

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
Assessment Period: 2016/17 to 2018/19

Kapi'olani Community College Vision, Mission and Values

'Ōlelo Nu'ukia – Vision

He Kula Nui Kāko'o 'Ōiwi 'o Kapi'olani Kula Nui Kaiāulu a na kā lākou mau haumāna puka e ho'oikaika i ke kaiāulu o ko Hawai'i mau kaiāulu like 'ole ma ka honua e loli mau.

Kapi'olani Community College is a model indigenous serving institution whose graduates strengthen the social, economic, and sustainable advancement of Hawai'i and the world.

Ala Nu'ukia – Mission

He hale hāmama 'o Kapi'olani Kula Nui Kaiāulu no nā 'ano kaiāulu like 'ole, e ho'olako i nā kānaka ho'ākea 'ike e hiki aku i ka pahuhopu 'imi na'auao, 'imi 'oihana, a ho'olaulā 'ike. He loa'a nā palapala a'o, nā kēkelē mua puka, me nā polokalamu ho'ili kula he kilohana wale e ho'omākaukau i nā haumāna maoli, kūloko, kaumoku'āna, kau'āina no ka mua he lako.

Kapi'olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai'i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Nā lawena waiwai – Values

Ho'ohanohano 'ia ka ho'ilina a ka Mō'īwahine o Kapi'olani e Kapi'olani Kula Nui Kaiāulu ma o kēia mau lawena waiwai:

Kapi'olani Community College honors the legacy of Queen Kapi'olani through these 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.

Mālama: Protecting and perpetuating ancestral knowledge.

Kūloa'a: 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.

Alaka'i 'ia mākou e kā mākou nu'ukia like, lawena waiwai like, a me ka ho'okō kuleana haumāna like ma o ke kāko'o 'i'ini, ke a'o, ka ho'okō pahuhopu, me ka palapala 'o Hawai'i Papa o Ke Ao.

We are guided by our shared vision, values and commitments and by the recommendations of Hawai'i Papa O Ke Ao.

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

Established in 1971, the HOST department has recently made some substantial changes to the program.

- There has been the development of a course to specifically address tourism security and safety.

- HOST 101 has been enhanced and delivered via a “gamified” andragogy.
- A suite of timely new third-year courses has been developed as part of a new Advanced Professional Certificate.
- An articulation agreement has been developed with the University of Hawai‘i at West ‘Ōahu to allow students to matriculate and earn a Bachelor of Arts in Business Administration with a Concentration in Hospitality and Tourism.
- Several of the system HOST programs are now part of an agreement that enables high school students to earn credits both at the high school level and at the partner community colleges.

The HOST department continues to be a campus leader in the assessment of Student Learning Outcomes and Program Learning Outcomes having completed two cycles of assessment. The program is fully accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) having earned the full seven-year term during the last self-study.

Concerns, suggestions and requests discussed in the annual ARPDs focus on the need to more accurately reflect employment demand. The HOST department, despite robust enrollment growth, is indicated as cautionary, which seems contradictory to the enrollment success and an apparent labor shortage within the tourism industry. The HOST department is also cautionary as a result of not having enough full-time faculty in relation to enrollment and placement data is skewed as it is unable to take into consideration the high number of international students that return home to work.

While these recommendations are discussed each year in the ARPD narrative, solutions are not yet forthcoming.

Part II. Program Description

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.

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.

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 completed a Department of Labor TAACCCT grant that allowed the department to create a series of third-year, Advanced Professional Certificate courses that articulate to the University of Hawai'i at West O'ahu 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 enhanced distance education capabilities as well as provided 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 Ho'okipa 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 goals/Occupations for which this program prepares students:

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 Hawai'i's visitor industry employees and managers.
- To export the department's expertise in hospitality & tourism operations management and host culture to developing tourism countries.

Hospitality Operations Management

State and National Wages and Employment

While many students considering a career and educational pathway within the hospitality field gravitate towards the traditional operational areas of food and beverage operations, and rooms division management, other careers are becoming more prevalent. For instance, the emergence of timeshare operations and the increased emphasis on lodging analytics and revenue management have created defined specialties that never before existed in the hospitality industry. Additionally, the heightened concern of global warming places greater expectations on hospitality to find ways to mitigate the impact operations have on the environment. And, the ever-changing landscape of industry partnerships and alliances have reshaped the business models of hospitality, encouraging future leaders to be more innovative and think more strategically.

