplishments)

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.

The program was established to:

- 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.

3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

- For Fall 2013, Math and English requirements were raised to 100 or above level.
- HOST 293v is being modified to add 75 more hours of work experience, and the flexibility for the student to earn 1 to 3 credits each semester.
- The lecturer with eight years experience in Hilo, left the island in July 2014 due to his wife's illness and a new lecturer was hired. He did not have college teaching experience; however, had grown-up in the Hilo hospitality business. With my coaching, he successfully learned to teach using the hybrid format of classroom, videoconferencing and Lulima.
- No funding received in the past 3 years.

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive Review.

April 2013 CERC Comments:

Part II. Analysis of the Program

A. Program Effectiveness

Table 1: Description and Alignment with Mission and ILOs

Recommendations/Comments:

- Program statement, as a general overview of HOST does not do justice to the program. This section could have included more detail.
- Perhaps e`imi pono in this context would be better expressed as striving for excellence rather than righteousness.
- ILO #1 could also be described as information linking the program to the college's mission in regards to the connections made with business owners/managers in the community.
- There is no explicit explanation of how the program's mission aligns with the college's mission or with the

ILOs: communication, critical thinking and community. At best, there is a community element, but it is the “visitor community” and not the local island community.

Visiting hotels and bed and breakfasts only aligns with the mission IF there is a shared component embedded in the curriculum.

- ILO #1 mentions that there are verbal and written reports. The narrative regarding support of College's Mission is unclear as to the program's alignment.

Table 2: Previous Goals

Overall Recommendations/Comments for Previous Goals:

- HOST Program was est. in Aug. 2008. This is the first Comprehensive Review, so no previous goals were established.
- If new program didn't have previous goals, they should have been developed when the program was approved and before they began teaching. If the old program (Hotel Operations) had goals, they should have used those for the purpose of this report.

Table 3: Program Strengths and Weaknesses

Strength 1: Distance learning skills with videoconferencing and Lualima.

S1 & Evaluation of Data Elements- Recommendations/Comments:

- Distance Learning skills with videoconferencing and Lualima.
- No mention of data elements. It is important to mention demand, efficiency, and effectiveness here.
- Though there was no analysis of data elements, the availability of classes through video conferencing is commendable.

Strength 2: Flexibility to frequently update the course material to meet hospitality industry needs.

S2 & Evaluation of Data Elements- Recommendations/Comments:

- Flexibility to frequently update course material to meet the ever evolving hospitality needs.
- Though there are hints of effectiveness, data elements were not mentioned.
- What about the advisory board? Do they play a role in modifying and updating course material (since it was mentioned it is to meet industry needs)?

Strength 3: Relationship with hospitality businesses to support field trips and placement of students in cooperative education and jobs.

S3 & Evaluation of Data Elements- Recommendations/Comments:

- Relation with hospitality businesses to support field trips and placement of students in cooperative education and jobs.
- Mention job opportunities, which hints at demand; but no data elements were mentioned.
- The two Cooperative Vocational Education classes required to graduate with an AAS in HOST enhance students' ability to apply theoretical learning and develop connections with local businesses as well as improve job opportunities.
- Although the identified Strength is valid, a more detailed analysis of job placement should be included.

Weakness 1: Weak support in high school counseling for careers in the world of hospitality.

W1 & Evaluation of Data Elements- Recommendations/Comments:

- Weak support in high school counseling.
- No mention of data elements. Examination and analysis of these could improve recruitment efforts.
- Collaboration between HawCC, the Hawai'i Visitors Bureau, and Hawai'i Island high schools could be very fruitful and could possibly lead to an increase in recruitment outcomes for the HOST program.

Weakness 2: Limited promotional material and media advertising from HawCC.

W2 & Evaluation of Data Elements- Recommendations/Comments:

- Limited promotional material and media advertising from HawCC.

- o No mention of data elements.
- o Possible collaboration with the DMA program could address this weakness and offer opportunities for both DMA and HOST students and could lead to the development of promotional material for HOST and promotion of the program.

Weakness 3: Need for relevant Accounting, Math and English courses at 100 level or above.

W3 & Evaluation of Data Elements- Recommendations/Comments:

- o Need for relevant Accounting, Math, and English courses at 100 level and above.
- o No mention of data elements. Could have mentioned ACCJC requirement to have courses at college level, which justifies the demand for these courses.
- o Relevant discussion of the need to better outreach to high schools, better promotional resources for potential employers.

Overall Recommendations/Comments for Strengths & Weaknesses:

- o Evaluation of strengths and weaknesses is subjective and not tied into the data elements. The Overall Program Health table is not included so there is no way to determine if the data elements support any of the strengths or weaknesses. There seems to be a disconnect between what is being requested and how the authors are responding to the question.
- o A more in-depth examination of the program's strengths and weaknesses will later justify the cost items. Because HOST is asking for so many positions, a good strategy would have been to make it a weakness that there are not enough program instructors/lecturers to sufficiently teach all of the courses. There would also have to be a discussion of how many program majors there are, etc. (demand elements).
- o In this program there needs to be more data to show job demand in the local community and on other islands in Hawai'i; also the number of students declared as HOST majors, number of students enrolled in HOST courses as well as number of faculty. In addition, data on completion, persistence, graduation, and transfer rates would greatly improve the review.

Table 4: Program Assessment Data

Program SLOs Assessed- Recommendations/Comments:

- o Program is trying to measure 5 outcomes with one activity. Not sure if this is feasible. The outcomes are listed.
- o PLO assessment was made by observing and evaluating speeches made by HOST students via videoconferencing that revealed a number of relevant items related to personal presentation as well as the need for more opportunities to practice public speaking.
- o PLOs not identified. Also, method of assessment is unclear.

Evidence of Industry Validation (CTE Programs)- Recommendation/Comments:

- o No evidence of industry validation. Who were the evaluators?
- o Discuss how industry deems these skills important and have individuals from industry also evaluate the students (maybe as a final project).
- o This would help drive program modifications but cannot be evaluated as it is not presented in this program review.
- o Relook at Advisory Council/Board; include reps from the major resorts.
- o Could have included more industry assessments. Might be more valid than program assessments.

Expected Level of Achievement- Recommendations/Comments:

- o No mention of how students were scored, what the expected level of performance was, and how the 5 students did. Are 5 students giving a presentation and being evaluated in some way a valid assessment of the program?

Course(s) Assessed- Recommendations/Comments:

- o No indication of which course was assessed.
- o Only a general assessment was made of a speech without information about which course it was related to.

- Data was not included.
- Very difficult to determine which courses were used in assessment.

Assessment Strategy/Instrument- Recommendation/Comments:

- Very general and lacked adequate supporting data.
- Found one example of the assessment instrument on the Intranet as well. It was not described in the Comprehensive Report.
- The assessment exercise seemed more appropriate for a speech class assessment.

