KAPIʻOLANI COMMUNITY COLLEGE

THREE-YEAR COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW
2016-2019

Hospitality and Tourism Education Department

Hospitality Operations Management and Travel and Tourism Operations Management

Associate in Science Degree

Kapi'olani Community College Mission Statement 2015-2021

Mission Statement:
Kapiʻolani Community College provides students from Hawaiʻi's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

Vision Statement:
Kapiʻolani Community College is a leading indigenous serving institution whose graduates strengthen the social, economic and sustainable advancement of Hawaiʻi's diverse communities in an evolving global community.

Values Statement:
Kapiʻolani Community College enacts the following values:
Kūpono: Practicing honesty and integrity with clarity in all relationships.
Kuleana: Sharing a common responsibility to support the future of our students, college, community, land, and sea.
Kūloaʻa: Ensuring that the needs of our students are met with support and service.
Kūlia: Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

Part I. Executive Summary of CPR and Response to previous Tactical Plans and ARPD initiatives

Program Goals (2012 – 15)
Through the efforts of the Enrollment Management grant obtained through Perkins funding, the HOST department has been very successful in meeting and exceeding goals one and two from the 2012 -15 tactical plan. Through efforts in the grant, the HOST department was able to strengthen the connections to our main feeder schools and raise the awareness of our program and the importance of the hospitality and tourism industry. This effectively increased our enrollment and the number/percentage of our students that are local or domestic.

Goal One: Increase Program Enrollment – Baseline spring 2012 @ 263
Performance Measure: Increase program enrollment by 14% by fall 2015 to 300 students

- Fall 2013 enrollment = 345 (31.2% increase)
- Fall 2014 enrollment = 370 (7.3% increase)
- **Fall 2014 enrollment = 440 (19% increase)**
- **Overall an increase of 177 students (67.3% increase)**

Goal Two: Increase the number/percentage of local students – Baseline spring 2012 43.9% matriculate from local high schools
Performance Measure: Along with the goal to increase the overall enrollment to 300 by fall 2015; the goal will be to increase the percentage of local students to 50% (150) of the overall

Fall 2015
International (non-citizen) = 35.8%
US Citizen/US National/Resident Alien = 64.2%
Top Feeder Schools
McKinley = 37
Farrington = 28
Roosevelt = 19
Moanalua = 19
Kaimuki = 15
Kalani = 13
Kaiser = 11
Waipahu = 10

Goal Three: Increase the persistence rates (fall to spring re-enrollment to over 75% [Healthy])
Despite the HOST department's effort to engage in a number of initiatives, the department has been unable to move the dial to improve fall to spring re-enrollment.

2012-13 = 70.9 % - 2013-14 = 72.9% - 2014-15 = 67.5%

As a result the HOST department will include this initiative again as a goal in the 2016 to 2019 tactical plans

Suggested Strategies - Persistence Action Plans:
- Continue the use of the newly created student orientation for students that are new to the HOST program
  - Administer survey to new students to determine their career and academic goals (My Plan)
  - Connect student to other students
  - Connect students to faculty
  - Explanation of program requirements and acquainting students with academic planning resources
  - Discussion of faculty expectations
  - Discussion of counselor/student responsibilities
  - Discussion of student recommendations for success
  - Introduction to events and extra-curricular activities that students can participate in

- Introduction to the HOST department Students of Hospitality Industry Management Association (SHIMA) club
- Familiarization with availability of financial aid and scholarships (My Plan)
- Pilot mandatory advising for students on or at risk of being on academic probation (GPA below 2.0)
  - Through interviews or with the use of a survey, identify the barriers that are getting in the way of success
  - Identify strategies to address or remove barriers
  - Assist with appropriate course selection
- Provide career exploration/assessment (HOST 100, My Plan, Maida Kamber)
  - True Colors
  - Holland Code
  - Myers-Briggs
  - Kolb Learning Style
- Communication with students (information updates as well a touch-point to encourage questions and other communication)
  - Email blasts
  - Classroom visitations
    - Counselor updates
    - Faculty announcements that support and promote activities
  - Updates and current information accessible on departmental Facebook page
- Develop a departmental Web site
- Foster Engaging Pedagogies – Kuh et al. (2005) emphasize that teaching and learning do not go hand in hand and that teaching does not necessarily lead to learning. Over the past two decades a discernible shift from a focus on teaching to an emphasis on student learning has taken place
  - Electronic Technologies and Active Learning
    - ✓ Applicable industry software
    - ✓ SmartBoards
    - ✓ Video-conference capability
    - ✓ Utilize student response systems and/or integration of SmartPhone capabilities
    - ✓ Web site filled with additional reference, resources, or on-line exercises
    - ✓ Increased use of Laulima and the creation of Hybrid courses in addition to pure on-line delivery
    - ✓ Faculty controls and monitoring of student in-class desk-top displays and applications
  - Active and Collaborative Learning
    - ✓ Service learning
    - ✓ Group projects and team presentations
    - ✓ Seminar formats
    - ✓ Field/site visit
  - Classroom space planning and furniture layout that encourages collaborative/project based learning

- ✓ Computer desks that don't restrict views and conversation
- ✓ Arrangement of desks that allow for discussion and team projects
- ✓ Tables that roll to enable classroom to be interchangeable and multi-purpose
- ✓ Through the use of color, create a warm, inviting environments that are conducive to interactive learning
- Sense of Place (a physical space/place for student and faculty to gather and interact)
  - ✓ As a hospitality center of study, a sense of place should encompass Hawaiian culture and values and celebrate the legacy of Hawai'i's rich tourism past
  - ✓ Kuh et al. (2005) highlight that DEEP schools are "place conscious." They create learning environments from natural and constructed settings, and design curricular offerings and pedagogical approaches that induce people to form strong attachments to the place
  - ✓ Kuh et al. (2005) DEEP schools design and when appropriate, alter physical facilities to promote student engagement. As an example the richly-appointed Acorn lounge in Wofford's Milliken Science Center is a favorite place for students to study. The open spaces designed into the center feature moveable tables and chairs near faculty offices, as well as comfortable seating near a café to facilitate student-faculty interaction, group study, and collaborative work. An excellent example here on the KCC campus is our own STEM and Kahikoluamea Centers that has created faculty offices and classrooms around the open student activity/study area
  - ✓ Enhancements need to be made to the 'Ōlapa building's landscaping
  - ✓ Enhancements need to be made to brighten the corridors of the 'Ōlapa building with lighting and paint
  - ✓ Enhancements need to be made to signage and graphics to designate the Hospitality and Tourism Education Department
- Faculty/Student interaction – making time for students. Kuh et al. (2005) state that meaningful interactions between students and their teachers are essential to high-quality learning experiences. Faculty and staff members at DEEP colleges and universities are generally accessible and responsive to students' needs
  - ✓ Faculty mentorship such as advising student clubs and projects
  - ✓ Site visits and field trips
  - ✓ Creation and use of socially catalytic spaces – arrangement of physical space to increase accessibility to faculty and promote student-faculty interaction
  - ✓ Student collaboration with faculty on research projects
  - ✓ Electronic Technologies
  - ✓ Creation of a "virtual space" or use of social media that allows interaction between students and between faculty and student

Goal Four: Obtain one (1) additional full-time teaching position
Substantiated by the ACPHA accreditation and ARPDs, the HOST Department requested two (2) additional positions via the new Allocation Request (ARF) and Critical Hire processes.

The department was able to successfully obtain one (1) new faculty position (Amy Shiroma) that started in the spring 2016 semester. Ms. Shiroma brings to the department 27 years of experience in the hospitality industry – 14 of which are in the time-share/vacation ownership which will be valuable as the department has become offering a course on that subject. With the enrollment growth of the program, as well as the addition of new third year courses, the HOST department will again make it a goal to add an additional full-time position to the faculty.

Goal Five: Develop a campaign to raise the awareness of the need and viability for an on-campus practicum hotel.

While some early efforts to start discussions generated some interest and potential, of late, the initial leads from key industry partners has grown cold. Moving forward, the HOST Department has submitted a request for Perkins Grant funding in order to develop some preliminary planning in order to investigate and quantitatively define the feasibility of an on-campus training hotel. The goal in the first year of the grant will be to develop a feasibility study and some conceptual drawings in order to determine the viability of such a venture and to demonstrate to potential partners the vision and potential for the project.

