

KAPI'OLANI COMMUNITY COLLEGE
THREE-YEAR COMPREHENSIVE INSTRUCTIONAL
PROGRAM REVIEW

Hospitality and Tourism Education Department
Hospitality Operations Management and Travel and Tourism
Operations Management

Associate in Science Degree
2013-16

Kapi'olani Community College Mission Statement 2008-2015

Kapi'olani Community College...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

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.
- to foster success in transferring to four-year baccalaureate programs in Travel Industry Management, Hotel/Restaurant Management or Business Administration.
- to be the first choice for education and training for Hawai'i's visitor industry employees and managers.
- to export the department's expertise in hotel/restaurant operations, travel and tourism, and host culture and language applications to developing tourism countries.

Part I. Executive Summary of CPR and Response to previous ARPD recommendations

The 2011-12 ARPD for the HOST Department represented the first year where the Travel and Tourism and Hotel and Restaurant majors were combined into one. The hope was that this consolidation would create more consistent data as opposed to the awkwardness of trying to split the teaching faculty into two different areas. This was helpful in the Efficiency section which now indicates a healthy status. Unfortunately, changes to the way the standard occupational classification are determined significantly changed (almost doubled) the New & Replacement Positions for the State which changed Demand Health from what was previously healthy to cautionary. The Effectiveness Indicator of Persistence (fall to spring) continues to lag just under the targeted 75% at 72%, creating the cautionary status for this area. All Perkins indicators are met with the exception of Student Place at 37.96 against the goal of 51. Attention is being devoted to the area defined in the Department's 2012-15 Tactical Plan and through a Perkins Grant to address recruitment, retention, persistence, and graduation rates. Student Placement does present some unique issues as so many of our students are international and return to their home countries after graduation. This area is also being addressed on a broader scale for the CTE programs with the intention to develop a specific position that will oversee job placement.

Other highlights for the department has been the successful completion of an assessment cycle where all 9 program SLOs and every course and every course competency have been assessed. This was done in conjunction with curriculum revisions required to get all courses at KCC current within the last 5-years. Based on assessments of the program SLOs and course competencies, changes were made to the curriculum, the methods of delivery and the assessment mechanism. The department has also re-set the timeline and developed another 5-year cycle for SLO, competency, and curriculum revision.

Other notable accomplishments have been the upgrading of the 'Ōlapa 113 and 115 classroom laboratories with new computers, computer desks and carpet. 'Ōlapa 116 is schedule for an upgrade this summer. The department has also been successful in enhancing the public spaces at the 'Ōlapa building offering the student more conducive, "socially catalytic" spaces to study and gather. Some of these upgrades have been the result of successfully gaining Perkins grant money and this grant source also enabled the department to write our own teaching manual and student workbook for use with the live TravelPort airline reservation system

Part II. Program Description

Description:

The Hospitality and Tourism Education Department provides students with program concentrations Hospitality Operations Management, and Travel and Tourism Operations Management

The Certificate of Completion program options are designed to help students acquire technical skills, qualifying them for entry level employment after one semester's training, whereas the Certificate of Achievement program options are attained after three semesters. These courses are the basic first, second, and third semester requirements for the corresponding Associate in Science Degrees. These options provide students with flexibility in their educational and career planning.

Students choosing to exit the program may re-enter at any time but must follow the current program in effect, not the one in effect at the time they exited. The strength of the Hospitality and Tourism concentrations continues to be the practical hands-on application of theory and academics in active laboratory settings.

History:

The Hotel Operations program (HOPER) at Kapi'olani 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 'Ōlapa 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.

Program Goals (2012 – 15):

Goal One: Increase Program Enrollment (263 in spring 2012 to 300 by fall 2015)

Goal Two: Increase the number/percentage of local students (spring 2012 43.9% matriculate from local high schools – goal: increase the percentage of local students to 50% of overall enrollment)

Goal Three: Increase the persistence rates (fall to spring re-enrollment to over 75% [Healthy])

Effectiveness Indicators	Program Year		
	08-09	09-10	10-11
Hospitality Operations Management Persistence (Fall to Spring)	73%	76%	70%

Effectiveness Indicators	Program Year		
	08-09	09-10	10-11
Travel & Tourism Operations Management. Persistence (Fall to Spring)	70%	73%	71%

Goal Four: Obtain one (1) additional full-time teaching position

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

Occupations for which this program prepares students:

- Front Desk Clerk/Hotel Guest Service Agent
- Night Auditor
- Front Office Supervisor
- Concierge
- Housekeeper
- Housekeeping Inspector
- Laundry Supervisor

- Wait-help
- Host/Hostess
- Banquet Wait-help/Captain
- Bell Person/Valet/Door Attendant
- Telecommunications Attendant
- Hotel/Departmental Assistant Manager
- Tour Guide/Docent
- Travel Agent
- Airline Ticket Agent
- Airline Reservation Agent
- Catering/Special Event Coordinator

Program SLOs:

SLO One: 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.

SLO Two: Apply the concepts and skills necessary to achieve guest satisfaction.

SLO Three: Demonstrate leadership and teamwork to achieve common goals.

SLO Four: Conduct him/herself in a professional and ethical manner, and practice industry defined work ethics

SLO Five: Communication effectively and confidently in the classroom, community and industry.

SLO Six: Demonstrate knowledge of multicultural perspectives to meet the needs of the guests and employees.

SLO Seven: 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.

SLO Eight: Use knowledge of best practices to further sustainability (economic, environmental, and cultural/social) in the industry.

SLO Nine: Demonstrate ability to perform basic and supervisory level job functions in travel/tourism and hotel/restaurant careers.

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: Associate Professor

Teaches HOST 100 – Career and Customer Service Skills, 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: Professor and Department Chair

Teaches HOST 152 - Front Office Operations, HOST 258 - Hospitality Marketing, HOST 265 – Tourism Destination Development and Planning, and HOST 290 - Hospitality Management. Previous experience includes managing hotels with Outrigger Hotels and Resorts, Director of Operations with Roberts Hawai’i, and as the Director of Marketing for the start-up Hawai’i 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: Associate Professor, Counselor

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

Kawehi Sellers, MEd: Instructor

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

Faculty and Staff: (Adjunct)

Heidi Arrington: Lecturer

Teaches HOST 100 – Career and Customer Service Skills, HOST 171 – Airline Reservations and Ticketing. Previous experience includes operational and training positions with United and Hawaiian Airlines.

Debbi Keolanui, Senior Lecturer

Teaches HOST 100 - Career and Customer Service Skills, HOST - 101 Introduction to Hospitality Skills, HOST 101 - Introduction to Hospitality and Tourism, HOST 152 – Front Office Operations, HOST 154 – Food and Beverage Operations, HOST 170 - Selling Destinations, and HOST 290 – Hospitality Management. Also serves as an Alaka'i (Trainer) for the Interpret Hawai'i program. Previous experience includes serving as the Director of Hotel Management Programs at private travel school and has over twenty years of hotel management experience gained at the Hilton Hawaiian Village, Halekūlani, Alana Waikīkī, Hawai'i Prince, and Turtle Bay Resort.

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.