Results of Program Assessment- Recommendations/Comments:

- Measurement of student's ability to give presentations. Is this a measurement of HOST? It seems like more appropriate for a Speech class.
- No evidence that there was any previous assessment.
- Data was not included.
- Minimal data was provided and had to be searched for.

Next Steps- Recommendations/Comments:

- Assessment doesn't seem to address the essence and substance of the hospitality and tourism industry.

Overall Recommendations/Comments for Program Assessment Data:

- The committee suggests relooking at PLO's. Other than PLO 6, the PLO's are fairly general and not specific to the hospitality and tourism industry.
- Devote more time to this section. Have advisory board assist in developing some solid assessments to measure what they need students to be able to do. Possibly develop rubrics to assess performance. Extract solid data (with mean scores for each area assessed). Establish a baseline (possibly the results of the first time it was assessed) and make it a goal to improve this based on what was learned. The next time SLOs are assessed, try a new strategy and predict that it will positively improve performance by a certain percentage.
- There needs to be more data provided and discussed to allow for a more comprehensive review of the program.
- Assessment data was not integrated into the report, for whatever reason. Data should have been provided more clearly and evaluation of assessment results could have been more thorough.
- It's not sufficient to say "It is available on the Assessment website" and "copies of the PLO Assessments for the past 5 years will be sent separately if requested." Applicable information should be included in the report.

Learning Outcome Alignment Grid:

Overall Recommendations/Comments for Alignment Grid:

- A scale indicating to what degree HOST students fail to meet, meet or exceed the SLO/PLOs would be helpful.
- For those courses aligned with more than one PLO, do all identified PLOs for that course have a method of assessment?

Table 5: Other Considerations Affecting the Program

Recommendations/Comments for Other Considerations Affecting the Program:

- Good idea to develop AS degree. What does the Dept. of Labor say about the current demand for jobs and if the higher degree would allow graduates the ability to earn a higher wage? This might be helpful information to add to the review somewhere.
- The development of the West Hawai'i campus will have an effect on the HOST program, but this may not become evident for some time. It is not a good idea to focus on Palamanui as the answer for everything. Curriculum should be standardized, no matter where it is taught.

Part III Goals for Program Improvement

Table 6: Goals and Alignment

Goal 1: Enable our HOST students to learn in the contemporary Hawai'i Community College Campus – Palamanui starting Fall 2014 and continue using classroom instruction, Laulima and videoconferencing

with Hilo.

Goal 1 Recommendations/Comments:

- Not sure if this is a solid goal – enable students to learn at Palamanui.
- Goal needs to include specific elements tied to resources and assessment that are improved by the presence of students on the new campus. The goal does not address the learning environment and experience for East Hawai`i students.
- Reliance on the new campus should not be a goal of the program as the program does not have direct impact on the building of the campus.
- ILO alignment with this Goal is unclear.
- Alignment to ILOs is not sufficient; ILO numbers are merely listed and are not specific to the goal. Relevant improvements to program are not evident - basically the goal is just to move campuses, which will happen regardless of program goal.

Goal 2: Enable our HOST students to start building their careers in the world of hospitality by establishing closer relationships with the world-class Kohala resorts. Cooperative programs will be the foot-in-the-door to part-time jobs and full time employment.

Goal 2 Recommendations/Comments:

- Establish closer relationships with Kohala Resorts. Needs further explanation.
- Provide more discussion about job development. Provide Dept of Labor statistics and discuss where students are working now, and discuss a few strategies that could be implemented to accomplish this goal.
- ILO alignment is not specific to goal.
- Relationships with hospitality businesses is listed as a strength of the program. Maybe the goal should be stated more clearly to explain what changes will be made to further develop the relationships.

Goal 3: Enable a rich, rigorous relevant learning environment for our students by accessing the skills and talents of resort staff and visitors to offer presentations and workshops at Palamanui Campus with high-speed videoconferencing to Hilo.

Goal 3 Recommendations/Comments:

- Resort staff and visitors to offer presentations and workshops.
- Great idea, but describe how this will benefit students. Besides providing student learning opportunities, could the presenters also serve as advisors, mentors, and/or future employees?
- The idea of utilizing professionals is good. The dependence on the Palamanui campus to do so is a drawback.
- Goal is much more specific, however alignment to ILOs needs to be further developed.

Overall Recommendations/Comments for Goals and Alignment:

- Goals of program not realistic. Goal 1 is too dependent on other issues beyond the scope of the program. Palamanui should not be used as a solution to all problems. What is being done to improve the student's learning experience *now*?
- Goal 2 and 3 are activities which could be implemented immediately and are not appropriate goals.
- Be more specific. Use data, informational resources, and examples to fully develop goals and explain how they will support, and/or improve ILO's, PLO's, and SLO's. In innovations section, discuss what is expected to accomplish as a result of the strategies.
- Although Palamanui is a great addition to Hawai`i Community College in terms of new resources and opportunities to apply green technologies, while educating our students of their value, and while Palamanui offers close proximity to network and expose our students to world class resorts, there are many other goals that could be proposed.

Table 7: Prioritized Top 3 Cost Items- ("G" funded requests only)

Cost Item 1: Hire 1 FTE-Faculty.

Cost Item 1- Comments:

- Hire 1 FT Faculty, \$55,000. Not in current strategic plan. Unable to determine # of majors since the overall program health table is not included. Author indicates this addresses S1 but the strength does not address a need for an additional instructor or the number of majors in the program.

- There was no justification for this cost item in the review. A shortage of instructors was not discussed as a weakness. This isn't mentioned in the goals, and there are no data elements provided or referred to justify the need for additional program faculty.
- Request is not well supported. How was it determined that 1 FTE Faculty is necessary?

Cost Item 2: Hire 2 FTE-lecturers 18 credits total.

Cost Item 2- Comments:

- There was no justification for this cost item in the review. A shortage of instructors was not discussed as a weakness. This isn't mentioned in the goals, and there are no data elements provided or referred to justify the need for additional program lecturers.
- The narrative stated that there has been an increase in the number of HOST students since Fall 2012, and if the increase continues, another fulltime instructor may be required.
- How was it determined that 2 FTE Lecturers for 18 credits total will meet the growing needs of the program? There is a weak correlation with the strengths.

Cost Item 3: Equip faculty and lecturers with updated laptop computers or iPads.

Cost Item 3- Comments:

- Equip faculty with new computers. These should be paid for out of the program's B budget.
- There was no justification for this cost item in the review. Does not mention how it correlates to the review. Was not addressed in weaknesses.
- The request for laptop computers or iPads is not substantiated within the report. Why do faculty/lecturers need this equipment? No Action Strategies were addressed.