Goal Six: Remain current with technology needs with equipment and software upgrades within the classrooms/labs
Through the department of labor TAACCCT (C3T3) Grant the HOST department was able to:
- Purchase 40 new laptops for ʻŌlapa 116
- Purchase new printers in ʻŌlapa 113, 115
- Develop the curriculum of HOST 101 into a "Gamification" format
- ʻŌlapa 113, 115 & 116 have all been upgraded as interactive "SMART" classrooms
- Purchase HOTS Hotel Simulation software for use in the HOST 340 – Lodging Industry Analytics and Revenue Management

Summary:
- Enrollment has increased from 263 (spring 2012) to 440 (fall 2015) an increase of 177 students or 67.3%
- All classrooms have been renovated with new carpets, furnishings, and paint with funds from the passport acceptance office
- All classrooms have received a SMART Classroom technology upgrade with funds from the TAACCCT (C3T3) grant
- A new curriculum of third-year APC courses have been started effective in the spring 2016 semester
- The curriculum of the HOST 101 – Introduction to Hospitality and Tourism class has been enhanced with numerous elements of Gamification concepts
- A new Tourism Security and Safety course is being developed to better prepare the students to meet the ever changing geopolitical challenges of the world around us.
- A new full-time faculty was hired in the spring 2016 semester
- Successfully completed another round of the assessment cycle where all 9 program SLOs and every course and every course competency have been assessed. The HOST

department continues to be a leader in assessment and curriculum updates with several faculty members having participated in the pilot test of the new Task Stream system.

Part II. Program Description

Hospitality & Tourism Education Department Mission Statement

- To prepare students for immediate employment in entry level and/or supervisory positions in the hospitality & tourism industry.
- To foster success in transferring to four-year baccalaureate programs in Travel Industry Management, Hospitality & Tourism Management or Business Administration.
- To be the first choice for education and training for Hawaiʻi's visitor industry employees and managers.
- To export the department's expertise in hospitality & tourism operations management and host culture to developing tourism countries.

History:

The Hotel Operations program (HOPER) at Kapiʻolani Community College was established in 1971 as part of the Hotel/Restaurant program. In 1973 the program was moved to the Business Education division at KCC, and in 1981, was merged with the Food Service Education Department to form the Food Service and Hospitality Education Department.

With the growth of Hawaii's visitor industry, further expansion took place, and by 1986, students were attending classes during both the day and the evening. Sixteen full-time and part-time instructors taught 44 sections of 18 courses each semester. In January 1993 the ʻŌlapa building was completed and the Hotel/Restaurant Operations and Travel & Tourism programs moved into the facilities in summer 1993.

In 1995 there were 19 full-time and part-time faculty teaching 45 sections of 25 courses in Culinary/Patisserie Arts, Hotel/Restaurant Operations and in Travel & Tourism. In fall 1996, an updated and revised Hotel/Restaurant Operations and a revised Travel & Tourism program were proposed and passed by the curriculum committee.

In October 1999, the Food Service and Hospitality Education Department conducted a year-long self-analysis of its programs, which culminated in a three-day site visit by five industry and education commission officials in October 2000. In January 2001, the Certificate of Achievement in Culinary Arts program and the Associates of Science Degree in Culinary Arts and the Associates of Science Degree in Patisserie programs received a 7-year re-accreditation from the American Culinary Federation (ACF), and the Certificate of Achievement in Travel and Tourism and the Associates of Science Degree in Travel and Tourism and the Associates of Science Degree in Hotel/Restaurant Operations received a 4-year initial accreditation from the Commission on Hospitality Management Programs (CAHM). This dual accreditation resulted in Kapi`olani Community College becoming only the second two-year college in the nation to receive both accreditations.

Effective fall 2001, the Food Service and Hospitality Education Department separated into two departments to allow growth for both. As part of the campus reorganization, the non-credit counterparts of each became part of the respective departments. This allowed the Food Service Department and the Hospitality & Tourism Education Department to expand the non-credit offerings from community, international, and industry continuing education programs to additional programs in contract training programs with military and industry organizations, and advanced professional development programs.

The HOST department has benefited with several important grants. Starting in 2012, the department embarked on a three-year CTE Perkins grant to enhance enrollment management for the program by strengthening connections with our feeder high schools, training DOE teachers and counselors about the industry and fostering opportunities for the high schools to teach our courses and the students to earn dual credits. Particular attention was also paid to developing enhanced promotional material, e.g. brochures, a video and the construction of a logo to promote better brand awareness.

The HOST department is also in the final phases of a Department of Labor TAACCCT grant that allowed the department to create a series of third-year, Advanced Professional Certificate courses that will articulate to the University of Hawaii at West Oahu enabling the students to enter into a seamless pathway and the earning of a Bachelor of Arts in Business Administration with a Concentration in Hospitality and Tourism. The grant also provided funds for the upgrade of all three of the HOST classroom/computer labs with "SMART Classroom" technology that will enhance distance education capabilities as well as provide more engaged learning andragogies for classroom content delivery. Lastly, the TAACCCT grant provide funding for the development of HOST 101 – Introduction to Hospitality and Tourism curriculum into a highly interactive and engaged "Gamification" format. Through other external funding sources, e.g. the Passport Acceptance office, and the Hoʻokipa Night fundraiser, the HOST department has been able to fund classroom/computer lab renovations and upgrades of carpets, furnishings, chairs and paint that has created a much more conducive learning environment for students and faculty.

Program Descriptions:
The Hospitality and Tourism Education Department provides students with program specialization in Hospitality Operations Management, and Travel and Tourism Operations Management. The strength of the Hospitality and Tourism specializations continues to be the practical hands-on application of theory and academics in active laboratory settings.

The **Associate in Science** in Hospitality and Tourism with a specialization in **Hospitality Operations Management** is a four-semester program of study. The program is designed to help students acquire both the knowledge and practical skills necessary to successfully qualify for work in various capacities in hotels and to transfer to four-year programs. It prepares students for employment in front office, concierge, reservations, housekeeping, sales, and uniformed services positions.

The **Certificate of Achievement** in **Hospitality Operations Management** is a two semester program of study. A comprehensive overview of hotel and restaurant operations, application of

customer service skills, development of appropriate math and communication skills, an introduction to computer applications, and an appreciation of Hawaiian history, culture and language are emphasized. This program will allow students to exit with the knowledge and job skills necessary to qualify for immediate employment in guest services positions in a lodging or food and beverage, or to continue on to fulfill their Associate in Science degree requirements.

The **Certificate of Competence** in **Hospitality Operations** is a one-semester program of study. Through this program, students will exit with the job skills necessary to qualify for entry-level positions in hotel housekeeping/laundry departments, food and beverage operations, and in front office and uniformed services departments. Development of housekeeping and front office technical skills, an understanding of food and beverage operations, as well as development of guest relations techniques, service attitudes, and professionalism is stressed. The program is recommended for students who plan to seek immediate employment as hotel and/or restaurant reservationists, housekeepers, laundry workers, hotel front desk clerks, telephone operators, and uniformed services personnel.

The **Associate in Science** in Hospitality and Tourism with a specialization in **Travel and Tourism Operations Management** is a four-semester program of study. This competency-based program prepares students for employment in a variety of positions available in the large scope of the travel and tourism industry and to transfer to four-year programs. Students entering the workforce will find opportunities in airline operations, ticketing and reservations, travel agencies, tourism planning and development, meeting and convention coordination, special events and tour itinerary planning. In addition to the specialized Travel and Tourism courses, this program combines general education classes along with a complete hospitality core to provide students with a comprehensive program of study.

The **Certificate of Achievement** in **Travel and Tourism Operations Managemen**t is a two-semester program of study. This program will allow students to exit with the knowledge and job skills necessary to qualify for immediate employment in a travel agency, tour company, or airline customer service position, or to continue on to fulfill their Associate in Science degree requirements.

The **Certificate of Competence** in **Travel and Tourism Operations** is a one-semester program of study. This program will allow students to exit with the knowledge and job skills necessary to qualify for immediate employment in a travel agency, tour company, or airline customer service position, or to continue on to fulfill their Certificate of Achievement or Associate in Science degree requirements. An appreciation of Hawaiian history, culture and language are emphasized along with career preparation and planning.

The **Certificate of Competence** in **Principles of Sustainable Tourism** is a vehicle for continuous job skills upgrading for both under-prepared and incumbent workers, while at the same time providing options for long term career upgrading.

Program Accreditation:

Accreditation Commission for Programs in Hospitality Administration (ACPHA)
P.O. Box 400
Oxford, MD 21654 - Phone: (410) 226-5527

Program Student Learning Outcomes:

Upon successful completion of the A.S. degree in Hospitality and Tourism the student should be able to:

- Use knowledge and skills associated with problem solving, creative and critical thinking, reflection and decision making to function effectively in the classroom, community and industry.
- Apply the concepts and skills necessary to achieve guest satisfaction.
- Demonstrate leadership and teamwork to achieve common goals.
- Conduct him/herself in a professional and ethical manner, and practice industry defined work ethics.
- Communicate effectively and confidently in the classroom, community and industry.
- Demonstrate knowledge of multicultural perspectives to meet the needs of the guests and employees.
- Lead with the knowledge that the foundation of tourism is based on the respect for the host culture with the responsibility to perpetuate the unique values, traditions, and practices of that place.
- Use knowledge of best practices to further sustainability (economic, environmental, and cultural/social) in the industry.
- Demonstrate ability to perform basic and supervisory level job functions in hospitality and tourism

Admission Requirements:

Program admission is based on first-qualified, first accepted basis. Minimum qualifications for admission are: 18 years of age or older – a high school diploma or GED if less than 18 years of age.