Frank (Palakiko) Yagodich: Assistant Professor/Coordinator,

Teaches HOST 168 – Tour Directing and is responsible for the Interpret Hawai'i Program as an instructor, program coordinator, and community resource person offering state-certified tour guide and Hawaiian culture courses.

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, furnishing, and equipment of two of the classroom/labs, and in the future, a third, is funded in part from the money raised via the fundraiser as well as the operation of a passport acceptance service provided by the departmental office.

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.

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

Department of Education, DOE and UH TIM School Mānoa:

The HOST Department took an active role in the development of the Career Pathways Hawai'i 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 Hawai'i 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 Hawaii Pacific University and the University of Nevada Las Vegas. Additional efforts have been successful in developing a dialog with the business department at the University of Hawai'i at West O'ahu to allow our graduates to do a two-plus-two agreement that will provide students with a pathway towards a bachelor's degree.

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 (Travel and Tourism Operations Management)

Ms.	Coughlin	Patricia M.	President	Aloha Holidays
Ms.	Anderson	Muriel	Senior Advisor and Liaison for APEC	Hawai'i Tourism Authority
Mr.	Chang	Kealoha	Client Service Manager	Hawai'i Convention Center/SMG
Ms.	Honda	Janel	Assistant HR Manager	Hawai'i Convention Center/SMG
Ms.	Lane	Cheryl	Senior Director of Human Resources Office	Hawaiian Airlines
Ms.	Sugawara	Motoko	Customer Service Agent	HIS (Highest International Standard)
Mr.	Kadokawa	Deane	Landside Operations Manager	Honolulu International Airport
Ms.	Higuchi	Audrey	Publishers Representative	MSLO Omni Media
Mr.	Yamamoto	Alan	Vice President-Hawai'i Operations	NCL America
Ms.	Maunu-Hendrix	C. Haunani	Vice President-Sales	Pacific Islands Institute
Ms.	Nakaahiki	Leona	Vice President, Sales - Hawaii	Pleasant Holidays
Mr.	Miyashiro	Ray	ASTA President	Regal Travel
Ms.	Erban	Joann	Director of Sales and Marketing	Roberts Hawai'i
Mr.	Narimatsu	Deems	Senior Vice President	Roberts Hawai'i
Ms.	Holland	Constance	Reservations Supervisor	United Airlines
Ms.	Shook	Jacqueline	Regional Manager Pacific - Customer Contact Centers	United Airlines

Advisory Board (Hospitality Operations Management)

Mr.	Wary	Ed	Owner	Auntie Pastos/ Dixie Grill Restaurants
Mr.	Nakayama	Kyle	Owner	Excessive Celebrations
Ms.	Nepomuceno	Eileen	Director of Quality Training	Hilton Hawaiian Village
Mr.	Wong	Newton	Account Director of Corporate, Military, Government	Hilton Waikīkī Prince Kūhiō
Ms.	Witter	Laura	Training Manager	Hyatt Regency Waikīkī
Mr.	Sammer	Phil	General Manager	ʻIlima Hotel
Mr.	Nakasone	Dean	General Manager	Ohana Waikīkī Beachcomber Hotel
Mr.	Yamamoto	John	Executive Housekeeper	Park Shore Waikīkī
Mr.	Viernes	Roberto	Director of Education	Southern Wine & Spirits of Hawaiʻi
Ms.	Nakano	Kari	Employment Manager	Starwood Hotels and Resorts
Ms.	Sakuda	Gaylynne	Director of Human Resources	The Kāhala Hotel & Resort
Mr.	Matsumoto	Gary	General Manager	The Pineapple Room
Ms.	Trinidad	Denicia	Vice President of Human Resource Development	Zippy's Corporation

Distance Delivered/Off Campus Programs if applicable

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

Demand Indicators	09-10	10-11	11-12	Demand Health Call 11-12
New & Replacement Positions (State)	204	271	447	Cautionary
New & Replacement Positions (County Prorated)	139	173	242	
Number of Majors	272	253	246	
SSH Non-Majors in Program Classes	803	1041	1518	
SSH in All Program Classes	2103	4116	3880	
FTE Enrollment in Program Classes	71	208	129	
Total Number of Classes Taught	29	56	54	
Efficiency Indicators	09-10	10-11	11-12	Efficiency Health 11-12
Average Class Size	23.55	23.1	22.8	Healthy
Fill Rate	94	88	89%	
FTE BOR Appointed Faculty	4	4	5	
Majors to FTE BOR Appointed Faculty	67.9	63.5	49.2	
Majors to Analytic FTE Faculty	86	40.45	40.3	
Analytic FTE Faculty	1.7	3.3	6.1	
Overall Program Budget Allocation	\$525,015	\$691,004	\$625,757	
General Funded Budget Allocation	\$525,015	\$691,004	\$598,322	
Special/Federal Budget Allocation	\$0	\$0	\$0	
Tuition and Fees			\$27,436	
Cost per SSH	\$514	\$175.5	\$161	
Number of Low-Enrolled (less than 10) Classes	0	1	3	
Effectiveness Indicators	09-10	10-11	11-12	Effectiveness Health 11-12
Successful Completion (C or Higher)	88.5%	85%	86%	Cautionary
Withdrawal (Grade = W)	13	40	43	
Persistence (Fall to Spring)	74.5	70.5	72%	
Unduplicated Degrees/Certificates Awarded	69	98	46	
Degrees Awarded	67	70	28	
Certificates of Achievement Awarded	2	4	13	
Advanced Professional Certificates Awarded	0	0	0	
Other Certificates Awarded	0	28	18	
Transfer to UH 4-year	15	15	18	
Transfers with credential from program	2	6	6	
Transfers without credential from program	13	9	12	

Distance Education Completely On-Line Classes	09-10	10-11	11-12	
Number of DE Classes Taught	2	7	7	
Enrollment DE Classes	44	182	163	
Fill Rate	98%	93%	86%	
Successful Completion (C or Higher)	80%	74%	75%	
Withdrawals (Grade = W)	3	10	13	
Persistence (Fall to Spring Not Limited to Distance Education)	81%	76%	67%	
Perkins IV Measures 2007-2008	2008/9 Actual	2009/10 Actual	2010/11 Actual	Goal
1P1 Technical Skill Attainment	98.86 Met	97.3 Met	98.15 Met	90.00
2P1 Completion	50.52 Met	58.6 Met	50.93 Met	45.00
3P1 Student Retention of Transfer	81.16 Met	72.3 Met	70.06 Met	56.00
4P1 Student Placement	25.16 Not Met	45.1 Not Met	37.96 Not Met	51.00
5P1 Nontraditional Participation	N/A	N/A	N/A	N/A
5P2 Nontraditional Completion	N/A	N/A	N/A	N/A

Part IV. Curriculum Revision and Review:

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 the timeframe of the accreditation team's sight visit in fall 2012. Additionally, the HOST Department has created a timeframe for renewing all courses within the next 5 years (2012 to 2017)