Overall Recommendations/Comments for Prioritized Top 3 Cost Items:

- The committee was surprised to find how inadequately the program was supported and felt that the exercise was not taken seriously. The review didn't demonstrate the value of the program.
- Unfortunately, the request for a new faculty and 2 lecturers is not substantiated. The request for laptops or iPads should be aligned to specific academic outcomes.
- Use data elements to help analyze the program, determine where the focus needs to be and ensure the data justifies requests. What is the SSH for the program, how many program majors do you have, how many degrees are granted annually, etc? Info like this would have been helpful to weave throughout the document and then use it to justify what are being asked for.
- The priorities are in logical sequence, but perhaps changing the part-time faculty in Hilo to full time would eliminate the need for more instructors until Palamanui is nearing completion.
- There seems to be an overall reliance on distance education. Has HOST considered marketing the program to people already in the industry? The Kona coast is replete with 5-star hotels and accommodations. Perhaps HawCC could create a learning environment with opportunities for internships.
- If additional faculty/lecturers are needed for the program, it should be explained why. Also, there should be an estimate as to the anticipated increase of students to justify number of instructors being requested and for which campus.
- Suggest that the writer consider building the Cost Item requests on resolving issues related to the weaknesses of the program, rather than requests that solely address the strengths.
- Even if the enrollment increase is greater than what was experienced in August 2012, is it justified to nearly double the faculty/lecturers in the department? Difficult to tell from the report if that amount of growth is expected.
- It is highly recommended that the program, in consultation and guidance with the Dean and the DC, resubmit its program review in November 2014. A stronger document would yield a higher score, which will give the priority budget items a better chance at being funded.

Table 8: Staffing

Recommendations/Comments for Staffing:

- The request for additional staff is not substantiated by this request.

o Need to show some data elements to help justify the need for all cost items. How many program majors are there, what are the completion rates, and does the demand for courses exceed the current ability to deliver courses? This would be such a valuable tool to justify cost items.

CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

- *If no changes were made at all, write “None.”*
- *If no changes were made during this review period but you plan to in future periods, write “None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write “None in 2013-2014; however changes were made in (AYs).”*

College Effectiveness Review Committee (CERC) report on the 2007 – 2012 Comprehensive Program Review had detailed suggestions to improve the HOST Program. The report was dated April 8, 2013 and received in early May 2013 by Initiator. The main concern was that data elements were insufficiently used to justify the comments and requests. The responses to other specific suggestions are as follows:

Table 3 Strength 2 – The Advisory Council has been expanded to include industry managers and the minutes of the August 2014 meeting has been submitted.

Table 3 Strength 3 – More detailed analysis of job placement has not been completed; however, will be in January 2014.

Table 3 Overall Recommendations/Comments – Detailed local job demand by the Department of Labor is not available for specific jobs. A survey of the top employers in the hospitality industry on the Island of Hawaii Island will be part of the HOST job placement analysis in January 2014.

Table 4: Program Assessment Data – A more detailed Assessment Plan with results is included in this Annual program Review.

Table 6: Goals and Alignment - Use of industry professionals is described in this 2013 Annual Program Review.

Table 7: Prioritized Top 3 Cost Items - No additional FTE faculty and Lecturers are requested at this time; however, will be needed when new Palamanui campus opens in Fall 2015.

Cancelling the 5 year Comprehensive Program Reviews process will improve the writing, reviewing and effectiveness of the Annual Program Reviews.

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

B. ARPD Data Analysis

Based on the data from the ARPD, analyze the program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

If this Program is scheduled for Comprehensive Review, analyze program over 3 years.

<p style="text-align: center;">Demand Health HEALTHY</p>	<p style="text-align: center;">Efficiency Health UNHEALTHY</p>	<p style="text-align: center;">Effectiveness Health HEALTHY</p>
<p>The number of new and replacement positions for the state and county have decrease, but the number of majors have also declined in the past two years. The program is now poised for additional growth in West Hawaii stimulated by the new Palamanui campus, increased community cooperation, and improved advertising support by HawCC. The HOST AAS degree enables applicants to be promoted to supervisory positions after 6 months of employment in the world-class resorts.</p> <ul style="list-style-type: none"> • Pacific Business News 2014 Book of Lists shows a total of 5337 employees in the major Big Island resorts and hotels. Using the 10% annual turnover reported from my Advisory Council, the resulting 537 jobs confirms 560 from the 2014 Monthly Economic Indicators from Hawaii County. • The Hawaii County Monthly Economic Indicators also showed 5600 jobs in "Accommodations" for Hawaii County. A 10% annual turnover related by our HOST Advisory Council indicates that 560 entry-level jobs are available each year. This is 	<p>Unhealthy due to lowest unemployment rate since 2008 making present employment attractive to potential students.</p> <p>Completion of the first two semesters of this program enables our students to be more likely to be hired for the higher paying entry-level jobs.</p> <p>Increasing average class size of students to 22.5, which is 75% of maximum class size; and listing J. Lightner as a FTE BOR Faculty will change the Health Call to Cautionary</p> <p>Line #32 Perkins Core Indicator Student Placement comparison shows 82% for Kauai CC, 75% for Maui College, 47% for Hawaii CC, and 25% for Kapiolani CC. A best practices study of Kauai CC and Maui College would give direction to our placement statistics.</p>	<p>Fill rate will increase by increasing the number of majors by recruiting more students who are working in the resorts, also veterans and seniors. Contemporary flyers and posters are needed from HawCC media department.</p> <p>New Rural Hawaii program will stimulate interest in college and provide a list of contacts.</p> <p>Financial aid through Pell grants are presently used by 63% of our students and can be increased by being offered to students who want only the Certificate of Completion.</p>

<p>greater than the nine new and replacement positions (Hawaii County Prorated) shown on the 2014 Annual Report of Program Growth, thereby contributing to the colleges' enrollment.</p> <ul style="list-style-type: none"> • 		
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<p>Overall Health CAUTIONARY</p>
<p>With changes to Efficiency Health Call, the Overall Health Call would increase to Healthy. See details in Part VI: Justification for Program Existence</p>

Distance Education: Completely Online Classes -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

none

Perkins IV Core Indicators -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were **not** met and specify action strategies.

2P1 – Completion - Increase cooperation with Student Services and Counselors in identifying and coaching students before they give up. Participate in the MySuccess/Early Alert initiative.
4P1 – Student placement - Increase recruiting by hospitality industry leaders and use Certificates to recognize levels of skill building. The new Rural Hawaii program of building focused certificates with on-line courses has been very successful. Participation in Lifeplan at Kealakehe HS establishes closer understanding between high school students, HawCC and the hospitality industry. EdReady introduction will attract additional underserved groups like homeschoolers, veterans and older students into higher education. The new Hokupaa Group that has formed to combat the sobering statistics of education in West Hawaii will help build the synergy of the West Hawaii community as described in the last section of this report.

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

Our students learn the importance of the Hawaiian culture to the Hospitality Industry. Student demographics are diverse with a large percentage of students with Hawaiian heritage. Our students visit hotels, bed and breakfasts, and world-class resorts to see first-hand the opportunities to develop satisfying careers on our island.