Faculty and Staff (Fulltime):

Laure Burke, EdD, **CHE, CHIA** - Professor

Teaches HOST 100 – Career and Customer Service Skills, HOST 258 – Hospitality Marketing, and HOST 290 – Hospitality Management, Previous experience includes coordinator for Honolulu Community College's Cooperative Education internship program, Kāhala Hilton Hotel and Hawai'i Visitor's Bureau.

Chelsea Chong - Assistant Professor

Teaches HOST 100 – Career and Customer Service Skills, HOST 101 - Introduction to Hospitality and Tourism, and HOST 154 - Food and Beverage Operations. Has been with the college since 1989 with previous experience in Food and Beverage and as service consultant and trainer.

Dave Evans, PhD, **CHE, CHIA** - Professor and Department Chair

Teaches HOST 152 - Front Office Operations, HOST 258 - Hospitality Marketing, HOST 265 – Tourism Destination Development and Planning, HOST 290 - Hospitality Management, and HOST 340 – Lodging Analytics and Revenue Management. Previous experience includes managing hotels with Outrigger Hotels and Resorts, Director of Operations with Roberts Hawaiʻi, and as the Director of Marketing for the start-up Hawaiʻi operation of a national franchise organization.

Rosalie Fernandez, MPA, CHE, CTC - Associate Professor

Teaches HOST 100 – Career and Customer Service Skills, HOST 101 - Introduction to Hospitality and Tourism, HOST 170 – Selling Destinations, HOST 171 - Airline Reservations and Ticketing, HOST 278 – Travel and Tour Operations, and HOST 290 - Hospitality Management. Previous experience includes serving as the manager/owner of Travel Light, Inc. travel agency.

Sheryl Fuchino-Nishida, MEd - Professor, Counselor

Responsible for providing counseling and student services such as: registration, new-student orientation, academic and career advising, graduation checks and recruitment.

Amy Shiroma, MBA – Instructor

Teaches HOST 101 – Introduction to Hospitality and Tourism, HOST 152 – Front Office Operations, and HOST 320 – Vacation Ownership and Condominium Hospitality Operations. Previous experience includes serving as the Director of Operations at Marriott's Ko Olina Beach Club – Director of Operations at Marriott's Waiohai Beach, Director of Guest Services at the JW Marriott Ihilani Resort and Spa. Guest Services Manager at the Hawaiʻi Prince Hotel Waikīkī, and the Front Office Manager at the Kāʻanapali Beach Hotel on Maui.

Kawehi Sellers, MEd - Assistant Professor

Teaches HOST 100 - Career and Customer Service Skills, HOST - 101 Introduction to Hospitality HOST 290 – Hospitality Management, and HOST 293E – Hospitality Internship. Previous experience includes working in the public relations department and as a trainer at the Hilton Hawaiian Village Resort and Spa

Frank (Palakiko) Yagodich - Assistant Professor

Teaches HOST 168 – Tour Directing and is responsible for the Interpret Hawaiʻi Program and serves as a community resource person offering state-certified tour guide and Hawaiian culture courses.

Faculty and Staff (Adjunct):

Kevin Donnelly, MEd, CHE - Senior Lecturer

Teaches HOST 293 – Hospitality Internship and HOST 100 – Introduction to Hospitality and Tourism, and HOST 154 – Food and Beverage Operations. Previous experience includes 31 years

with Kyo-ya/Starwood Hotels in Hawai'i as room service manager, restaurant and bar manager, and assistant F & B controller.

Frank Haas, **MBA** - Lecturer

Teaches HOST 350 - Strategic Hospitality Leadership, and HOST 270 – Tourism Security and Safety. Previous experience includes: executive positions in higher education, tourism and hospitality, advertising, quick service restaurants and high technology. Has served as the Dean for Hospitality, Culinary and Business programs at Kapi'olani Community College; Assistant Dean for the School of Travel Industry Management at University of Hawai'i; Vice President and Director of Marketing for the Hawai'i Tourism Authority; Vice President for Marketing at 'Ohana Learning and CEO of Ogilvy & Mather advertising agency.

Kahilina'i McCarthy - Lecturer

Teaches HOST 100 – Career and Customer Service Skills. Previous experience includes serving as a flight attendant and trainer at Aloha Airlines.

Pat Kramm-Witzell - Senior Lecturer

Teaches HOST 100 – Career and Customer Service Skills, HOST 150 - Housekeeping Operations, HOST 154 - Food and Beverage Operations, HOST 256 - Hospitality Accounting, HOST 261 - Events Management, and HOST 290 - Hospitality Management. Previous experience includes many years of as a director of front services and an executive housekeeper, as well as serving as an industry consultant.

Resources, including Student Support Services:

The HOST department has three classrooms dedicated to the program. Two of the classrooms are outfitted as computer labs with 28 computer workstations available to the students. Through Perkins grants the department has been successful in keeping the computers up-to-date and through an annual fundraiser (Ho'okipa Night) the department is able to fund the use of industry relevant software. The third classroom serves as a multi-purpose space and benefits from access to laptops for student use. TravelPort, a program for live airline reservations and ticketing and InnQuest, a Hotel Property Management system, allows students to learn industry specific applications.

Upgrades of the décor, furnishings, and equipment of all three classroom/labs have been funded from money raised via fundraising, grants, and the operation of a passport acceptance services provided by the departmental office. As a result of a Department of Labor TAACCCT Grant, in September of 2015, the HOST Department completed a SMART Classroom technology upgrade of all three classroom/labs providing the instructional spaces with enhanced distance education capabilities and more opportunities for students to be interactive and engaged.

The HOST department is also fortunate to benefit from having a full-time counselor imbedded in the department providing invaluable student services and support for the department.

The department is allocated one Secretary II and one Office Clerk. The Secretary II position serves as an overall office manager, providing necessary clerical, fiscal, and other support services to the department faculty as well as overseeing the activities as a designated Passport Acceptance Office. The secretary position is a Civil Service position within the Hawaiʻi Government Employees Association organization, Unit 03. In addition to assisting the office secretary, the primary responsibility of the office clerk position is the processing of passport applications for the general public. The office clerk position is currently vacant with action steps being taken to conduct a recruitment search and fill the position.

Articulation Agreements, Community Connections, Advisory Committees, Internships, DOE

Department of Education, DOE, University of Hawaii at West Oahu, and the UH TIM School Mānoa:

Over the years the HOST Department has taken an active role in the development of the Career Pathways Hawaiʻi P-20 Initiative. The overarching goal of the P-20 initiative was to improve student achievement at all levels of education. While the entirety of this initiative has yet to fully be realized, it remains the foundation in discussions to strengthen pathway awareness and opportunities with the DOE. A significant outcome of the process was that the HOST programs within the community college system were able to strengthen the consistency of the courses offered and the articulation between the programs. This enabled the TIM School at Mānoa to have a better define path from the various community colleges to their four-year degree. Regrettably, the UH Mānoa TIM school was not agreeable to accept HOST courses taught at the high school level which limited the success of the project as it did not allow for the pathway to include the DOE. Recent interest on the part of the Hawaiʻi Tourism Authority has renewed the discussion to strengthen the pathway to include not only the DOE but more of the courses taught by the HOST department at KCC by the UH Mānoa TIM school.

Additionally, to strengthen the connection with the DOE, the Hospitality and Tourism Department has led the initiative to develop a Train the Trainer program to guide DOE teachers in the teaching of HOST 100 – Career and Customer Service, and HOST 101 – Introduction to Hospitality and Tourism. The purpose of the articulation is to prepare high school students, who go directly into the tourism workforce, with customer service skills and knowledge of the industry. This workshop was the first of its kind and a current Perkins grant on enrollment management is designed to replicate that training program.

The HOST program also maintains articulation agreements with Hawaiʻi Pacific University and the University of Nevada Las Vegas. Additional efforts have been successful in developing an agreement with the business department at the University of Hawaiʻi at West Oʻahu to allow our graduates to do a two-plus-two agreement that will provide students with a pathway towards a bachelor's degree. Additionally, the HOST department, in the spring 2016 semester, began to offer the third-year, Advance Professional Certificate courses that specialize in topics essential for hospitality leaders in today's tourism landscape. An essential part of the development of those third year courses is for the HOST department to complete and

articulation agreement with the University of Hawaiʻi at West Oʻahu so the students will complete a Bachelor of Arts in Business Administration with a Concentration in Hospitality and Tourism.