Hospitality and Tourism Education Department 5-year Curriculum Update Plan

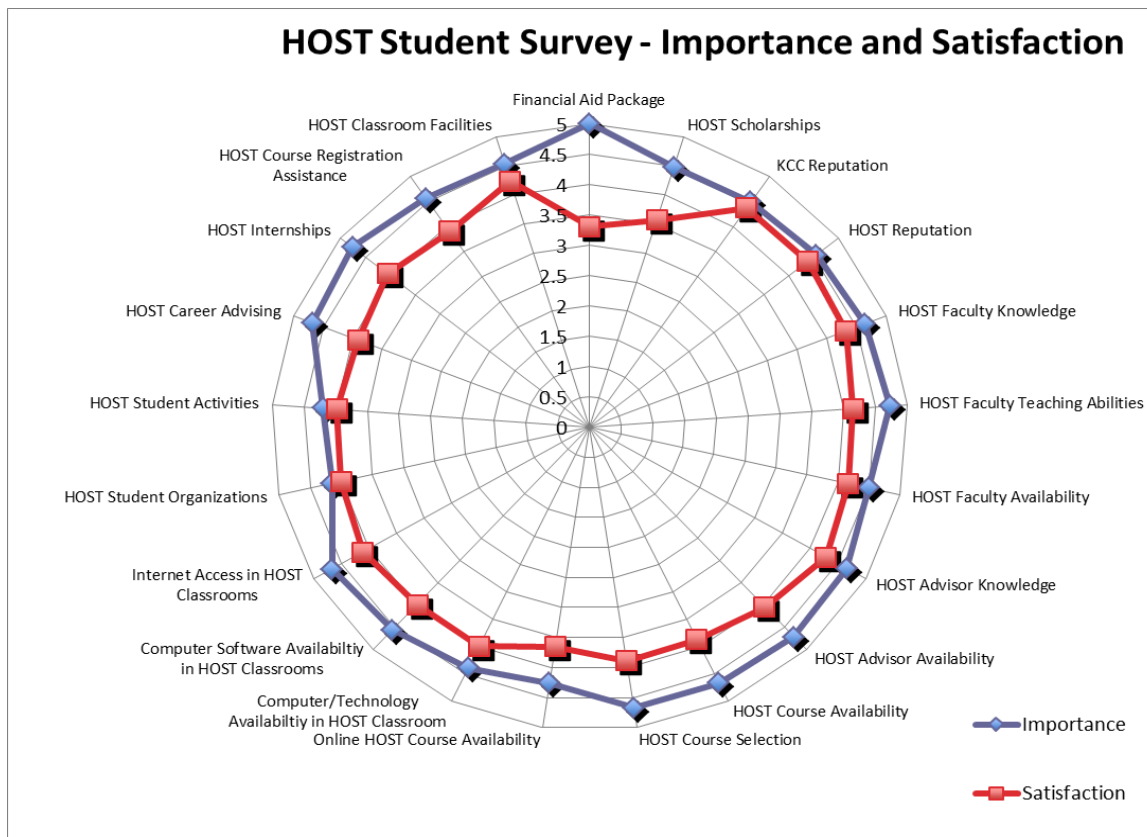
			Last Updated	Update Due Date	Faculty Responsible	Status	2012-2017 Review
HOST	100	Career & Customer Service Skills	200810	Fall 2011	Chelsea/Kawehi	Approved	Spring 2016
HOST	101	Intro to the Tourism Industry	Spring 2011	Fall 2010	Chelsea	Approved	Fall 2014
HOST	150	Housekeeping Operations	200530	Spring 2011	Rosalie/Pat	Approved	Fall 2015
HOST	152	Front Office Operations	200530	Fall 2010	Dave	Approved	Spring 2014
HOST	154	Food and Beverage Operations	200530	Fall 2010	Dave	Approved	Spring 2014
HOST	168	Tour Directing	200910	Spring 2013	Palakiko		Spring 2017
HOST	170	Selling Destinations	200910	Spring 2013	Rosalie		Spring 2017
HOST	171	Airline Reservations and Ticketing	200910	Fall 2013	Rosalie		Fall 2017
HOST	256	Hospitality Accounting	200530	Spring 2010	Rosalie/Pat	Approved	Spring 2015
HOST	258	Hospitality Marketing	Spring 2011	Spring 2010	Dave	Approved	Spring 2015
HOST	261	Events Management	200530	Spring 2011	Rosalie/Pat	Approved	Spring 2016

HOST	265	TourismDestDevel&Planning	200530	Spring 2010	Dave	Approved	Fall 2014
HOST	278	Travel &Tour Operations	200730	Fall 2011	Rosalie	Approved	Fall 2015
HOST	290	Hospitality Management	200840	Fall 2011	Rosalie/Laure	Approved	Fall 2016
HOST	293E	Hospitality Internship	200840	Spring 2012	Kawehi	Approved	Fall 2016
HOST	275	Computer & Info Technology	200530	Inactive			
FSHE	245	Beverage Operations	199910	Inactive			
FSHE	260	Hospitality Law	200010	Inactive			

Part V. Survey Results:

1. Student Satisfaction

In fall 2012, as part of a Perkins Grant initiative, the HOST Department conducted for the first time a survey of student satisfaction. 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.



	Impt. Rating Top 10	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— Course content	4.64	4.32 (.3)	HOST student activities	4.2	3.98 (.22)
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 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

- 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.

- 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 has 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:

This year's ARPD represents the first year of reporting data with the programs of Hospitality Operations Management and Travel and Tourism Operations Management combined as two concentrations within a single major: Hospitality and Tourism. In the past, the separation of the programs made the reporting of ARPD awkward, and measurements artificial, as all departmental faculty teach classes in both concentrations. While the combining of the programs will make for a cleaner determination of performance factors moving forward, it also eliminates comparable historical data for the past two years. For comparison sake, efforts will be made this year to combine the individual program reports from last year.

Demand

Demand indicators for the program are indicated as "cautionary." In combining the enrollment of last year's ARPD for the Hotel and the Travel programs the enrollment would equal 253. This

year's enrollment of 246 represents a slight decrease consistent with a trend the program has seen: when the economy dips, enrollment increases; and when the economy rebounds, enrollments tend to drop off for the community colleges. The modest decrease in department majors in the past year is consistent with a slight downtrend in overall campus numbers.

Additionally, in looking at the combined "new & replacement positions" (county prorated) from both programs last year the total was 173. This year's county replacement total jumped to 242, an increase of 69 positions, or a 39.8% increase. While an increase is understandable in light of a recovering economy, this jump in new & replacement jobs seems excessive and is more likely the result of the new process of compiling data based on CIP codes rather than the SOC codes used in the past.

So the slight decrease in majors combined with what seems to be a skewed increase in new and replacement positions, combined to create a "Cautionary" determination for demand.

Efficiency

It was hoped that combining the two programs into one major would create a clearer picture of efficiency regarding the counting of faculty members, and that turned out to be the case, with efficiency indicated as "Healthy."

Average class sizes ran at 22.8 which are consistent with the programs emphasis on lecture/lab formats that integrate the use of computers and other engaged learning activities. The lecture/lab format affects our class sizes as enrollment is limited to the number of computers and seats available in the lab classes. Enrollment is generally set at 24 to 25 seats.

The fill rate of 89% is considered Healthy and represents the department's efforts to monitor enrollment and cancel under-enrolled sections.