Striving for righteousness is the key to success in serving others in the world of hospitality.

C. Trends & Other Factors -- Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

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HOST 2013 Annual Program Review Draft

Trends and Other Factors

The Hospitality and Tourism Program has had three significant changes since becoming an established program in 2008.

- First, the culinary arts courses were deleted as a requirement and HOST courses were added. Student resistance to buying culinary uniforms, cooking equipment and longer laboratory hours prompted this change.
- Second, the HOST courses were all raised to 100 levels or higher to be articulated with Kapiolani CC, Kauai CC and Maui College.
- Just this Fall 2013, the Math and English course requirements were raised to 100 level or higher as suggested by the UH System to qualify for ACCJC Accreditation.

These changes, while necessary to improve the HOST Program, have been confusing to the students both present and potential. Also, counselors, the faculty, Curriculum Review Committee, and lecturers have had difficulty in guiding the students to making the right choice of majors. Now seeing the proper academic path will be enhanced by a clearer sequence of courses.

With the modifications now made, the HOST program should by the end of 2015 have 65 students enrolled and award 15 degrees or un-duplicated certificates annually as was planned when the program was approved by the Regents in 2008.

Working with Kauai CC and Maui College, the Hawaii CC HOST Program is in the process of applying to the Regents to modify the program from awarding an AAS to an Associate of Science, which Kapiolani CC already has.

Hawaii Community College - Palamanui is now fully funded for the first two phases and has been under construction since Nov. 11, 2013. The synergy of its location above the Kona International Airport and the 12 world-class resorts and clubs along the Kohala Coast will stimulate greater interest in starting a career in the world of hospitality. It will also provide opportunities to secure private partnerships with the hospitality industry.

Hawaii Tourism Authority (HTA) Dec. 2012 Report showed annual visitor expenditures up 17.7% at \$1.7 billion on the Island of Hawaii. HTA September 2013 Report showed total expenditures of our Big Island visitors up 17.1% to \$1.4 billion for the first 9 months of 2013.

A new 75-room Holiday Inn Express is being built in Kailua Village and is due to open in October 2014. This is the first hotel built on our island since Hapuna Beach Prince Resort in the 1994. Hilton Grand Vacations at Waikoloa Beach Resort have added 98 new vacation ownership (time-share) units in the past 12 months. The August 2013 completion of another section of the Saddle Road takes 30 minutes off the drive from Hilo to the high-paying jobs in Kohala Resorts. It also eliminated an extremely dangerous part of the road. This will increase the attraction of the HOST Program to students from the East side of our island.

New grants have funded three new positions: a Career Counselor, Intern Coordinator, and Prior Learning Assessment Transcript Evaluator who are working island-wide to help our students build satisfying careers. The HOST Program is assisting them in developing relationships with West Hawaii employers.

A "Life Plan" mentoring program has been successful at Kealakekua HS sponsored by the Hualalai Ohana Foundation, an organization of homeowners at Hualalai Resort. The HOST Program will be participating in Life Plan starting in Fall 2014.

The HawCC Office of Continuing Education and Training now has a West Hawaii Coordinator who knows the community and is building a study of the needs for many different demographics. An active OCET program will stimulate interest in in HawCC and the HOST Program.

The Rotary Club of Kona has just approved a total of \$8,000 annually in scholarships for students who have completed their first two semesters at Hawaii Community College – West Hawaii. These scholarships will encourage completion of a two-year degree. The scholarships will be effective for Fall 2014 and distributed at the rate of \$500 per student in their third and fourth semesters at Hawaii Community College – West Hawaii. This is in addition to other scholarships already established by the Rotary Club of Kona.

James Lightner was Hospitality Division Chair until August 1, 2013 when his duties as Division Chair were assigned to Robert Yamane and Lightner's re-assigned time was reduced from 6 credits to 3. Lightner's 11-month assignment will be changed to 9 months effective August 1, 2014. This change will result in a savings to the Hospitality and Tourism program of:

- 3 credits of HOST courses taught by Lightner instead of a lecturer for a savings of about \$9,000 annually.
- \$3,600 Division Chair annual stipend not charged to the HOST Program.
- Commencing Aug. 1, 2014, 11-month to 9-month reduction in pay resulting in a savings to the HOST Program of about \$16,190 annually.
- Total annual savings of \$28,790 starting in August 2014 to the Hospitality and Tourism Program.

These savings will reduce the Overall Program Budget Allocation on Line 14, and likely help show Efficiency Indicators as "Healthy".

Lightner's duties as Hospitality Division Chair were both for the Culinary Arts Program and the Hospitality and Tourism Program in both Hilo and West Hawaii with well over half of the duties for the Culinary Arts Programs. Line 13a of the Efficiency Indicators show 1.3 Analytic FTE Faculty, which is Lightner and a lecturer, James Ferguson. A more realistic allocation of Lightner's time would have been to allot half to the Culinary Arts Program, which would help the HOST Program Efficiency Indicators to show "Healthy".

Improvement Plan for 2013-2014

- Give feedback to programs other than HOST about the learning needs of HOST students.
- Assist in Designing English and Math courses 100 level or higher that are effective for HOST students' career needs.
- Assist in scheduling Accounting courses that are available to HOST Students.
- Schedule Housekeeping lab days in nearby hotels.
- Encourage continued improvement in reliability of Laulima and Videoconferencing by keeping logs of difficulties in those systems.
- Continue to build industry membership on HOST Advisory Council.
- Track career progress of HOST students and alumni by requesting the aid of the HOST Advisory Council and HawCC Student Services.
- Increase Line 20 Unduplicated Degrees/Certificates awarded to 10 by May 2014, due to progress of present students.
- The new requirement for English and Math courses to be 100 level or higher will attract better academically qualified students and thereby increase Line 25 Fill Rate and Persistence Rates Lines 19 and 19a.
- Purchase new training DVDs for each HOST course, 11 at \$150 each = \$1,650. Presently all new DVDs are required to have subtitles to accommodate students with hearing difficulties unless in signers are provided in class. Industry training videos do not come with subtitles, so we have been unable to purchase contemporary ones. We request the subtitle requirement be waived, since new hospitality industry DVDs are necessary for proper instruction.

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai'i Community College (HawCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example: The SUBS program's faculty and staff fosters excellence in education, workforce development, academic advising and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawai'i Island Community.

Our students learn the importance of the Hawaiian culture to the Hospitality Industry. Student demographics are diverse with a large percentage of students with Hawaiian heritage. Our students visit hotels, bed and breakfasts, and world-class resorts to see first-hand the opportunities to develop satisfying careers on our island.