Internship:

Student earning a degree from either concentration are required to complete a minimum of 225 hours of a supervised field experience that is related to their major. This internship experience allows the students to apply the knowledge and skills learned in coursework to the work environment

Advisory Board:

Hospitality Operations Management - Advisory Board Members			
Ward	Almeida	Director of Food & Beverage	Hawaiʻi Prince Hotel Waikīkī & Golf Club
Lyn	Aoki	Corporate Director of Guest Services & Brand Standards	Aqua Hospitality
Todd	Apo	VP Community Development	The Howard Hughes Corporations
Luz	Gutierrez	Director of Human Resources - Waikīkī Complex	Starwood Hotels Waikīkī
Thelma (Keh	Kam	Director of Cultural Services	Starwood Hotels Waikīkī
Shannon	Ladd	Director of Human Resources	The Kāhala Resort
Michael	Miller	Director of Operations	Tiki's Grill & Bar
Julie	Morikawa	President	ClimbHI
Linda	Nakaima	Director of Human Resources	Waikīkī Parc
Dean	Nakasone	General Manager	Outrigger Reef on the Beach
Phil	Sammer	General Manager	ʻIlima Hotel
Amy	Shiroma	Director of Operations	Marriott's Ko Olina Beach Club
Denicia	Trinidad	Vice President of Human Resource Development	Zippy's Corporation
Laura	Witter	Training Manager	Hyatt Regency Waikīkī
Jasmine	Wong	Human Resources Emplyment Manager	Starwood Hotels Waikīkī
Newton	Wong	National Sales Manager	Aqua Queen Kapiʻolani Hotel
John	Yamamoto	Executive Housekeeper	Park Shore Waikīkī
Donna	Yu	Human Resources Manager	The Kāhala Resort
Travel and Tourissm Operations Management - Advisory Board Members			
Muriel	Anderson	Retired Tourism Executive	
Kealoha	Chang	Client Service Manager	Hawaiʻi Convention Center/SMG
Daniel	Chun	Regional Manager, Sales & Community Marketing - Hawai'i	Alaska Airlines
Patricia M.	Coughlin	President	Aloha Holidays
Joann	Erban	Vice President of Sales and Marketing	Robert's Hawaiʻi
Jadie	Goo	Tourism Brand Manager	Hawaiʻi Tourism Authority
Bob	Hampton	President	Waikīkī Beach Activities
Kazu	Hayashi	Recruiting Manager	Hilton Worldwide
Ron	Hee	VP of Business Development	Robert's Hawaiʻi
Audrey	Higuchi	Publishers Representative	MSLO Omni Media
Dwight	Hubbard		United Airlines
Deane	Kadokawa	Landside Operations Manager	Honolulu International Airport
Rodney	Lau	ASTA President & President	Travel Specialist
Kat	Lin-Hurtubise	Chief Festivities Officer	Gourmet Events Hawaiʻi
C. Haunani	Maunu-Hendrix	Retired Tourism Executive	
Mike	Murray	Senior Vice President & COO	Waikīkī Beach Activities
Deems	Narimatsu	Vice President	Roberts Hawaiʻi
Robert	Oneha	Senior Account Manager	Booking.com (USA) Inc.
Jasmine	Tamanaha	Manager, In Flight Administration	Hawaiian Airlines
Pat	Tervola	Manager - Retail Sales	Vacations - Hawaiʻi
Leon	Yoshida	President	Sawayaka Hawaiʻi

Distance Delivered Courses:

The HOST Department currently offers seven (7) classes via online distance delivery: HOST 100 – Career and Customer Service Skills, HOST 101 – Introduction to Hospitality and Tourism, HOST 150 – Housekeeping Operations, HOST 152 – Front Office Operations, HOST 154 – Food and Beverage Operations, HOST 170 – Selling Destination, and HOST 290 – Hospitality Management. When combined, HOST 100, HOST 150, HOST 152, and HOST 154 enables students to complete the Hospitality Operations Certificate of Completion entirely online.

Part III. Curriculum Revision and Review:

In preparation of the college's accreditation, as of fall 2012, no courses were to have been older than 5 years. The HOST Department was successful in completing curriculum review of all courses within that timeframe. The HOST Department then created a schedule for renewing all courses within the next 5 years with all courses scheduled to be completed by fall 2017.

Hospitality and Tourism Education Department 2014 to 2017 5-year SLO & Curriculum Update Plan						
			Last Updated	Faculty Responsible	CLR Course Competency Assessment	2014-2017 Curr. Cent. Update	Status
HOST	100	Career & Customer Service Skills	4/6/2012 Spring	Chelsea/Kawehi	Spring 2014	Fall 2014	CLR Submitted S14 - Curriculum Approved Fall 14
HOST	101	Intro to the Tourism Industry	5/29/2011 Spring	Chelsea/Kawehi	Spring 2014	Fall 2014	CLR Submitted S14 - Curriculum Approved Fall 14
HOST	150	Housekeeping Operations	12/31/2011 Fall	Pat/Rosalie	Spring 2015	Fall 2015	CLR Submitted Spring 15 Curriculum Approved fall 15
HOST	152	Front Office Operations	1/2/2012 Spring	Leilani/Rosalie	Fall 2014	Spring 2015	CLR Submitted S15 -Curriculum Approved S15
HOST	154	Food and Beverage Operations	1/2/2012 Spring	Pat/ Leilani/Kevin/Rosalie	Spring 2016	Fall 2016	
HOST	168	Tour Directing	10/9/2013 Fall	Palakiko/Rosalie	Spring 2017	Spring 2016	
HOST	170	Selling Destinations	10/9/2013 Fall	Rosalie	Spring 2017	Fall 2017	
HOST	171	Airline Reservations and Pricing	10/9/2013 Fall	Rosalie	Fall 2016	Spring 2017	
HOST	256	Hospitality Accounting	1/2/2012 Spring	Pat/Rosalie	Fall 2016	Spring 2017	
HOST	258	Hospitality Marketing	5/29/2011 Spring	Dave & Laure	Spring 2015	Fall 2015	CLR Submitted Spring 15 Curriculum Approved fall 15
HOST	261	Events Management	1/2/2012 Spring	Kawehi	Fall 2015	Spring 2016	CLR Submitted fall 15
HOST	265	TourismDestDevel&Planning	1/2/2012 Spring	Dave	Fall 2015	Spring 2016	CLR Submitted fall 15
HOST	278	Travel&Tour Operations	3/29/2012 Spring	Rosalie		Spring 2016	Curriculum to delete in Spr. 16
HOST	290	Hospitality Management	4/6/2012 Spring	Laure	Spring 2016	Fall 2016	
HOST	293E	Hospitality Internship	5/12/2012 Spring	Kawehi	Spring 2016	Fall 2016	
HOST	275	Computer & Info Technology	2005 Spring				Deleted S15
FSHE	245	Beverage Operations	1999 Fall				Deleted S15
FSHE	260	Hospitality Law	2000 Fall				Deleted S15

At the conclusion of the spring 2016 semester, 11 of the 15 active HOST courses (73.3 %) will have undergone an assessment of all of the individual course competencies. Also, at the completion of the spring 2016 semester, 9 of the 15 active HOST Courses (60 %) will have completed curriculum updates based on the findings of the course assessments. Assessment of course competencies have led to curriculum improvements and updates such as: refinement/additions/deletions of course competencies; refinement of teaching and course content delivery methods; and modifications in competency and outcome assessments. Examples of "Action Steps" from a recent course competency assessment of HOST 258 – Hospitality Marketing, conducted by professors Dave Evans and Laure Burke are:

> *Revise SLO Fall 2015 to read: Explain what marketing is and why marketing should be viewed as a philosophy not just a business function.*

Revise SLO Fall 2015 to read: Select relevant trends in the macro-environments that are influencing the strategic directions of organizations within Hospitality and Tourism and present on how they are reacting to the trends.

HOST 258 faculty members develop additional in-class exercises and practice worksheets. Date: 2015-2016 academic year

Delete competency as while the topic is discussed, this activity is not part of an exam or group project. Date: fall 2015

Develop an additional competency for sales activities of an organization
To read: Illustrate how hospitality and tourism enterprises develop the organization of their sales efforts based on functions, markets and tasks. Date: fall 2015.

1. **Student Satisfaction**
   A student satisfaction survey was completed in the 2012 as part of a Perkins Grant initiative, the HOST Department conducted for the first time a survey of student satisfaction. Having not done one in several years does remind us that it is time to do one again. A sample of 56 students came from the enrollment on the department's 200 level classes. The objective of the survey was to begin to define key factors that are important for student success and satisfaction. The survey intended to first ask the students to rank or prioritize the various factors and then to determine from the students how they felt the HOST department was doing relative to each factor. The results were displayed on a radar chart that enabled the department to see gaps between the expectations and the actual rankings.