While the class sizes and fill rates are Healthy, the Majors to FTE BOR Appointed Faculty is Cautionary at 49.2 student to 1 full-time faculty member. In order to get to a Healthy range (less than 35 students per FT faculty) the HOST department should have seven (7) full-time faculty positions. The department continues to rely on adjunct lecturers for the delivery of courses. Currently, two adjunct lecturers teach an average of 13 to 14 credits a semester.

Effectiveness

While the program's effectiveness is rated as "Cautionary," there are a number of positive indicators to look at. Successful Completions for Travel and Tourism (TRAV) and Hotel/Restaurant (HROP) for 2010-2011 were both 85%. For 2011-12 combined, this number has increased to 86%. Persistence rates for TRAV and HROP were 71% and 70% respectively in 2010-11, and while still in the cautionary range, this number has increased to 72% (slightly below the goal of 75+%)

In 2010-11 15 students in the combined TRAV and HROP programs transferred to 4-year programs at UH. For 2011-12 this number increased to 18. This positive trend should continue with the adoption of a planned articulation agreement with UH West Oahu. Efforts also

continue to strengthen the articulation with the UH Mānoa School of Travel Industry Management (TIM).

Combined withdrawals for TRAV and HROP in 2010-11 totaled 40. For 2011-12 this number has increased to 43. One of the action plans will be to look at the withdrawals taking place in on-line vs. in-class section to see if there is a pronounced difference. The HOST department has been successful in developing more of the courses for on-line delivery, but this in turn may be contributing to more withdrawals as students in an on-line environment receive less direct support and encouragement than in-class students. In comparison, the overall completion percentage for HOST is 86% vs. completely on-line classes at 75%. Overall persistence for the HOST department is 72% vs. on-line classes of 67%

Perkins

All Perkins IV Core Indicators have been met with the exception of 4P1 – Student Placement. In the past, TRAV placement numbers have traditionally been lower than those of HROP. This is attributed to the fact that generally the TRAV concentration has a high percentage of international students whereas the HROP concentration has a tendency to attract more local students. Perkins Grant money has been obtained to develop plans for improving job placement in the Career and Technical Education (CTE) programs.

Current Situation. External:

UH System

STRATEGIC OUTCOME C: Economic Contribution

- Contribute to the state's economy and provide a solid return on its investments in higher education through research and training.

STRATEGIC OUTCOME D: Globally Competitive and Collaborative Workforce

- Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

STRATEGIC OUTCOME E: Resources and Stewardship

- Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.

Hawaii Planning Context

1) Globalizing Economy and Environment

Economic and technological forces are causing American business and industry to retrain current employees and support the training of future employees with new skills and attitudes for a knowledge-intensive global economy. At the same time, deterioration in the global ecosystem requires heightened attention to ecological sustainability on campus and in the

community. Opportunities for “greening” existing certificate and degree programs as well as service-learning and other student learning activities need to be pursued.

4) Escaping the Low Wage, Low Skilled Trap

In terms of purchasing power, Hawai‘i’s per capita income is approximately 75 percent of the U.S. average. In 2003, Hawai‘i ranked 43rd in the nation for growth in average pay; 47th in industrial diversification; 49th in homeownership; 50th in long-term employment growth, and 50th in involuntary part-time employment (2003 Development Report Card, Corporation for Enterprise Development). The alternative to losing highly educated Hawai‘i youth to the U.S. mainland is to develop the capacity of local business and enterprise to generate new, high-valued goods and services and higher-skilled jobs. The combination of an overall labor shortage, the “brain drain” of Hawai‘i’s better educated youth, and the increasing labor force participation by new immigrants, is expected to create an economic crisis within the next 5-10 years. Hawai‘i is not preparing enough of its people for higher-skilled jobs (nursing, health, education, hospitality, tourism, social work, others) in the current economy and in the knowledge-intensive science and technology economy it hopes to create.

6) Emerging Opportunities Identified-Need for Institutional Innovation

For the state of Hawai‘i, six emerging growth sectors have been identified: a) Life Sciences/Biotechnology; b) Information Technology; c) Film and Digital Media; d) Dual-Use Technologies related to the Defense industry; e) Diversified Agriculture ;f) Technology integration in Hospitality and Tourism. Campuses need to integrate innovative curriculum, engaging pedagogies, and appropriate and advanced technologies for enhanced student learning.

National Planning Context

2) Maintaining the Public Trust Through Greater Transparency

College leaders need to renew their attention to the public purposes upon which American higher education was built. The College needs to accurately communicate the benefits it has to offer to students, families, and the community, and inform this public about the many facets of our quality student learning experience and how we are performing in designing, delivering, assessing, and improving this experience.

4) Advancing International Education – Our Best Diplomatic Tool

Hundreds of international leaders developed their image of America while they were students in our nation’s colleges and universities. However, since September 11, 2001, the United States has been losing its role as the preferred destination for international students and scholars. To maintain scientific and intellectual leadership in the world, colleges and universities need to welcome the world’s brightest students, teachers, and researchers, as well as a growing number of diverse, non-elite students to our campuses. Equally important is the need to increase the number of American students who study abroad. These students will gain insight into other languages, cultures, values, and ideals that are beneficial to them throughout their

lives, and beneficial to governmental, business, educational, and environmental organizations as they perform increasingly on a global stage.

3. Assessment Results for Program SLOs.

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

Spring 2011 (2 or more sections being offered) HOST 100, 101 and 170

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

Fall 2011 (2 or more sections being offered) HOST 152, 171, 290, 293

HOST Program SLOs that were "NOT MET" (7 & 8) in the Spring 2011 assessment were re-assessed based on improvements made to activities, rubrics and measurements and were determine to "MET EXPECTATIONS"

Spring 2012 (1 section being offered) HOST 150, 154, 168, 256, 258,261, 265, 278

All fifteen of the HOST courses have had the course competencies completely assessed.

These course assessments gave us an opportunity to update our course competencies and to have a closer look at our methods of assessing these competencies. Several of our courses have or will be going through a curriculum review because of the results of these assessments. These course learning reports will continue to be a working document as we work on rubrics and additional assignments that can better assess the course competencies. Moving forward the HOST department also created a 5-year time line and schedules to revisit these assessments with the intention to assess course competencies the semester before curriculum reviews are done.