Striving for excellence is the key to success in serving others in the world of hospitality

2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO1"

Example: The SUBS program's curriculum prepares our graduates to communicate effectively by requiring the students to participate in: 1) small and large group discussions, both online and face-to-face; 2) individual and group presentations; 3) role play of interviewing and counseling skills; 3) fieldwork at practicum sites; 4) service learning activities on campus and in the greater community.

Last Modified on: 10-14-2013

Verbal and written reports on projects are required. Verbal responses to discussions in class are required. Laulima, which requires contemporary communications skills, is used for assignments and reports, and projects in each course with reference to ILO, PLO and CLO

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO2"

Research on hospitality topics such as management, leadership, marketing, front desk procedures, and

planning are required. Case studies and discussion of personal observations builds problem-solving skills.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"

Last Modified on: 10-14-2013

Our students become informed observers of business practices in our Big Island community. They understand both the legal and moral requirements of management and development of co-workers.

B. Program Mission – Write Official Program Mission

The mission of the Hospitality and Tourism Program is to provide students with a general overview of hospitality operations to help them develop the technical and interpersonal skills necessary for them to be valued employees in the industry and contributing members of the community.

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<i>Example: Program Curriculum</i>	<i>Example: 1) Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements. 2) STEM Courses - SUBS 132, 268, 270 3) Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS 4) Indigenous course - SUBS 141 Ho`oponopono</i>
S1. Job availability good in world-class Kohala resorts and restaurants	Of the top 25 employers on the Big Island 11 are the resorts along the West Hawaii Coast. Regular job opening reports are being received from three of the resorts, and discussed in the HOST courses.
S2. Persistence strong 1st semester to 2nd semester.	#19 is 70% which is higher than HawCC average and due to possibility of earning a CC in two semesters.
S3. Videoconferencing and Laulima make low enrollment classes possible in West Hawaii	Classes are usually 80% Hilo and 20% West Hawaii which reflects ratio of total students in HawCC. Palamanui campus opening in August 2015 will likely increase the number of HOST students in West Hawaii.

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<i>Example:</i> Lacks 2-year Degree Program	<i>Example:</i> Does not meet HawCC AMP Priorities (pp 5-10): Increasing Graduates in Science, Technology, Engineering and Math (STEM).	<i>Example:</i> Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS.
W1. videoconferencing technology still erratic between Hilo and West Hawaii.	Media technicians working on problem; however loss of sound or video during classes persists on both sides	W1. videoconferencing technology still erratic between Hilo and West Hawaii., especially in PB3-103 which also has external sound distractions.
W2. Math 100 or higher and English 100 or higher requirements discourage students with limited academic preparation	New requirements effective Fall 2013 and resulted in lower enrollment.	W2. Math 100 or higher and English 100 or higher requirements discourage students with limited academic preparation. New courses in Quantitative Reasoning and English are being planned system-wide.
W3. Few industry training DVDs are available with captions for students with hearing disability	Disability counselors will not approve purchase of training DVD without captions. At least eleven DVDs are needed for the HOST Program.	W3. Few industry training DVDs are available with captions for students with hearing disability; however, more are available in 2015 catalogs

Part III: Course/Program Assessment

A. Course(s) Assessed -- List the course(s) (Alpha/#) assessed during this reporting period.

Example:

Courses: SUBS 140, 245, 268

PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug

Division 's (ADAD) Certification:

Embedded in PLO#1 are PLO 's 2, 3, 4, & 5

HOST 150 Housekeeping Operations

B. Expected Level of Achievement -- Describe the different levels of achievement for each

characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."

70%

C. Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

Example:

SAMPLING: College records for seven (all) 2009 program graduate

The Hotel Housekeeping assignment required the student to use critical reasoning to read the assignment, understand the requirements, work as a team to complete the assignment, and make a presentation to the class in person and over videoconferencing between HawCC campuses.

Mathematical reasoning was necessary to complete the supply order.

See attached Housekeeping Assignment.

Housekeeping Assignment Fall 2013

You are now ready to order new linen for the 70-room Inn as if it will be opening soon.

Use the attached physical details of the Inn and the price lists.

Strategy/Instrument 2:

Strategy/Instrument 3:

Strategy/Instrument 4:

D. Results of Course Assessment - Provide a summary of assessment results.

Example:

RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.

Most students lacked the critical thinking skills and mathematical skills necessary to complete the assigned project.

See attached assignment and four successful reports that showed 4 out of 12 students were

able to do an analysis that is common in the hotel industry.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<p><i>Change 1:</i> The exercise will be studied again in semester Fall 2014 and more class time will be used to do the critical thinking and actual calculations.</p>	<p><i>Evaluation of Change 1:</i> New lecturer benefitted from this analysis</p>
<p><i>Change 2:</i> Fill in the blanks exercises to guide the students in standard solutions. Visualization exercises of the flow of materials from the supplier to use in the rooms. Demonstrations of use of products.</p>	<p><i>Evaluation of Change 2:</i> New lecturer was able to simplify the exercises</p>

E. Next Steps -- Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.

Course Learning Outcomes Assessments were helpful in coaching a new lecturer who had no formal teaching experience; however, has worked in the family hotel business from “picking up cigarette butts and cleaning toilets” to general manager of a successful 300 room hospitality business on the Big Island.

F. Evidence of Industry Validation for CTE Programs -- *Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program's advisory council can be submitted. Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.*

Local industry advisors meet annually to provide opinions of the ILO, PLO, and SLO process. They discuss course applicability to industry needs.

They advise on the trends in the hospitality industry locally, statewide and internationally.

Advisory Council members are on assessment team for annual PLO assessments.

Hospitality and Tourism Advisory Council Meeting Aug. 21, 2013
10am to 12:30 at Palamanui construction meeting room.

Attending: Cathy Barrett, Annie Howes, Jean Hull, James Lightner, Carrie Phipps, Steve Schwartz, Mitch Sipiala, Scott Wiitala

Ideas for increasing HOST enrollment: Action items underlined.

- Organize summer program to prepare for college.
- Create Facebook for student information.
- Organize focus groups with students and potential students.
- Schedule student visits to King's Shops as well as resorts.
- o Annie will help Steve coordinate
- Solicit resort scholarship.
- Culinary and Housekeeping workers are always needed. Korean workers/students are being hired on one year visas.
- Servers after one year are making more in wages and tips than junior managers on salary while working less hours.
- Four Seasons and Hualalai Resort have created a "Life Plan" program with Kealakehe HS. This could be expanded or enhanced by HawCC.
- o Mitch will talk with Life Plan committee.
- Add high school counselor to HOST Advisory Council.
- o Annie will work with Konawaena and Kamehameha Schools
- Arrange for FAM trips for high school counselors.
- o Annie and Scott will start planning.
- Arrange for successful HOST grads to speak to high schools.
- o Annie and Jean will suggest grads.
- Find grants or gifts for HOST training events or equipment.
- Northern Arizona University offers excellent HOST bachelor's program.
- Many family inter-generational groups work at resorts.
- Hilton has 270 workers who have been employed over 20 years. How do we replace these skilled people when they retire?
- Organize an annual event celebrating success in the world of hospitality similar to the TIM night on Oahu.
- o Annie, Carrie, Cathy will start planning.