		Satis. Rating		Impt. Rating	Satis. Rating
Financial Aid (1)	5	3.3 (1.7)	HOST registration assistance (8)	4.56	3.9 (.66)
HOST Internships (6)	4.75	4.05 (.7)	Computer Software in HOST classroom (10)	4.55	3.98 (.57)
HOST faculty delivery of instruction effectively (9)	4.72	4.14 (.58)	HOST Dept. Reputation	4.55	4.38 (.17)
HOST advisor availability (7)	4.71	4.03 (.68)	HOST classroom facilities	4.53	4.23 (.3)
HOST career advising (5)	4.67	3.9 (.77)	HOST faculty availability outside of class	4.5	4.16 (.34)
HOST course selection (4)	4.67	3.89 (.78)	KCC's reputation	4.49	4.37 (.12)
HOST course availability (3)	4.67	3.87 (.8)	HOST scholarships (2)	4.48	3.57 (.91)
Internet access in HOST classrooms (10)	4.67	4.10 (.57)	Computer/Tech availability in class	4.4	4 (.4)
HOST advisor knowledge— program requirements	4.66	4.28 (.38)	Online HOST course availability	4.25	3.65 (.6)
HOST faculty knowledge—	4.64	4.32 (.3)	HOST student activities	4.2	3.98 (.22)

Course content		
HOST student organizations	4.14	4 (.14)

Top 10 Categories w/biggest difference	Satisfaction
Financial Aide	3.30 (1.7)
HOST Scholarships	3.57 (.91)
HOST Course Availability	3.87 (.80)
HOST Course Selection	3.89 (.78)
HOST Career Advising	3.90 (.77)
HOST Internships	4.05 (.70)
HOST Advisor Availability	4.03 (.68)
HOST Registration Assistance	3.9 (.66)
HOST Faculty Delivery of Instruction Effectively	4.14 (.58)
HOST Internet Access in HOST Classrooms	4.10 (.57)
Computer Software in HOST Classrooms	3.98 (.57)

2. Employer Satisfaction

Also a part of the Enrollment Management Perkins Grant, the HOST department conducted a survey of employers that participate by accepting students for internships. The goal was to obtain feedback about HOST students on seven factors: knowledge, professionalism, work ethic, communication skills, initiative, leadership, and teamwork. 18 of the 20 fall 2012 internship sites participated in the survey. Based on a 1 to 5 scale where: 1= Unsatisfactory Performance; 2= Below expectations of management; 3= Adequately meets expectations of management; 4= Exceeds expectations of management; 5= Outstanding Performance, the responses would indicate that the employers are fairly happy with the performance of the interns with all scores above 4 with many responses close to 5.

Attendance/ Punctuality-A good record of on time attendance and calls if absent or tardy to ensure assignments are not adversely affected	4.38

Attitude of Professional Service—A willingness to assist co-workers	4.76
Grooming/Positive Body Language-Appropriately dressed according to dress code and grooming policy for position. Demonstrates positive body language	4.71
Initiative-Lives up to expectations, shows creativity in assignments, looks for appropriate work to do	4.47
Time Management—Manages time in an effective and efficient manner when performing tasks. Follows through on deadlines	4.8
Customer Service-Demonstrates service skills to guests and customers (internal/external)	4.66
Communication-Speaks clearly and articulates thoughts effectively. Listens actively and is open to the ideas and concerns expressed by others. Asks for assistance or advice from others as needed.	4.42

Additionally, when asked if the employers would be interested in working with other HOST students, 17 replied YES while only one replied NO

Part V. Quantitative Indicators for Program Review:
Hospitality and Tourism Operations Management

Overall Program Health: Cautionary

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	413	70	76	
2	*New & Replacement Positions (County Prorated)	173	44	45	
3	*Number of Majors	274	324	341	
3a	Number of Majors Native Hawaiian	30	35	37	
3b	Fall Full-Time	61%	62%	64%	
3c	Fall Part-Time	39%	38%	36%	
3d	Fall Part-Time who are Full-Time in System	1%	1%	2%	
3e	Spring Full-Time	63%	61%	62%	Unhealthy
3f	Spring Part-Time	37%	39%	38%	
3g	Spring Part-Time who are Full-Time in System	2%	2%	1%	
4	SSH Program Majors in Program Classes	2,911	3,233	3,636	
5	SSH Non-Majors in Program Classes	1,849	1,799	1,613	
6	SSH in All Program Classes	4,760	5,032	5,249	
7	FTE Enrollment in Program Classes	159	168	175	
8	Total Number of Classes Taught	61	65	64	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	24.6	24.2	25.6	
10	*Fill Rate	95%	93.8%	96.9%	
11	FTE BOR Appointed Faculty	5	5	6	
12	*Majors to FTE BOR Appointed Faculty	54.7	64.7	56.8	
13	Majors to Analytic FTE Faculty	38.3	41.8	44.5	
13a	Analytic FTE Faculty	7.1	7.7	7.7	
14	Overall Program Budget Allocation	$588,677	$764,356	$634,703	Healthy
14a	General Funded Budget Allocation	$564,677	$525,600	$530,574	
14b	Special/Federal Budget Allocation	$0	$0	$0	
14c	Tuition and Fees	$24,000	$238,756	$104,129	
15	Cost per SSH	$124	$152	$121	
16	Number of Low-Enrolled (<10) Classes	1	1	0	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	88%	86%	86%	
18	Withdrawals (Grade = W)	40	45	63	
19	*Persistence Fall to Spring	70.9%	72.9%	67.5%	
19a	Persistence Fall to Fall	53.5%	52.1%	46%	
20	*Unduplicated Degrees/Certificates Awarded	128	128	185	
20a	Degrees Awarded	45	47	63	
20b	Certificates of Achievement Awarded	35	50	71	**Healthy**
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	183	107	204	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	25	9	18	
22a	Transfers with credential from program	7	0	3	
22b	Transfers without credential from program	18	9	15	

Distance Education: Completely On-line Classes		Program Year			
		12-13	13-14	14-15	
23	Number of Distance Education Classes Taught	10	10	12	
24	Enrollments Distance Education Classes	264	256	329	
25	Fill Rate	100%	97%	99%	
26	Successful Completion (Equivalent C or Higher)	85%	81%	76%	
27	Withdrawals (Grade = W)	9	12	19	
28	Persistence (Fall to Spring Not Limited to Distance Education)	74%	68%	80%	

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	91.00	95.28	Met	
30	2P1 Completion	47.00	63.21	Met	
31	3P1 Student Retention or Transfer	75.21	88.89	Met	
32	4P1 Student Placement	68.92	34.78	Not Met	
33	5P1 Nontraditional Participation	N/A	N/A	N/A	
34	5P2 Nontraditional Completion	N/A	N/A	N/A	

Performance Funding		Program Year			
		12-13	13-14	14-15	
35	Number of Degrees and Certificates	80	97	134	
36	Number of Degrees and Certificates Native Hawaiian	8	2	13	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients	64	75	95	
39	Number of Transfers to UH 4-yr	25	9	18	

Part VI. Analysis of Program:

1. Alignment with Mission

Hospitality & Tourism Education Department Mission Statement

- to prepare students for immediate employment in entry level and/or supervisory positions in the travel and tourism industry.

  By offering academic laddering via various levels of certifications: competence, completion, achievement, and ultimately an associate in science degree, students have a variety of exits points that meet their career objectives. Additionally, the HOST department has recently added the third-year Advanced Professional Certificate providing students with additional, specialized education within a certificate that stands on its own, or the option to continue for Bachelor of Arts in Business Administration with a Concentration in Hospitality and Tourism.

- to foster success in transferring to four-year baccalaureate programs in Travel Industry Management, Hotel/Restaurant Management or Business Administration.

  The HOST department maintains articulation agreements with four-year programs such as the University of Nevada Las Vegas and Hawaii Pacific University that provide pathways for graduates to advance to a bachelorette degree. Considerable effort has been expended to strengthen the articulation with the TIM School at UH Mānoa that would encourage the TIM School to accept more of the HOST courses which would be a benefit to the students that do transfer to that four-year program. Recent efforts have also been made to create a two-plus-two articulation agreement with the University of Hawai'i at West O'ahu's business department as well as the Bachelor of Arts in Business Administration with a Concentration in Hospitality and Tourism.

- to be the first choice for education and training for Hawai'i's visitor industry employees and managers.

  While the duties of continuing education have been recentralized on the campus, the HOST department maintains a close relationship with our continuing education counterparts believing that industry should see KCC and the HOST department as a resource for their ongoing training needs. Recent contracts that illustrate this connection have been the delivery of customer and Hawaiian cultural training for the APEC Conference, the opening of the Aulani Disney Resort, Island Air, and Outrigger Hotels and Resorts.

- to export the department's expertise in hotel/restaurant operations, travel and tourism, and host culture and language applications to developing tourism countries.

  With the international emphasis that the college places on education, the HOST and Culinary departments are asked in many situations to work with international partners. Recent examples have been: creating an articulation agreement with Korean Tourism College in Korea; discussions with Sri Lanka, Indonesia, and India to provide advice on the development of community college system; curriculum and operational consultation to the Namibia Polytechnic Institute in Namibia, Africa; marketing advice to the government of Morocco; and consultation on the establishment of a training center in Vietnam.