Hospitality and Tourism Education Department 5-year Curriculum Update Plan								
			Last Updated	Update Due Date	Faculty Responsible	Status	Ccomp Assess	2012-2017 Review
HOST	100	Career & Customer Service Skills	200810	Fall 2011	Chelsea/Kawehi	Approved	Fall 2015	Spring 2016
HOST	101	Intro to the Tourism Industry	Spring 2011	Fall 2010	Chelsea	Approved	Spring 2014	Fall 2014
HOST	150	Housekeeping Operations	200530	Spring 2011	Rosalie/Pat	Approved	Spring 2015	Fall 2015
HOST	152	Front Office Operations	200530	Fall 2010	Leilani	Approved	Fall 2013	Spring 2014
HOST	154	Food and Beverage Operations	200530	Fall 2010	Pat/ Leilani	Approved	Fall 2013	Spring 2014
HOST	168	Tour Directing	200910	Spring 2013	Palakiko/Rosalie		Fall 2016	Spring 2017
HOST	170	Selling Destinations	200910	Spring 2013	Rosalie		Fall 2016	Spring 2017
HOST	171	Airline Reservations and Ticketing	200910	Spring 2013	Rosalie		Fall 2016	Spring 2017
HOST	256	Hospitality Accounting	200530	Spring 2010	Rosalie/Pat	Approved	Fall 2014	Spring 2015
HOST	258	Hospitality Marketing	Spring 2011	Spring 2010	Dave	Approved	Fall 2014	Spring 2015
HOST	261	Events Management	200530	Spring 2011	Rosalie/Pat	Approved	Fall 2015	Spring 2016
HOST	265	TourismDestDevel&Planning	200530	Spring 2010	Dave	Approved	Spring 2014	Fall 2014
HOST	278	Travel&Tour Operations	200730	Fall 2011	Rosalie	Approved	Spring 2015	Fall 2015
HOST	290	Hospitality Management	200840	Fall 2011	Laure	Approved	Spring 2016	Fall 2016
HOST	293E	Hospitality Internship	200840	Spring 2012	Kawehi	Approved	Spring 2016	Fall 2016

Part VII. Tactical Action Plan:

Goal One (1)	Increase Program Enrollment
Performance Measures	Current enrollment for the HOST program (spring 2012) is 263 Performance Measure: Increase program enrollment by 14% by fall 2015 to 300 students
Strategies	<p>Success for the HOST department will be dependent on determining key markets and developing strategies to market to these segments Central to this idea is the need for accurate data on the demographic and geographic profiles of the students currently enrolled in the HOST program.</p> <ul style="list-style-type: none"> • Age (traditional/non-traditional) • High School matriculated from • Geographic Origin <ul style="list-style-type: none"> ○ Oahu ○ Neighbor Island ○ Mainland ○ International • Gender • Ethnicity • Native Hawaiian • Full-time or Part-time • At Risk Factors <ul style="list-style-type: none"> ○ Single Parent ○ First Generation ○ Low Income ○ Disabilities (Learning or Physical) <p>Not having a detailed snapshot of who we serve has made it difficult to: 1) focus our recruiting efforts towards our major markets and, 2) develop programs and services that meet the needs of the students. Admittedly, many services are available on a campus-wide basis but, the HOST department believes that students identify and seek support many times from within their major.</p> <p>An ongoing challenge for the HOST department is we have put considerable effort into recruiting students from the high schools yet; we really don't have a clear picture of what high schools the students are coming from. Additionally, we anecdotally believe that most of our students are not coming to us straight out of high school but instead are non-traditional students and students from international destinations.</p> <p>Another issue being faced by the HOST department as well as other Hospitality programs and the industry as a whole, is the perception of the volatility and lack of stability within our industry. Some parents and potential students do have a perception that a career in</p>

the service industry is not significant or sustainable and they fail to appreciate the full magnitude and potential of the hospitality industry. Efforts are being made to overcome this perception by the Hawai'i Hotel and Lodging Association and through work force development initiatives.

Recruitment Action Items:

- Create an exit survey of students to determine satisfaction with the program in regards to:
 - Curriculum
 - Faculty
 - Knowledge
 - Instructional Delivery
 - Rapport
 - Internship
 - Job Placement
 - Facilities (Classrooms, Equipment, Software)
 - Student Services (Support)
 - Extra-curricular opportunities
 - Student-to-student Rapport
- Create a satisfaction survey for industry partners/employers in regards to student:
 - Knowledge
 - Professionalism
 - Work Ethic
 - Communication Skills (written and oral)
 - Initiative
 - Leadership
 - Teamwork

This kind of information will enable us to strengthen our marketing efforts by: 1) refining our program, curriculum, and services, and 2) allowing us to validate our success to potential applicants.

- Efforts need to be made to keep articulations with schools such as UNLV and HPU current and to expand agreements with other four-year programs. Expressly, the articulation agreement with the TIM School at UH Mānoa continues be a source of frustration despite expending considerable effort to expand the number of courses that the TIM School will accept. Efforts will continue to look for opportunities to break down these barriers. Additionally, the HOST program will look into the possibility of creating an articulation agreement with West O'ahu that would incorporate our courses and culminate with a Bachelor of Arts Business Administration.

	<ul style="list-style-type: none"> • Efforts will also continue to strengthen the vertical Career Pathway initiatives with the DOE that the HOST department has taken an active role in leading. • Collateral material that can be used for promoting the program needs to be enhanced. Most importantly media needs to be created that is relevant to our markets specifically the creation of an enhanced web presence. • As the department has at least anecdotally determined a higher number of students are coming to our program as older non-traditional students, HOST will work with initiatives such as LEAP (Life Experience Assessment Program) that will market directly to incumbent industry employees and give them college credit for their work experience. The hope would be that this granting of credits will provide a jump-start and incentive to continue taking courses. • The offering of various certificate programs has allowed the department to attract students as the certificates provide students with exit points as well as academic career laddering opportunities. • The department does have its own source of scholarship funds from industry partners which can be used as an emphasis in marketing efforts. The department has begun to work more closely with the college’s Director of Development in the Foundation Office to secure more donations that will assist with recruitment as well as retention and persistence for students with greater financial needs.
Relevant College-Wide Strategies & Outcomes	<p>College-Wide Strategy #1 – Manage and Grow Enrollment Strategically College Outcomes: B1 Strategic Outcome E: Recognize and invest in faculty and staff resources and develop innovative and inspiring environments on which to work</p>
Means of Assessment	Enrollment of 300 by the fall of 2015
Persons Responsible	Dave Evans and Sheryl Fuchino-Nishida
Synergies with other programs, units, emphases and initiatives	OFIE, Vice Chancellor of Student Affairs, CELTT, The Kekaulike Information and Service Center (KISC)
Key Community Partners (if any)	HOST Advisory Board; Hawai’i Lodging and Tourism Association
Resources (human, physical, fiscal,	(General Funds) The dedication of faculty to invest time and energy

<p>technology) required to implement strategies.</p> <p>Please check appropriate funding sources</p> <p><input checked="" type="checkbox"/> General (existing)</p> <p><input type="checkbox"/> Special (existing)</p> <p><input checked="" type="checkbox"/> Grants</p> <p><input type="checkbox"/> Biennium and/or supplemental budget request</p> <p><input type="checkbox"/> Others (Please list)</p>	<p>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.</p> <p>(Grants) An application for Perkins grant money will be submitted to request funds for numerous initiatives to determine appropriate markets and develop promotional strategies and initiatives</p>
<p>i) Summary of data collected (actual)</p>	<p>(To be filled in at the end of the academic year)</p>
<p>j) Use of Results</p>	<p>(To be completed at the end of the academic year and used for planning for next academic year of the Tactical Plan)</p>

<p>Goal Two (2)</p>	<p>Increase the number/percentage of local students</p>
<p>Performance Measures</p>	<p>It is awkward to determine the actual number of students matriculating to the HOST program from O’ahu or the neighbor islands. It is possible however, to segment resident and non-resident students. Currently, of the 263 students enrolled, 140 (53%) have resident status and 123 (47%) are non-residents.</p> <p>By looking at the lists of new enrollments over the past four- semesters we can see the ratio of local students to the overall enrollment: fall 2010 50/117, 42.7%; spring 2011 33/74, 44.6%; fall 2011 59/127, 46.5%; spring 2012 23/58, 39.6%. Overall that translates to 165 of the 376 new enrollments indicate that 43.9% of our students matriculate from local high schools</p>