Noncredit courses or workshops needed:

- Cashiering
- Retail sales
- Upselling
- Sales skills of goods and services.
- Customer service
- Public speaking and communication
- o Jim will work with HawCC

Texts and Course Outlines of HOST 100 Career and Customer Service skills, HOST 101 Introduction to Hospitality and Tourism, HOST 150 Housekeeping Operations, HOST 152 Front Desk Operations, HOST 154 Food and Beverage Operations, were reviewed. Program Learning Outcomes (PLO) and Student Learning Outcomes (SLO) explained.

Volunteers for assessment panels are needed later this semester.

A brief tour of the West Hawaii Community College – Palamanui future site was conducted.

Next meeting will be scheduled after Thanksgiving and before week of Christmas. A meeting room at convenient location is requested.

Hospitality and Tourism Advisory Council Meeting Minutes

Wednesday May 21, 2014, 10am to noon, Palamanui Construction Office

In attendance: Joyce Hamasaki, Mitch Sipiala, Jean Hull, Carrie Phipps, Cathy Barrett, Valerie Osaki, Steve Schwartz, Annie Howes, and Jim Lightner

Topics of discussion:

- How to maximize the effect of the new Palamanui campus, which is on track to open August 2015. The location is closer to the center of West Hawaii population and easy access from North and South Kona, Kohala, Waimea and Honokaa. Also, Kona International Airport, Honokohau Harbor and NELHA create a hub of scientific and transportation activity. Resort will be able to offer greater participation in guest speakers, lecturers, field trips, internships, and HR visits.
- Internships or Cooperative Education should include the cooperation of the labor unions in unionized properties. Carrie reported on the positive efforts of the union at the Marriott Waikoloa to train their workforce.
- How the credit and non-credit courses and workshops can build the hospitality workforce on our island. Joyce and Carrie clarified the difference in speed of approval and flexibility of curriculum. A schedule of certificate courses from the Business Education and Technology Division was distributed showing how certificates can build to lead to a degree.
- The members were made aware of the many skills taught in the CTE curriculum in Hilo and are anxious to establish closer ties with the programs.
- Restaurant guest service was identified as a non-credit course to be offered in one of the resorts. Jean reported Jackie Ray's Restaurant needs server training and can think of 15 other participants in a course. Jean will check her records for the course that was successfully offered years ago. Jim will check with Kapiolani on their Restaurant Management course. Annie will review her personal butler training course for more details. Joyce will alert OCET about the plans for a course.
- Plans for the next phase of Palamanui campus. After the first phase is completed, next will likely be the Health Services building. Hopefully at that time will be the addition of the second kitchen, prep kitchen and dining room as was planned in 2010.
- Strong upward trends were reported by Four Seasons and Kings Shops. According to Hawaii Visitors Bureau the number of visitors to the Big Island is slightly down; however, higher spending, and longer stays have kept the revenue above 2013, which was the best year for our island.

- Review revised Course Outline for HOST 290 Hospitality Management which is required by both the Hospitality and Culinary Programs were distributed to the members to view and email comments.
- The Questionnaire for Program Advisory Council Members was distributed and members were requested to fill it out and email to Jim as soon as possible.
- The three forms: Course Assessment Plan; Results, Action Plan, and Ongoing Improvement; and Improvement Strategies and Recommendation Report were distributed for industry review and suggestions.
- The UH-Hilo Department of Business and Economics brochure introducing the path from an AA Degree to a BBA Degree, and the HawCC Prior Learning Assessment Program illustrated the desire of academia to work more closely with industry.
- The progress of the construction of Phase 1 (roof of first building just went on). Pads have been poured for three buildings. The members were pleasantly surprised at the size of the campus and the fast progress of construction.
- Jean Hull will no longer be able to serve on this advisory council after years of sharing her wisdom and devotion to building the workforce. Your suggestions of another member would be appreciated.

The next meeting will be scheduled in the first two weeks of September 2014.

Part IV Action Plan

A. 20% Course Review

a) **Courses Reviewed** -- List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.

Course Alpha Number	Course Title
HOST 150	Housekeeping Operations

b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
HOST 100 Career & Customer Service Skills			x		
HOST 101 Intro to Hospitality & Tourism		x			
HOST 150 Housekeeping Operations		x			
HOST 152 Front Desk Operations	x				
HOST 154 Food and Beverage Operations					x
HOST 193v Coop Voc Ed	x				
HOST 258 Hospitality Marketing		x			
HOST 260 Hospitality Law				x	
HOST 261 Meeting & Convention Management				x	
HOST 265 Tourism & Destination Planning			x		
HOST 290 Hospitality Management	x				
HOST 293v Coop Voc Ed	x				

HOST 295 Hospitality Capstone				x	
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B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
<i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty	<i>Example:</i> The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.
18.1 Move into new facilities at Hawaii Community College - Palamanui starting Fall 2015 with continued classroom, online Laulima, and videoconferencing instruction to and from Hilo	11/12/13 Construction started on Palamanui campus, 11/21/13 funding of \$2.4 million released for culinary equipment, laboratory equipment and solar power. Contractor has 18 months to complete campus, so occupancy starting in Aug. 2015 is very likely. Palamanui Academic Master Plan discussed with faculty and is posted on UH System Web site and the HawCC Web site.
18.2 Establish closer relationships with world-class Kohala resorts, including cooperative programs and internships	Added to HOST Advisory Council: HR Director of Four Seasons, Asst. HR Director of Hilton Waikoloa Village, General Manager of Kings Shops, Owner of Personal Butler Service, and Executive Director Big island Visitors Bureau. Students experience field trips to resorts once a semester. Cooperative education opportunities are available in resorts or resort restaurants annually.
18.3 Utilize the skills and talents of resort staff experts in offering presentations and workshops to HOST students at West and East Hawaii campuses.	Fairmont Orchid Resort Director of HR and Executive Sous Chef visited both campus classrooms physically and by videoconference to discuss job opportunities and the culture of Fairmont Orchid.