2. Current Situation - *Internal*:

Demand
Demand indicators for 2014/15, despite being almost identical to 2013/14; have changed from "healthy" to "unhealthy." Changes over the last several years have made this area hard to feel confident about as both the calculations and the determinations for New & Replacement Position (County Prorated) have been adjusted that created a significant drop in positions from 2012/13 to 2013/14. It is hard to justify that in an industry that is the #1 employer in the State that there are only 45 County Prorated New and Replacement positions. What would be more

realistic is to: 1) consider Statewide openings, as in reality graduates from our program do look to fill openings throughout the state, 2) to widen the category to include entry level position because those are the openings that our students start in. A couple of years ago the CTE deans decided to only include openings that would require degrees e.g. supervisory and managerial jobs that in reality, our graduates don't immediately step into, and 3) we need to include more categories that involve the jobs for our travel and tourism students. In essence the interpretation of this statistic is we have too many students for too few open positions and seems in contradiction to what is being discussed in the development of the 2015-2025 Hawaiʻi Tourism Authority Strategic Plan.

The number of jobs in the hospitality industry is forecast to grow at an annual 1.2 percent to 1.3 percent rate through 2020. Relative to the size of the industry (which directly employs about 21 percent of Hawaiʻi's workforce), the number of majors in hospitality programs is modest. Additionally, managers in the hotel sector are concerned about replacing the impending retirement of a large proportion of line employees (housekeepers, stewards, groundskeepers). (Excerpt from the draft of the 2015 to 2025 Hawaiʻi Tourism Authority Strategic Plan).

It should be noted that the HOST Department has enjoyed significant enrollment growth over the last several years with 2014/15 at 341, up 15 students or 5.2% over 2013/14 – 2013/14 showed an increase of 50 students or +18.3% over 274 in 2011/12. For this semester, fall 2015, the HOST Department's enrollment was 440 students representing an increase of 99 students or 29% over the reported 2014/15 numbers. This increase in department majors is running counter to the decreases in enrollment being experienced by the college and can be attributed to the efforts by the HOST department's recently completed enrollment management program that was funded by Perkins grants.

There are a number of other positive demand factors to take note of. The number of Native Hawaiian majors has increased over the past three years from 30 to 35 to 37, representing 11% of the total HOST department enrollment. SSH numbers have also increased for Program Majors from 2,911 to 3,233 to 3636 and in All Programs from 4,760 to 5,032 to 5,249. And SSH for Non Majors in Program Classes remains robust at 1,613 indicating that the HOST department could be handling greater demand from culinary majors or more students across the campus expressing an interest in exploring some of our courses for electives or as a potential major. It is not surprising that the number of courses offered has also trended up over the past four years from 54 to 61 to 65 to 64.

Efficiency
The efficiency indicators for 2014/15 are Healthy as there are a number of positive indicators. Average class sizes increased slightly to 25.6 from 24.2 which takes into consideration that HOST does offer a number of lab classes with smaller enrollment capacity due to limits on computer availability. Fill rates are also up from 2013/14 of 93.8% to 96.9% which is another indicator of the positive demand for the program courses and the efficient management of enrollment and the number of classes offered.

However, the overall health call of this section does include the student to faculty ratio of 56.8 which is considered Cautionary and while it reflects the addition of one additional FT Faculty (transfer of Palakiko Yagodich) the addition of FT positions have not kept up with increases in enrollment. In order to be in the healthy range (15 to 35 students per FT Faculty) the HOST department would need 9.74 (almost 10) or 4 additional FT faculty. Currently, the HOST department relies heavily on adjunct lecturers for the delivery of courses with several adjunct lecturers teaching an average of 12+ credits a semester, which was expressed as a concern in the site-visit report complied for the last accreditation self-study. On a positive note, the HOST Department did benefit with the addition of a FT position that will take effect in spring 2016 semester.

Effectiveness

The Health Call for 2014/15 is in the Healthy range in large part to an increase of 57 Unduplicated Degrees/Certificates (45%) Fall to spring persistence, however, continues in the cautionary range at 67.5%, short of the 75% expected at the healthy range. It is also nice to see a rebound in transfers to UH 4-year, doubling from 9 to 18.

Distance Education

To meet the growing demand and extend the reach of the department, HOST has worked hard to expand the number of courses and sections offered online (from 10 to 12). Other positive indicators include enrollment increasing from 256 to 329 students with a fill rate of 99%. Completion rates have dipped to 76% from 81% last year which is 10% less than F to F courses at 86%. Withdrawals at 19 represent 5.8% of the online enrollment compared to 3.8% in F to F classes. Fall to spring persistence of 80% (up from 68% last year) now surpasses F to F section of 67.5%. These results would indicate that while the strategy to offer more online courses is efficient, attention should continue to be paid to ensure that they are effective in meeting the students' educational needs.

Perkins

Technical Skills Attainment continues to be a bright spot for Perkins indicators (goal 91 - actual 95.28) as it serves as a testimony to the practical, engaged andragogy employed by the department in the classroom and bodes well for the preparation of graduates to enter the hospitality and tourism industry. Completion (goal 47 - actual 63.21) and Student Retention and Transfer (goal 75.21 - actual 88.89) have both exceeded expectations. What remains problematic is indicator 4P1 – Student Placement (goal 68.92 – actual 34.78). With the economy rebounding, it could be assumed that recovery would translate into better placement for graduates. But it may still be that with the high percentage of international students in our program, these students are not being recognized in the placement data. This is an issue that the HOST Department and other CTE programs have been cautioned about by their accrediting bodies and we are hopeful that the recent hiring of someone into a dedicated position will devote some needed attention and record keeping into this essential area.

2. Current Situation - *External*:

There are a number of initiatives outlined in the current version of the KCC Strategic Plan that reverberate with the goals and objectives of the HOST department in past tactical plans and as we move forward.

Kapiʻolani Commitments – Outcome 1: Graduation

- Develop predictive analytics for student success.
  - *When the HOST Department embarked on the Enrollment Management Plan through the funds from a Perkins grant, a key area of frustration was the lack of available data relative to enrollment, retention, graduation and specifically, placement. The improvement of accessible data that can better guide the HOST department's efforts in assisting students to enroll, succeed and gain job placement is encouraged.*

Kapiʻolani Commitments – Outcome 2: Innovation

- Develop sector visualization to display top employment sectors with salaries and degree attainment.
- Develop a tracking system to fully understand employer needs, apprenticeship, internship, clinical, and graduate placements, graduate earnings and advancement, and needs for further education and training.

  - *Part of the challenge that we have in the hospitality industry is to appeal to top high school graduates that this is a complex, sophisticated industry that requires skilled, intelligent and motivated employees. Having this kind of information available will be important as we promote our program and our industry.*

- Develop Native Hawaiians for leadership roles at the College and in the community.
- Advance the use and understanding of the Hawaiian language and culture.
- Develop baselines and benchmarks for ʻāina-based and for place-based learning, undergraduate research, and teacher preparation.

  - *An essential element in the teaching of tourism development and operations around the world is the appreciation and perpetuation of the place and culture. This is so important that we include it as one of our Program Student Learning Outcomes, "Lead with the knowledge that the foundation of tourism is based on the respect for the host culture with the responsibility to perpetuate the unique values, traditions, and practices of that place."*

  - *Supporting that concept, we infuse many competencies into our courses that include a cultural context, in HOST 290 – Hospitality Management for instance*

we use a supplemental book, "Managing with Aloha" by Rosa Say in order for students to appreciate the use of Hawaiian Cultural Values in the practice of operating hospitality and tourism organizations. The specific competency is, "Relate Hawaiian values in management practices."

- *We also require our students to take HWST 100 – Introduction to Hawaiian Culture as well as HOST 168 – Tour Conducting as it includes considerable content on Hawaiian history, language, geology, geography, art, and culture.*

- *It should also be noted that 5 of the 13 full and part-time faculty members of the HOST department are of Hawaiian ancestry – and 10 of the 13 faculty members were born and raised in Hawaii. Of the three that were not born in Hawaii, they have a combined experience of working in Hawaii's visitor industry of over 120 years*

- Improve enrollment management systems.

  - *The HOST program was justifiably proud of the many initiatives involved in the development and implementation of the Enrollment Management Plan. As a result the department saw enrollment increase from a baseline of 267 to 440 students in the fall 2015 semester. And increase of 64.8%*

- Implement Open Educational Resources (OER) to replace most textbooks.

  - *Through grant projects, the HOST department now has three courses that use faculty developed workbooks (provided free online) as opposed to having students having to buy textbooks. An additional course also does not use a textbook.*

Kapiʻolani Commitments – Outcome 3: Enrollment Growth

- Invest in outreach to high schools, GED programs, Native Hawaiian and Pacific Islander community partnerships.
- Integrate recruitment of working age adults into overall workforce development system.
- Focus on campus-based re-enrollment strategies.