	<p>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 enrollment</p>
<p>Strategies</p>	<p>Recruitment</p> <p>Success for the HOST department will be dependent on determining key markets and developing strategies to market to these segments Central to this idea is the need for accurate data on the demographic and geographic profiles of the students currently enrolled in the HOST program.</p> <ul style="list-style-type: none"> • Age (traditional/non-traditional) • High School matriculated from • Geographic Origin <ul style="list-style-type: none"> ○ Oahu ○ Neighbor Island • Gender • Ethnicity • Native Hawaiian • Full-time or Part-time • At Risk Factors <ul style="list-style-type: none"> ○ Single Parent ○ First Generation ○ Low Income ○ Disabilities (Learning or Physical) <p>Not having a detailed snapshot of who we serve has made it difficult to: 1) focus our recruiting efforts towards our major markets and, 2) develop programs and services that meet the needs of the students. Admittedly, many services are available on a campus-wide basis but, the HOST department believes that students identify and seek support many times from within their major.</p> <p>An ongoing challenge for the HOST department is we have put considerable effort into recruiting students from the high schools yet; we really don't have a clear picture of what high schools the students are coming from. Additionally, we anecdotally believe that most of our students are not coming to us straight out of high school but instead are non-traditional students and students from international destinations.</p> <p>Another issue being faced by the HOST department as well as other Hospitality programs and the industry as a whole, is the perception</p>

of the volatility and lack of stability within our industry. Some parents and potential students do have a perception that a career in the service industry is not significant or sustainable and they fail to appreciate the full magnitude and potential of the hospitality industry. Efforts are being made to overcome this perception by the Hawai'i Hotel and Lodging Association and through work force development initiatives.

Recruitment Action Items:

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This kind of information will enable us to strengthen our marketing efforts by: 1) refining our program, curriculum, and services, and 2) allowing us to validate our success to potential applicants.

- Efforts need to be made to keep articulations with schools such as UNLV and HPU current and to expand agreements with other four-year programs. Expressly, the articulation agreement with the TIM School at UH Mānoa continues be a source of frustration despite expending considerable effort to expand the number of courses that the TIM School will accept. Efforts will continue to look for opportunities to break down these barriers. Additionally, the HOST program has been looking into the possibility of creating an articulation agreement with West O'ahu that would

	<p>incorporate our courses and culminate with a Bachelor of Arts Business Administration.</p> <ul style="list-style-type: none"> • Efforts will also continue to strengthen the vertical Career Pathway initiatives with the DOE that the HOST department has taken an active role in leading. • Collateral material that can be used for promoting the program needs to be enhanced. Most importantly media needs to be created that is relevant to our markets specifically the creation of an enhanced web presence. • As the department has at least anecdotally determined a higher number of students are coming to our program as older non-traditional students, HOST will work with initiatives such as LEAP (Life Experience Assessment Program) that will market directly to incumbent industry employees and give them college credit for their work experience. The hope would be that this granting of credits will provide a jump-start and incentive to continue taking courses. • The offering of the Hotel Operations certificate of completion on-line will allow the department to attract students and incumbent employees as the online delivery method broadens the programs reach. • The department does have its own source of scholarship funds from industry partners which can be used as an emphasis in marketing efforts. The department has begun to work more closely with the college’s Director of Development in the Foundation Office to secure more donations that will assist with recruitment as well as retention and persistence for students with greater financial needs.
Relevant College-Wide Strategies & Outcomes	<p>College-Wide Strategy #1 – Manage and Grow Enrollment Strategically College Outcomes: B1 Strategic Outcome E: Recognize and invest in faculty and staff resources and develop innovative and inspiring environments on which to work</p>
Means of Assessment	
Persons Responsible	Dave Evans and Sheryl Fuchino-Nishida
Synergies with other programs, units, emphases and initiatives	OFIE, Vice Chancellor of Student Affairs, CELTT, The Kekaulike Information and Service Center (KISC)
Key Community Partners (if any)	HOST Advisory Board; Hawai’i Lodging and Tourism Association

<p>Resources (human, physical, fiscal, technology) required to implement strategies.</p> <p>Please check appropriate funding sources</p> <p><input checked="" type="checkbox"/> General (existing)</p> <p><input checked="" type="checkbox"/> Special (existing)</p> <p><input checked="" type="checkbox"/> Grants</p> <p><input type="checkbox"/> Biennium and/or supplemental budget request</p> <p><input type="checkbox"/> Others (Please list)</p>	<p>(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.</p> <p>(Special Funds) Funds raised via the Ho’okipa 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.</p> <p>(Grants) An application for Perkins grant money will be submitted to request funds for numerous initiatives to determine appropriate markets and develop promotional strategies and initiatives</p>
<p>i) Summary of data collected (actual)</p>	<p>(To be filled in at the end of the academic year)</p>
<p>j) Use of Results</p>	<p>(To be completed at the end of the academic year and used for planning for next academic year of the Tactical Plan)</p>

<p>Goal Three (3)</p>	<p>Increase the persistence rates (fall to spring re-enrollment)</p>			
<p>Performance Measures</p>	<p>Effectiveness Indicators</p>		<p>Program Year</p>	
			<p>08-09</p>	<p>09-10</p>
	<p>Hotel & Rest. Persistence (Fall to Spring)</p>	<p>73%</p>	<p>76%</p>	<p>70%</p>
	<p>Effectiveness Indicators</p>		<p>Program Year</p>	
	<p>08-09</p>	<p>09-10</p>	<p>10-11</p>	
	<p>Travel & Tourism. Persistence (Fall to Spring)</p>	<p>70%</p>	<p>73%</p>	<p>71%</p>
<p>Increase fall to spring persistence (re-enrollment) to over 75% (Healthy) by spring 2015.</p>				

<p>Strategies</p>	<p>Suggested Strategies - Persistence Action Plans:</p> <ul style="list-style-type: none"> • Continue the use of the newly created student orientation for students that are new to the HOST program <ul style="list-style-type: none"> ○ 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) <ul style="list-style-type: none"> ○ 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) <ul style="list-style-type: none"> ○ 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) <ul style="list-style-type: none"> ○ Email blasts ○ Classroom visitations <ul style="list-style-type: none"> ▪ Counselor updates ▪ Faculty announcements that support and promote activities ○ Updates and current information accessible on