C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<i>Example: Establish AA Degree in SUBS</i>
Continue to build industry membership on HOST Advisory Council

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
Example: Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...
ILO2
ILO3

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
Examples: Goal 1 <u>aligns</u> with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ... Goal 1 <u>does not align</u> to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...
A2.1 Increase average enrollment of 22.5 by 2015, particularly in regions and with groups who are underserved (as identified in the UH Second Decade Project) New Strategy

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Example: Establishing an AA Degree in SUBS will increase the number of STEM Degree programs at HawCC and meet the Workforce push for more STEM graduates.	X	X				X
Continue to build industry membership on HOST Advisory Council		X				X

<p>UH System Collaboration (if applicable)</p> <ul style="list-style-type: none"> • Include collaboration efforts w/other campuses. • Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).
<p><i>Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.</i></p>
<p>none</p>

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place
<i>Example: Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)</i>	<i>Example: Fall 2015</i>
Identify willing new Advisory Council members	January 2015
Ask present Advisory Council members for suggestions of new members	January 2015
Recommend new members to Chancellor	March 2015

Define Goal (Action Strategy) 2

<p>Encourage continued improvement in reliability of Laulima and videoconferencing by keeping logs of difficulties in those systems.</p>
--

Alignment of Goal 2 to ILO(s)

<p>A2.1 Increase enrollment by 2015, particularly in regions and with groups who are underserved (as identified in the UH Second Decade Project) New Strategy</p>
<p>A2.2 Promote low-income student success and graduation by increasing the Pell Grant participation rate of eligible students by 2015; increasing the total annual amount of Pell Grant disbursed; and the number of aid recipients making financial aid satisfactory progress. New Strategy</p>
<p>A2.5 Increase the number and diversity of programs offered in underserved areas by increasing the number and types of programs by at least one every two years that can be completed through on-site instruction, or distance learning technologies.</p>

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

<p>Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns</p>
--

to a SP Performance measure. Then, propose a new action strategy in the next field.

1. HOST uses High Definition videoconferencing between Hilo and Kona campuses. It has been greatly improved over the past three years when physical and technical changes were made. Presently few periods of blurred video and audio silences mar the class learning environment. Complete loss of reception occurs less frequently.

2. Both the Hilo and the Kona classes will keep detailed logs of the difficulties to aid in identifying corrections to the system.

3. The new Palamanui campus will rely more heavily on videoconferencing than the present campus. The equipment and technical support will need to be more reliable for courses from UH-Hilo, Hawaii CC, and other campuses in the UH System

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Encourage continued improvement in reliability of Laulima and videoconferencing by keeping logs of difficulties in those systems.		X				X

UH System Collaboration (if applicable) –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Technical support and increased connectivity may be needed

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
----------	-----------------------------------

Record videoconferencing difficulties	January 2014
Report weekly to media support on both campuses	Spring 2014
Discuss progress at end of semester	April 2014

Define Goal (Action Strategy) 3

Schedule Housekeeping lab days in nearby hotels.

Alignment of Goal 3 to ILO(s)

ILO 2
ILO 3

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved. New Strategy
A1.2 Promote low-income Native Hawaiian student success and graduation by increasing: the overall financial aid participation rate by 1-13% per year, the total amount of financial aid disbursed, and the number of aid recipients making satisfactory financial aid progress by 2015. New Strategy
A2.3 Increase the number and percent of students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction. New Strategy

Proposed New SP Action Strategy/Strategies (if applicable) – <i>If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.</i>
1. Housekeeping needs regular hands-on lab work to understand basic skills and knowledge. No space is available for a guestroom mock-up. Hotel management is anxious to increase interest in their housekeeping departments and will cooperate on use of rooms that are not in use.

Alignment of Goal 3 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Schedule Housekeeping lab days in nearby hotels.		X		X		X

<p>UH System Collaboration (if applicable) –</p> <ul style="list-style-type: none"> • Include collaboration efforts w/other campuses. • Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3

Activity	When will the activity take place
Contact hotel	Jan 2014
Schedule housekeeping lab time	Jan 2014 - April 2014
Housekeeping skills assessment	April 2014

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
Program Action Four: Purchase new training videos for 11 HOST courses at \$150 each.	Equipment	\$1650

Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...
A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved. New Strategy
A1.3 Increase the number and percent of Native Hawaiian students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction. New Strategy
B.2 Contribute to meeting the State's incumbent worker education goal by increasing enrollment of 25-49 years old in credit programs by 3% per year. New Strategy

Alignment of Cost Item 1 to Academic Master Plan (AMP)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.
S1. Job availability good in world-class Kohala resorts and restaurants

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
Example: No Alignment
S1. Job availability good in world-class Kohala resorts and restaurants.

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”

Presently all new DVDs are required to have subtitles to accommodate students with hearing difficulties unless in class signers are provided. Industry training videos do not come with subtitles, so we have been unable to purchase contemporary ones. We request the subtitle requirement be waived, since new hospitality industry DVDs are necessary for proper instruction.

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
Commercial bus transportation for field trip at Fairmont Orchid Resort May 6, 2015	Transportation	\$900.

Alignment of Cost Item 2 to Strategic Plan (SP)

Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

A.1, A1.3, B2 - Actual viewing world-class resorts, and talking with the employees give real life experiences to our students.

Alignment of Cost Item 2 to Academic Master Plan (AMP)

Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.

S1. Job availability good in world-class Kohala resorts and restaurants. Pay and benefits are some of the highest in the state. Of the top 25 employers on the Big Island 11 are the resorts along the West Hawaii Coast.

Alignment of Cost Item 2 to Strength(s)

Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”

S1. Job availability good in world-class Kohala resorts and restaurants. Pay and benefits are some of the highest in the state. Of the top 25 employers on the Big Island 11 are the resorts along the West Hawaii Coast.

Alignment of Cost Item 2 to Weaknesses(s)

Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide

supporting rationale. If there's no alignment, write "No Alignment."

S1. Job availability good in world-class Kohala resorts and restaurants. Pay and benefits are some of the highest in the state. Of the top 25 employers on the Big Island 11 are the resorts along the West Hawaii Coast.

C. Cost Item 3

Description	Type <ul style="list-style-type: none">● Personnel● Facilities● Equipment● Health/Safety● Others (Define)	Estimated Cost
none		

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 3 to Academic Master Plan (AMP)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Part VI: Justification for Program Existence

Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

The Hospitality and Tourism Program (HOST) is Sustainable

The sustainability of the HOST program can be shown by the following data:

- The Hospitality Industry is the largest employer on our island and in the state. In Hawaii, these employers are looking for a trained workforce with knowledge of the local Hawaiian culture and values.
- Hawaii Tourism Authority celebrates the 2014 record of visitors to our state of 8,262,680 who spent a record \$14.7 billion. Our Hawaii island recorded an increase of visitors to 2,397,307 and an increase in spending to \$1.9 billion. This trend is continuing as expressed here by Dr. Richard Kelley, chairman of the board emeritus of Outrigger Enterprises Group, in his January 10, 2015 Saturday Briefing. "It looks as if 2015 will be a good year for the U.S. hotel industry. PKF Hospitality Research recently published a forecast predicting 65 percent occupancy for the U.S. lodging industry in 2015, adding that if this prediction comes true, it will be the highest national occupancy rate since 1987. An ever-improving economy and the favorable relationship between supply and demand, have led to significant growth from 2009 to 2014. We expect this trend to continue through 2017."
- The Four Seasons at Hualalai has been extremely successful with their focus on delivering their top-notch service with emphasis on Hawaiian culture and values. Now other resorts are trying to use the same approach. HCC's HOST program teaches the spirit of E Imi Pono and the value of cultural diversity in HOST 100, HOST 101, and HOST 290.
- With a HOST AAS, our students will be able to compete for higher-level management positions. Hawaii Tourism Authority, Vice President David Uchiyama, has made the management skills in hospitality a key part of the efforts to increase the number of local residents in higher hospitality management positions. Convenient, contemporary access to hospitality education both credit and non-credit is required to achieve these positions. The location of Palamanui, close to resorts, and the courses taught within HOST will enable more students to complete their educations, access apprenticeships, and cooperative education opportunities as well as to regularly update their skills. The demand for this possibility by the hospitality industry is reflected by the training programs they have within their own corporations. Also they have employees they enroll in Univ. of Phoenix and other private schools. HCC offers a Hawaii oriented program at lower tuition making HCC more competitive and contributing to sustainability.
- HOST curriculum gives students both the experience and the knowledge that comports with the HCC vision, and encourages them to continue learning and sharpening their skills.
- Pacific Business News 2014 Book of Lists shows a total of 5337 employees in the major Big Island resorts and hotels. Using the 10% annual turnover reported from my Advisory Council, the resulting 537 jobs confirms 560 from the 2014 Monthly Economic Indicators from Hawaii County.
- The Kona Kohala Chamber of Commerce service area covers a resident population of eighty five thousand as compared to East Hawaii's one hundred thousand. These numbers do not count the daily visitor population of six thousand that is mainly in West Hawaii. Palamanui will have a similar service area, indicating continual growth.
- At Mayor Kanoi's Kona Kohala Luncheon February 24, 2015, the following were reported; completing the Queen Kaahumanu Highway from Honokohau Harbor to the Airport will resume summer of 2015 enabling smoother traffic flow to Palamanui, Homeland Security and US Customs are improving facilities at Kona International Airport enabling Hawaiian Airlines from Japan to resume their flights. Also this will enhance the

facility with which Asian students can attend school here. Additionally, bus service to Palamanui campus starts August 2015, facilitating transportation needs of our students.

- Bed and Breakfast and Vacation Rentals by Owner growth has been much greater than previously known. In the 2014 inventory of condo hotels, bed and breakfasts and vacation rentals by owner 3012 were listed on the Big Island. A new study released by the Hawaii Tourism Authority on December 23, 2014 showed 4,986 individually advertised units. The difference between the two shows the huge potential of this part of the visitor industry. The Big Island Hotels in the 2014 Book of Lists shows 2 of the top 12 hotels on the Hilo side and 10 on the Kona side. And that does not include the new Holiday Inn Express that opened in October 2014 in Kailua Village.
- Events like the Ironman, Merry Monarch, Mitsubishi Golf Tournament, Billfish Tournament, and Queen Liliuokalani Canoe Race continue to draw a diversified audience looking to experience the Hawaiian culture through many activities and venues. The Kilauea Volcano National Park attracts the most visitors of any site in Hawaii. Our Mauna Kea observatories, our ocean sports and beaches are world class and provide an edge and uniqueness that competes well with other tourist venues. This provides a continuing need for our graduates.

Value to the College

The value to HawCC that the HOST program holds are as follows.

- We attract students who want to work within the largest employment sector on the island and who, once employed, contribute to the economic engine of the county and state.
- The stimulation of the hospitality industry substantially caused the increase in private building permits from \$443,739,000 in 2013 to \$697,063,000 in 2014. This results in students taking jobs and looking to continue their education with the flexibility that Palamanui will offer.
- The Hawaii County Monthly Economic Indicators also showed 5600 jobs in “Accommodations” for Hawaii County. A 10% annual turnover related by our HOST Advisory Council indicates that 560 entry-level jobs are available each year. This is greater than the nine new and replacement positions (Hawaii County Prorated) shown on the 2014 Annual Report of Program Growth, thereby contributing to the colleges’ enrollment.
- The HOST program has built a bridge to the hospitality industry on Hawaii island and made HawCC’s opportunities known to them.
- According to the Perkins Report 1/22/15, the Hospitality and Tourism Program has 84% of students female, 72% Economically Disadvantaged and 44% Native Hawaiian. The HOST program provides the opportunity for entry-level jobs to groups who need the most help in establishing satisfying careers on our island.
- Comparison of the number of Pell Grant recipients shown in the ARDP to the number of HOST majors; Kauai CC-67%, Hawaii CC- 63%, Maui College- 50%, and Kapiolani CC- 23%. This further reflects the sobering statistics of our island and how the HOST program contributes to HawCC’s importance to the community.
- The HOST program tuition is less expensive than competing programs and delivers to industry, a graduate with knowledge of Hawaiian culture and the ability to communicate in an industry with a very diversified customer. In doing so, our graduates reflect well on our college and make it more attractive to corporate employers seeking to enhance their employee’s skills.

West Hawaii Sobering Statistics in UH News Feb. 18, 2015

- The [University of Hawai‘i at Hilo](#) is partnering with leading educational and state government groups to start a collaborative discussion about improving the future of West Hawai‘i youth and young adults. Joining the effort are the [Hawai‘i State Department of Education](#), [Kamehameha Schools](#), the [County of Hawai‘i](#), [Queen Lili‘uokalani Children’s Center](#) and several other West Hawai‘i organizations.
- The group, called Hōkūpa‘a (the North Star or literally, the immovable star), held its first meeting in January to discuss the West Hawai‘i Complex Area’s ongoing need to align the work of programs, organizations and the community for better outcomes among youth and young adults ages 11 to 25.
- The group is motivated by sobering statistics
- While nine percent of the overall working age population in the state of Hawai‘i has less than a high school diploma, a full 19 percent of the population in West Hawai‘i has less than a high school education, the highest percentage in the state (U.S. Census, 2006-2010 survey).
- Further, of the students who do finish high school, too few students are pursuing post-secondary education. While almost 26 percent of high school graduates in the state attend one of the UH community colleges, the lowest “go rate” in the state is in West Hawai‘i at 15.8 percent. Further still, 28 percent of 16-19 years olds are neither employed nor enrolled in school.
- National research shows this puts these young people at greater risk for young adult poverty, unhealthy lifestyles, lower lifetime earning potential and increased reliance on social services.
- The idea for Hōkūpa‘a started over a year ago, according to Kei-Lin Cerf, UH Hilo’s new director of strategic community development for West Hawai‘i.
- “At the time, West Hawai‘i Complex Area Superintendent Art Souza and I just wanted to start a conversation with sector leaders to ask what youth mentoring was needed to help make a significant difference for the community,” she says.
- The result is the forming of a dedicated group of leaders who want to have a much larger conversation about collective impact for West Hawai‘i that includes the input of a broad range of people and groups.