  - *As mentioned previously, the HOST department was very successful in developing an enrollment management process that increased enrollment by 64.8% over just a few years. Included in that enrollment plan was the concept of PLA, prior learning assessment, and the HOST department created assessment mechanisms for several courses to provide college credit for incumbent employees in the visitor industry.*

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- *While successful in getting new students in the door, the HOST department would like to devote some attention to improving fall to spring persistence to over 75%*

Kapiʻolani Commitments – Outcome 4: Modern, Sustainable, Teaching and Learning Environments

- In conjunction with the Long Range Development Plan, impart a Hawaiian sense of place on campuses through landscaping, signage and gathering spaces to enable social and cultural sustainability of campus communities.
- Reduce deferred maintenance backlog.

  - *While the HOST department has taken it upon itself to upgrade all classrooms with external funds earned from grants, passport acceptance office and fundraising, the departments remain frustrated with the upkeep and condition of the landscaping that surrounds that Ōlapa building.*

- In conjunction with the Long Range Development Plan, serve as role models and consultants to the community on sustainability.

  - *Through the use of grant money, the HOST department was successful in infusing sustainable concepts (environmental, economic, and social/cultural) into most of our classes. Additionally, we have developed a Principles of Sustainable Tourism certificate of completion.*

- In conjunction with the campus Long Range Development Plan, design, develop, and build an on-campus training hotel that in addition to providing essential lodging, culinary, meeting and conference services, will serve as a catalyst to foster interdisciplinary collaboration with programs such as: Hawaiian Studies, Information Technology, Accounting, Marketing, and Massage Therapy.

  - *This has clearly been a top priority for the HOST department over the past 25 years and it is valuable to see this initiative included in the strategic plan as we move forward. What is essential to emphasize, that while the HOST department has championed this concept, is that we have always seen this as a collaborative venture that would enable a variety of disciplines to have a sandbox to play in and provide hands-on, practical opportunities for the learning of concepts.*

- In conjunction with the Long Range Development Plan, participate in Modern Facilities Task Force to:
  1) Define optimal design and learning elements for 21st century, 3rd decade educational infrastructure;
  2) Establish goals for state-of-the art, digitally enabled, labs, classrooms, offices, and centers to support community engagement and partnerships across the state.

- *It should be noted that the HOST department made state of the art classrooms a specific goal during the last tactical planning cycle, "Remain current with technology needs with equipment and software upgrades within the classrooms/labs." With the completion of the Department of Labor TAACCCT grant, all three classrooms/computer labs have been outfitted as SMART technology classrooms. Additionally, students are able to learn airline ticketing and reservations on a live airline training system and the students in the front office class have access to an actual Hotel Property Management System to learn the complete hotel guest cycle of reservations, check-in, cashiering and posting, night audit, and checkout.*

3. **Assessment Results for Program SLOs.**

HOST TIMELINE: (excerpts from the spring 2012 Program and Course assessment report**)**

All 9 of the HOST's Programs SLOs were assessed with 2 (7 & 8) determine as "NOT MET"

HOST Program SLOs that were "NOT MET" (7 & 8) in the Spring 2012 assessment were re-assessed based on improvements made to activities, rubrics and measurements and were determine to "MET EXPECTATIONS"

Additionally, all nine (9) of the HOST Program Learning outcomes were assessed at the conclusion of the **spring 2015** semester. This process of "closing the loop" provides the HOST department with a valuable opportunity to share, reflect, and move forward with adjustments to the course and program curriculum. Examples of "Action Steps" from the recent PSLO assessment are:

While the Internship Employer Final Assessment of Student Performance adequately addresses the PSLO in the industry, there should be more than one or two assessment strategies that assess their function in the classroom and community.

While the Communication rating on Internship Employer Final Assessment of Student Performance adequately addresses the PSLO in the industry, there should be more than one or two assessment strategies that assess their function in the classroom and community.

Use HOST 290 Managing with Aloha project as assessment instrument.

Modify Internship Employer Final Assessment of Student Performance to add a Sustainability attribute that reads, "Sustainability – Positively contributed to the

organization's best practices to further economic, environmental, cultural and/or social sustainability."

Part VII. Tactical Action Plan:

Goal One (1)	Improve Signage, Identity and Brand Awareness of the HOST Program throughout the ʻŌlapa building and across the campus
Strategies for improving Program Outcomes/Indicator and related Strategic Outcome(s)	**Kapiʻolani Commitments – Outcome 4: Modern, Sustainable, Teaching and Learning Environments** ▪ In conjunction with the Long Range Development Plan, impart a Hawaiian sense of place on campuses through landscaping, signage and gathering spaces to enable social and cultural sustainability of campus communities.
Performance measure to assess program strategy and related Strategic Performance Measure	N/A
Data to be gathered to determine success of the strategy: e.g. ARPD, IEMs, CCSSE, Program Specific Data	N/A
Persons/Positions Responsible	Dave Evans & John Richards
Synergies with other programs, units, emphases and initiatives	
Key Community Partners (if any)	Will need to develop criteria and expectations in order to develop a super quote to solicit vendors
Resources (human, physical, fiscal, technology) required to implement strategies. Please check appropriate **funding sources** ☐ General (existing) ☑ Special (existing) ☐ Grants ☐ Biennium and/or supplemental budget request ☐ Others (Please list)	(Special Funds) The Passport Acceptance account will provide adequate funding to accomplish this initiative

Goal Two (2)	Increase the persistence rates (fall to spring re-enrollment)

Strategies for improving Program Outcomes/Indicator and related Strategic Outcome(s)	**Suggested Strategies - Persistence Action Plans**:
	 ▪ Continue the use of the newly created student orientation for students that are new to the HOST program
	   • Administer survey to new students to determine their career and academic goals (My Plan)
	   • Connect student to other students
	   • Connect students to faculty
	   • Explanation of program requirements and acquainting students with academic planning resources
	   • Discussion of faculty expectations
	   • Discussion of counselor/student responsibilities
	   • Discussion of student recommendations for success
	   • Introduction to events and extra-curricular activities that students can participate in
	   • Introduction to the HOST department Students of Hospitality Industry Management Association (SHIMA) club
	   • Familiarization with availability of financial aid and scholarships (My Plan)
	 ▪ Pilot mandatory advising for students on or at risk of being on academic probation (GPA below 2.0)
	   • Through interviews or with the use of a survey, identify the barriers that are getting in the way of success
	   • Identify strategies to address or remove barriers
	   • Assist with appropriate course selection
	 ▪ Provide career exploration/assessment (HOST 100, My Plan, Maida Kamber)
	   • True Colors
	   • Holland Code
	   • Myers-Briggs
	   • Kolb Learning Style
	 ▪ Communication with students (information updates as well a touch-point to encourage questions and other communication)
	   • Email blasts
	   • Classroom visitations
	     ✓ Counselor updates
	     ✓ Faculty announcements that support and promote activities
	   • Updates and current information accessible on departmental Facebook page
	 ▪ Develop a departmental Web site
	 ▪ Foster Engaging Pedagogies – Kuh et al. (2005) emphasize that teaching and learning do not go hand in hand and that teaching

	does not necessarily lead to learning. Over the past two decades a discernible shift from a focus on teaching to an emphasis on student learning has taken place
	• Electronic Technologies and Active Learning
	• Applicable industry software
	• SmartBoards
	• Video-conference capability
	• Utilize student response systems and/or integration of SmartPhone capabilities
	• Web site filled with additional reference, resources, or on-line exercises
	• Increased use of Laulima and the creation of Hybrid courses in addition to pure on-line delivery
	• Faculty controls and monitoring of student in-class desk-top displays and applications
	▪ Active and Collaborative Learning
	• Service learning
	• Group projects and team presentations
	• Seminar formats
	• Field/site visit
	▪ Classroom space planning and furniture layout that encourages collaborative/project based learning
	• Computer desks that don't restrict views and conversation
	• Arrangement of desks that allow for discussion and team projects
	• Tables that roll to enable classroom to be interchangeable and multi-purpose
	• Through the use of color, create a warm, inviting environments that are conducive to interactive learning
	▪ Sense of Place (a physical space/place for student and faculty to gather and interact)
	• As a hospitality center of study, a sense of place should encompass Hawaiian culture and values and celebrate the legacy of Hawai'i's rich tourism past
	• Kuh et al. (2005) highlight that DEEP schools are "place conscious." They create learning environments from natural and constructed settings, and design curricular offerings and pedagogical approaches that induce people to form strong attachments to the place
	• Kuh et al. (2005) DEEP schools design and when appropriate, alter physical facilities to promote student engagement. As an example the richly-appointed Acorn lounge in Wofford's Milliken Science Center is a favorite place for students to study. The open spaces designed into the center feature

	moveable tables and chairs near faculty offices, as well as comfortable seating near a café to facilitate student-faculty interaction, group study, and collaborative work. An excellent example here on the KCC campus is our own STEM and Kahikoluamea Centers that has created faculty offices and classrooms around the open student activity/study area • Enhancements need to be made to the 'Ōlapa building's landscaping • Enhancements need to be made to brighten the corridors of the 'Ōlapa building with lighting and paint • Enhancements need to be made to signage and graphics to designate the Hospitality and Tourism Education Department ▪ Faculty/Student interaction – making time for students. Kuh et al. (2005) state that meaningful interactions between students and their teachers are essential to high-quality learning experiences. Faculty and staff members at DEEP colleges and universities are generally accessible and responsive to students' needs • Faculty mentorship such as advising student clubs and projects • Site visits and field trips • Creation and use of socially catalytic spaces – arrangement of physical space to increase accessibility to faculty and promote student-faculty interaction • Student collaboration with faculty on research projects • Electronic Technologies ▪ Creation of a "virtual space" or use of social media that allows interaction between students and between faculty and student
Performance measure to assess program strategy and related Strategic Performance Measure	Increase fall to spring persistence (re-enrollment) to over 75% (Healthy) by spring 2015. **Kapiʻolani Commitments – Outcome 3: Enrollment Growth** ▪ Focus on campus-based re-enrollment strategies. A. Increase fall to spring re-enrollment to 80% by spring 2021
Data to be gathered to determine success of the strategy: e.g. ARPD, IEMs, CCSSE, Program Specific Data	**Annual Report of Program Data:** Effectiveness Indicator of Persistence