	<p style="text-align: center;">departmental Facebook page</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Electronic Technologies and Active Learning <ul style="list-style-type: none"> ▪ 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 Lulima 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 <ul style="list-style-type: none"> ▪ Service learning ▪ Group projects and team presentations ▪ Seminar formats ▪ Field/site visit ○ Classroom space planning and furniture layout that encourages collaborative/project based learning <ul style="list-style-type: none"> ▪ 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) <ul style="list-style-type: none"> ▪ 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
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	<p>environments from natural and constructed settings, and design curricular offerings and pedagogical approaches that induce people to form strong attachments to the place</p> <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ▪ 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
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	Creation of a “virtual space” or use of social media that allows interaction between students and between faculty and student
Relevant College-Wide Strategies & Outcomes	College-Wide Strategy #3 – Develop a New Ecology of Engaged Learning and Teaching for Retention and Persistence College Outcomes: B4 – Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions Strategic Outcome E: Recognize and invest in faculty and staff resources and develop innovative and inspiring environments on which to work
Means of Assessment	Annual Report of Program Data Effectiveness Indicator of Persistence
Persons Responsible	Dave Evans and 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 <input checked="" type="checkbox"/> General (existing) <input checked="" type="checkbox"/> Special (existing) <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Biennium and/or supplemental budget request <input type="checkbox"/> 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 Ho’okipa 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.
i) Summary of data collected (actual)	(To be filled in at the end of the academic year)

j) Use of Results	(To be completed at the end of the academic year and used for planning for next academic year of the Tactical Plan)

Goal Four (4)	Obtain one (1) additional full-time teaching position
Performance Measures	The HOST department depends on support for the delivery of courses 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
Strategies	Craft a request that demonstrates the need and benefits of an additional full-time position provides that justifies the additional expense.
Relevant College-Wide Strategies & Outcomes	College-Wide Strategy # 6 Increase Financial, Technological, and Physical Resources and Faculty and Staff Expertise Strategic Outcome E: Recognize and invest in faculty and staff resources and develop innovative and inspiring environments on which to work
Means of Assessment	
Person 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 <input checked="" type="checkbox"/> General (existing) <input type="checkbox"/> Special (existing)	(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.

<input type="checkbox"/> Grants <input type="checkbox"/> Biennium and/or supplemental budget request <input type="checkbox"/> Others (Please list)	
i) Summary of data collected (actual)	(To be filled in at the end of the academic year)
j) Use of Results	(To be completed at the end of the academic year and used for planning for next academic year of the Tactical Plan)

Goal Five (5)	Develop a campaign to raise the awareness of the need and viability for an on-campus practicum hotel
Performance Measures	
Strategies	<p>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 Hawai'i, Kapi'olani Community College and the State of Hawai'i</p> <p>Work with the UH Foundation to develop a strategy to identify potential donors locally, domestically, and internationally</p> <p>Champion concept to take flight in the continued development of the college's Long Range Development Plan</p>
Relevant College-Wide Strategies & Outcomes	<p>College-Wide Strategy # 5 – Diversify, sustain and increase the college's funding portfolio and revenue success</p> <p>Strategic Outcome C: Economic Contribution – Contribute to the state's economy and provide a solid return on its investment in higher education through research and training</p>
Means of Assessment	
Persons Responsible	Dave Evans
Synergies with other programs, units, emphases and initiatives	Culinary Arts, Business Education, Exercise & Sports Science, Massage Therapy, Continuing Education
Key Community Partners (if any)	HOST Advisory Board, ACPHA Accreditation Organization, Hawai'i Lodging and Tourism Association, UH Foundation
Resources (human, physical,	

<p>fiscal, technology) required to implement strategies. Please check appropriate funding sources</p> <p><input checked="" type="checkbox"/> General (existing)</p> <p><input type="checkbox"/> Special (existing)</p> <p><input type="checkbox"/> Grants</p> <p><input checked="" type="checkbox"/> Biennium and/or supplemental budget request</p> <p><input type="checkbox"/> Others (Please list)</p>	<p>(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.</p> <p>(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</p>
<p>i) Summary of data collected (actual)</p>	<p>(To be filled in at the end of the academic year)</p>
<p>j) Use of Results</p>	<p>(To be completed at the end of the academic year and used for planning for next academic year of the Tactical Plan)</p>

<p>Goal Six (6)</p>	<p>Remain current with technology needs with equipment and software upgrades within the classrooms/labs</p>
<p>Performance Measures</p>	
<p>Strategies</p>	<p>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</p> <ul style="list-style-type: none"> • Electronic Technologies and Active Learning <ul style="list-style-type: none"> • 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 Lulima and the creation of Hybrid courses in addition to pure on-line delivery

	<ul style="list-style-type: none"> • Faculty controls and monitoring of student in-class desk-top displays and applications • Apple TV – Wireless iPad • Creation of a “virtual space” or use of social media that allows interaction between students and between faculty and students
Relevant College-Wide Strategies & Outcomes	<p>College-Wide Strategies # 3 - Develop a new ecology of engaged learning and teaching for retention and persistence</p> <p>#6 – Increase financial, technological, and physical resources and faculty and staff expertise</p> <p>Strategic Outcome E: Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.</p>
Means of Assessment	
Persons Responsible	Chelsea Chong
Synergies with other programs, units, emphases and initiatives	CELTT
Key Community Partners (if any)	
Resources (human, physical, fiscal, technology) required to implement strategies. Please check appropriate funding sources <ul style="list-style-type: none"> <input checked="" type="checkbox"/> General (existing) <input checked="" type="checkbox"/> Special (existing) <input type="checkbox"/> Grants <input type="checkbox"/> Biennium and/or supplemental budget request <input type="checkbox"/> Others (Please list) 	<p>(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.</p> <p>(Special Funds) Funds raised via the Ho’okipa 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.</p>

i) Summary of data collected (actual)	(To be filled in at the end of the academic year)
j) Use of Results	(To be completed at the end of the academic year and used for planning for next academic year of the Tactical Plan)

Part VIII. Resource and Budget Implications

1. Human Resources

As indicated in the annual report of program data, the Majors to FTE BOR Appointed Faculty is Cautionary at 49.2 students to 1 full-time faculty member. In order to get to a Healthy range (less than 35 students per FT faculty) the HOST department should have seven (7) full-time faculty positions or an increase of one full-time position. And this doesn't even consider that one of the current full-time positions is currently dedicated to the department counselor that is a non-teaching role. The department continues to rely on adjunct lecturers for the delivery of courses. Currently, two adjunct lecturers teach an average of 13 to 14 credits a semester. For that reason, Goal Four of the 2012 – 2015 tactical plan was created specifically to bring attention to this initiative. Funding for this position will need to focus on general funds. Additionally, many of the goals of the department will require the dedication of faculty release time to research and develop the initiatives.

2. Physical

The lack of a dedicated fund to address furniture, fixtures, and equipment (FFE) is an issue that plagues the entire state system. While new buildings are built and equipped, there is no annual appropriation or encumbrance of funds to address attrition of furnishings and maintenance of the building. In the "enrollment management plan" crafted by the HOST department specifically addresses the physical issues of the 'Ōlapa building especially as it relates to the creating opportunities to foster engaged learning for students.

- 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 Hawaii'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
 - Creation and use of socially catalytic spaces – arrangement of physical space to increase accessibility to faculty and promote student-faculty interaction

The HOST Department is fortunate to be involved in two initiatives that provide for funding for physical renovations, Ho'okipa Night and the funds raised through the operation of a passport acceptance office within the departmental office.

3. Fiscal

With access to special funds from the Ho'okipa Night fundraiser and the Passport Acceptance activity the HOST Department is positioned well financially. Additionally, the department has kept a watchful eye out for specific grant funds that are consistent with the goals and initiatives of the department e.g. computer upgrades to 'Ōlapa 115; Development of a Training Manual for the Live TravelPort Airline Reservation System; and funds to develop an Enrollment Management Marketing Plan to foster, enrollment, persistence, retention, and graduation. Additional effort will be made to draft grant applications for: a second year of the Enrollment Management Plan, the creation of a teaching manual and student workbook for use with the InnQuest Hotel Property Management System; and a request to keep the technology and software current in all classrooms.

4. Technological

Specifically addressed in Goal Six of the 2012-2015 Tactical Plan, remaining current with technology is at the forefront of the HOST Department in part because of the technology required of our industry and in part to continue to engage our students in learning. The Enrollment Management Plan identified key technology components essential for the classrooms.

- 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 (funding for InnQuest and TravelPort)
 - 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 Lulima 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
 - Apple TV – Wireless iPad
 - Creation of a “virtual space” or use of social media that allows interaction between students and between faculty and students

Funding for these needs will be pursued through grant as well as special funds such as UH Foundation (Ho’okipa Night) and the Passport Acceptance operation.

Part IX. Evaluation of Data and Measurable Improvements (annually updated)*

1. Evaluation of Data identified in Part VII-1-d
 - a. Goals One, Two, and Three are being addressed with a Perkins Grant. Half-way through the first year considerable foundational efforts have already been completed that address the objectives of the grant
 - Met with KapCC’s Institutional Research Officer (OFIE) to review and analyze student survey data from fall 2012 enrollment management outcomes.
 - Met with College Dean to review preliminary findings from student survey, employer survey, and HOST open house external stakeholder survey including target high schools
 - Met with OFIE to conduct additional analysis based on feedback from College Dean
 - Met with HOST Department Chair and faculty member to discuss Perkins Spring 2013 Grant, and to review preliminary findings from student survey, employer survey, and HOST open house external stakeholder survey including target high schools.

Key meeting discussion points and outcomes:

- Items #1,2,3,4: Laure
- Items #5,7,8: Chelsea; Dave to give Chelsea contact names; Dave recommend professional photos for HOST faculty
- Item #6: Entire Department; Dave to provide template
- HOST 101 key class to recruit majors. Chelsea to strategize on how to have interested students declare major while enrolled in HOST 101
- Need High School Presentation Script. Dave suggested Laure consult with Sheryl.
- Need documentation and archive of HOST Department marketing efforts. Laure to create a form.
- Laure presented findings from Fall 2012 Perkins Grant outcomes & dashboard: Employer survey, student satisfaction survey, marketing luncheon/open house.
- Feb. 2013
- Laure Burke presented enrollment management data summary and led discussion at HOST faculty session

Key ideas generated and outcomes:

- O'ahu high school counselors want KapCC student tours but there is no funding to cover transporting students to KapCC. HOST can have an event similar to Health Sciences where all students come to campus on a single day. Sheryl mentioned that she will consult with the Health Sciences counselor to learn about how he organized their event.
- If HOST has a Hospitality and Tourism Education Day for High Schools, what do we feature when the high school students are at KapCC? HOST can have presentations on dining etiquette and mini faculty demonstrations highlighting relevant course content to create interest about HOST majors.
- One of the O'ahu high school counselors requested that HOST teach a class for a high schoolers. HOST needs to figure out how to best work with DOE. HOST can invite decision makers or high school principals to an informational dinner meeting at KapCC, possibly include counselor and/or teacher if recommended by the principal. There needs to be clarification on who decides whether HOST can teach at a high school. Dave will discuss at PCC and report back to HOST faculty. Dave will follow-up on whether Watanabe funds can be used for efforts relating to inviting principals to KapCC event to discuss potential partnership.
- Create a HOST student cohort program in the summer for motivated students recommended by their high school counselor or teacher similar to the STEM summer initiative or the running start program.
- Develop a student leadership/ambassador type program utilizing KapCC students who can help with on-campus recruitment efforts and external efforts such as conducting tours for high schools. This type of program would need to include HOST student training to ensure a consistent and

professional presence. The benefit of a student leadership/ambassador program is twofold: It will support recruiting efforts and the HOST program outcome of developing leaders and communicators. HOST can explore an option of creating a course with college credit. Another possibility is to tap the HOST student club (SHIMA) to build service opportunities for students.

- Laure confirmed with Dave that spring 2013 activity involves planning and developing tour schedule. The only planned tour/high school visit program for spring 2013 is the Hawaii Island High School Tours. Laure will make tour schedule recommendations for fall 2013 and beyond based on KapCC student data and include in the Marketing Plan draft. Laure Burke will begin to create working draft of marketing plan including HOST faculty ideas and enrollment management data, and present to faculty for input.
- Website details were discussed with Chelsea leading the discussion. Key component of website is to update faculty information including professional photos. Dave will make arrangements with photographer. Other information on website can feature categories highlighted from student survey data such as scholarship/financial resources, internships, career/counseling support, etc.
- Website can also serve as informational source for high schools counselors. Chelsea to coordinate with faculty. Chelsea is working with KapCC's technology Center for website support.
- Laure Burke created marketing and recruiting survey template to Lualaba folder houses the template and subsequent submissions from faculty. Laure Burke shared template with all HOST faculty.
- Rosalie uploaded high school presentation in Lualaba Perkins Enrollment Management Folder
- Marketing and recruitment submissions uploaded for high school events (Castle—L. Burke and Moanalua—R. Fernandez)
- March 2013
- Laure Burke populated Lualaba Perkins Enrollment Management file with database including: 1) Counselor and teacher contacts from a various O'ahu High Schools listing HOST or related course offerings and their current recruitment needs/requests for support; 2) State of Hawaii's Academy of Hospitality and Tourism Schools (Maui, Kaua'i, O'ahu) and their coordinators; and 3) Big Island contact listing and proposed tour schedule for HOST counselor/faculty spring 2013 Hawaii island high school campus visits.
- Laure consulted with HOST counselor to determine best days for Hawai'i Island high school campus visits. HOST counselor consulted with HOST faculty who will be joining her. Laure developed tour schedule recommendation based on discussions with educational professionals from industry and University of Hawai'i system. Laure also used data

from fall 2012 KapCC to determine target schools based on HOST student enrollment information. Counselor will need to contact Hawai'i High Schools to re-introduce herself and finalize presentation times.

2. Improvements in Last 12 months (list)

- A. In the effort to enhance socially catalytic spaces, what once was a garden area has been paved to create a patio area with picnic tables added for student use.
- B. Picnic tables and market umbrellas have also been added to another patio area of the 'Ōlapa building
- C. New computer desks have been installed in 'Ōlapa 113 and 115 that are arranged in "pods" that allow for lecture as well as group discussion. The computer desks allow for the monitors to flip up or down as need be. New carpet squares have been installed and new chairs were ordered for 'Ōlapa 115

3. Improvements to be made in the next 12 months (list)

- A. 'Ōlapa 116 is scheduled for renovation this summer. New tables have wheels that allow the room to be set in a variety of configurations. New carpet squares will be installed and new chairs will have wheels and be able to "nest" for storage. In addition to the esthetic enhancements, the room will be much more versatile for a variety of uses and functions.
- B. Additionally, 'Ōlapa 116 is planned to be a part of a Perkins Grant application that will focus on technology for teaching and learning