Annual Report of Program Data: Effectiveness Indicator of Persistence

Effectiveness Indicators	Program Year		
	12-13	13-14	14-15
Hospitality and Tourism (Fall to Spring)	70.9%	72.9%	67.5%

Persons/Positions Responsible	Dave Evans & Sheryl Fuchino-Nishida
Synergies with other programs, units, emphases and initiatives	Auxiliary Services, CELTT, OFIE, The Kekaulike Information and Service Center (KISC)
Key Community Partners (if any)	
Resources (human, physical, fiscal, technology) required to implement strategies. Please check appropriate **funding sources** ■ General (existing) ■ Special (existing) ☐ Grants ■ Biennium and/or supplemental budget request ☐ Others (Please list)	(General Funds) The dedication of faculty to invest time and energy is essential in developing programs that enhance student learning, persistence, retention and graduation. This needs to be accomplished via assigned time and assuring full-time positions for the department are staffed. (Special Funds) Funds raised via the Hoʻokipa Night Fundraiser and the Passport Acceptance office have been and will continue to fund updates and upgrades of classroom equipment, furnishings and interactive/educational software. (Budget Requests) Capital improvement projects to the building and landscaping should be pursued through budgetary processes.

Goal Three (3)	Obtain one (1) additional full-time teaching position
Strategies for improving Program Outcomes/Indicator and related Strategic Outcome(s)	The HOST Department was successful in obtaining an additional full-time position in the spring 2016 semester but is still very dependent on course delivery from adjunct faculty Two such adjunct faculty have for many years taught 13 or more credits per semester. While adjunct faculty provide valuable "industry" current relevance they are not expected nor can be relied on to contribute to the many other duties that are a part of the role of full-time faculty. For a small department like HOST additional full-time positions provide better representation on college-wide committees and participation in departmental and college initiatives such as: curriculum modification, SLO development and assessment, and accreditation self-studies

| **Performance measure to assess program strategy and related Strategic Performance Measure** | The HOST Department was successful in obtaining an additional full-time position in the spring 2016 semester but is still very dependent on course delivery from adjunct faculty Two such adjunct faculty have for many years taught 13 or more credits per semester. While adjunct faculty provide valuable "industry" current relevance they are not expected nor can be relied on to contribute to the many other duties that are a part of the role of full-time faculty. For a small department like HOST, additional full-time positions provide better representation on college-wide committees and participation in departmental and college initiatives such as: curriculum modification, SLO development and assessment, and accreditation self-studies.

Annual Report of Program Data (ARPD)
With the addition of the FT position in the spring 2016 semester, the total # of FT instructional faculty = 7. In order to be in the healthy range (15 to 35 students per FT Faculty) the HOST department would need 9.74 (almost 10) or 3 additional FT faculty.

This reliance on adjunct faculty is attributed to several factors: 1) the increase in enrollment has required the department to add more sections; 2) the HOST department has been successful in gaining grants that enabled faculty to devote release time to the initiatives; and 3) faculty members of the HOST Department have been frequently called upon to guide college-wide initiatives adding to release time and the need for adjunct faculty to fill-behind in the classroom. Assuming none of the HOST faculty receive release time with the exception of the department chair, the split would then be 71 credits or 69.6% taught by FT faculty and 31 credits or 30.4% taught by part-time faculty.

ACPHA Accreditation Self-Study
In a recently completed a submission of a self-study for re-accreditation from ACPHA along with a team site-visit, the site-visit team reported that the HOST Department did not meet the standard that reads, "The faculty is numerically sufficient to achieve the objectives of the program and to perform the responsibilities assigned to it: instruction, advisement, academic planning, curricular development, and program direction." And they indicate this to be a concern, "While the ACPHA Site Team believes that the adjunct instructors presently teaching are qualified and committed to the HOST Program, many are covering four to five courses per semester. This is highly unusual for adjuncts. Due to growth of the program |

	and no additional full-time faculty hired, the Program has had to turn to its adjunct faculty to cover many of the HOST courses offered, both required and elected. Adjunct faculty should not be relied on to teach over half the courses offered in a semester. And the site-team recommend, "Additional faculty lines will be needed to address the program's increase in enrollment and lack of full-time faculty members."
Data to be gathered to determine success of the strategy: e.g. ARPD, IEMs, CCSSE, Program Specific Data	**Annual Report of Program Data (ARPD)** With the addition of the FT position in the spring 2016 semester, the total # of FT instructional faculty = 7. In order to be in the healthy range (15 to 35 students per FT Faculty) the HOST department would need 9.74 (almost 10) or 3 additional FT faculty.
Persons/Positions Responsible	Dave Evans
Synergies with other programs, units, emphases and initiatives	
Key Community Partners (if any)	HOST Advisory Board, ACPHA Accreditation Organization
Resources (human, physical, fiscal, technology) required to implement strategies. Please check appropriate **funding sources** ■ General (existing) ☐ Special (existing) ☐ Grants ☐ Biennium and/or supplemental budget request ☐ Others (Please list)	(General Funds) The dedication of faculty to invest time and energy is essential in developing programs that enhance student learning, persistence, retention and graduation. This needs to be accomplished by assuring that there are enough full-time positions for the department to devote time across the campus to the many initiatives expected of faculty as well as to expect engaged teaching with students.

Goal Four (4)	Develop a campaign to raise the awareness of the need and viability for an on-campus practicum hotel
Strategies for improving Program Outcomes/Indicator and related Strategic Outcome(s)	Draft a Perkins Grant request for funding to: 1. Research and develop a complete feasibility study 2. Develop a Business Plan 3. Develop a Marketing Plan 4. Draft a proposal that outlines the benefits of having an on campus hotel not only for training purposes but for synergies with other academic disciplines as well as to serve key market of travelers for business associated with: The University of Hawaiʻi, Kapiʻolani Community College and the State of Hawaiʻi 5. Work with the UH Foundation to develop a strategy to identify potential donors locally, domestically, and internationally 6. Work with the HOST Advisory Board and Key Industry Partners to identify possible investors and donors. 7. Champion concept to take flight in the continued development of the college's Long Range Development Plan
Performance measure to assess program strategy and related Strategic Performance Measure	**Kapiʻolani Commitments – Outcome 4: Modern, Sustainable, Teaching and Learning Environments** ▪ In conjunction with the campus Long Range Development Plan, design, develop, and build an on-campus training hotel that in addition to providing essential lodging, culinary, meeting and conference services, will serve as a catalyst to foster interdisciplinary collaboration with programs such as: Hawaiian Studies, Information Technology, Accounting, Marketing, and Massage Therapy.
Data to be gathered to determine success of the strategy: e.g. ARPD, IEMs, CCSSE, Program Specific Data	
Persons/Positions Responsible	Dave Evans & John Richards
Synergies with other programs, units, emphases and initiatives	Culinary Arts, Business Education, Exercise & Sports Science, Hawaiian Studies, Massage Therapy, Continuing Education

Key Community Partners (if any)	HOST Advisory Board, ACPHA Accreditation Organization, Hawaiʻi Lodging and Tourism Association, UH Foundation
Resources (human, physical, fiscal, technology) required to implement strategies. Please check appropriate **funding sources** ■ General (existing) ☐ Special (existing) ■ Grants ■ Biennium and/or supplemental budget request ☐ Others (Please list)	(General Funds) There needs to be a dedication of faculty time and energy to develop a plan and create some synergy with industry partners, donors and departments as well as develop projections, budgets, business and marketing plans. This needs to be accomplished via assigned time and assuring full-time positions for the department are staffed. (Biennium and/or Supplemental Budget) The goal is to move this idea from a concept to a discussion about funding and inclusion in the Long-Range Development Plan

Part VIII. Resource and Budget Implications

(Human, physical, fiscal and technological resource requirements where included in the tactical plan identified in Part VII above.