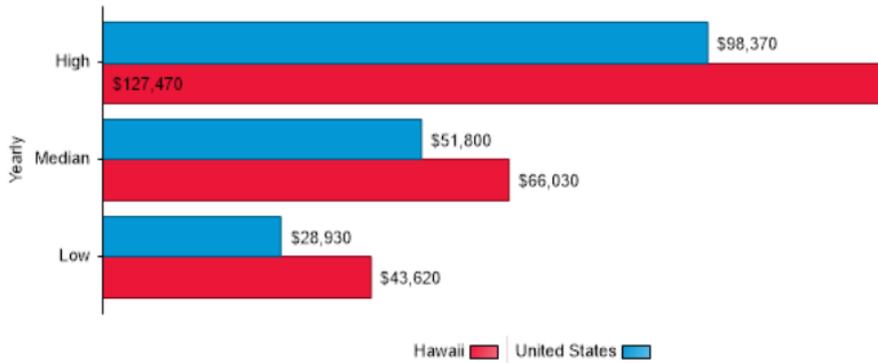
Lodging Managers

According to O*NET Online (<https://www.onetonline.org/help/green/11-1021.00>) Lodging Manager job titles are listed as Bed and Breakfast Innkeeper, Front Desk Manager, Front Office Director, Front Office Manager, Guest Relations Manager, Guest Service Manager, Hotel Manager, Night Manager, Resort Manager, & Rooms Director. Lodging Managers are considered as a "Hot Technology" position where a technology requirement is frequently included in employer job postings. Seventy-two percent of respondents indicate that a Bachelor's degree is required for the position. Additionally, General and Operations Managers are designated as a "Bright Outlook" occupation that is expected to grow rapidly in the next several years, or will have large numbers of job openings. General and Operations Managers are also defined as a "Green Enhanced Skills" occupation where new tasks, skills, knowledge and credentials may be needed.

Wages for Lodging Managers in HAWAII

[View Table](#) : [View Char](#)

[View Hourly Wages](#)



Projected Employment for Lodging Managers in HAWAII

[View National Data](#)

[View Table](#) : [View Chart](#) : [View Map](#)

National	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
United States	47,800	49,700	4%	5,000

State	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
Hawaii	650	700	+7%	70

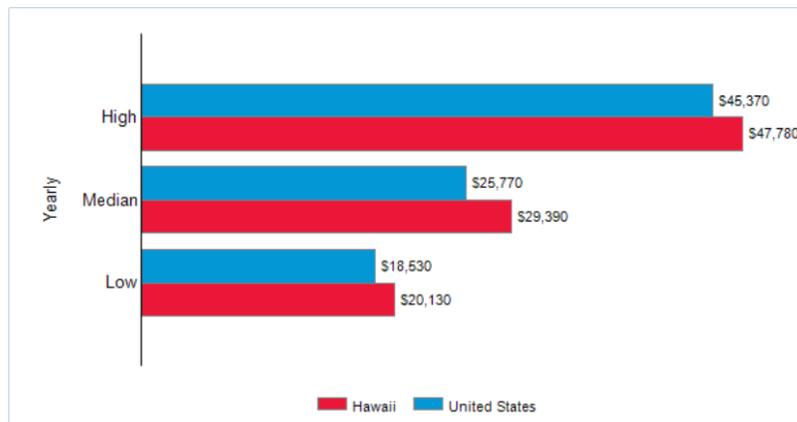
Travel and Tourism Operations Management

Wages for Tour and travel guides in HAWAII

You're seeing wages for Tour and travel guides because we don't have information for Tour Guides :

[View Hourly Wages](#)

[View Table](#) : [View](#)



Search by Occupation
Location

Projected Employment for Tour Guides and Escorts in HAWAII

[View National Data](#)

[View Table](#) : [View Chart](#) : [View Map](#)

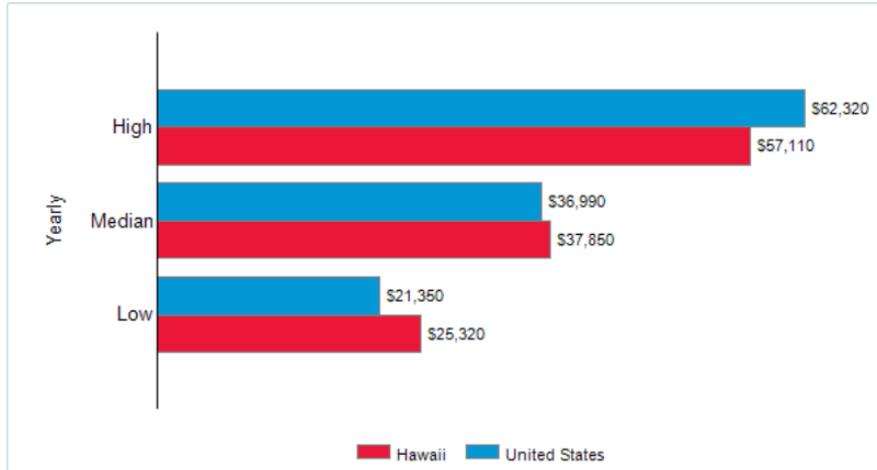
National	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
United States	45,800	50,600	10%	8,700

State	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
Hawaii	1,530	1,560	+2%	270

Wages for Travel Agents in HAWAII

[View Hourly Wages](#)

[View Table](#) :



Search by Occupation
Location

Projected Employment for Travel Agents in HAWAII

[View National Data](#)

[View Table](#) : [View Chart](#) : [View Map](#)

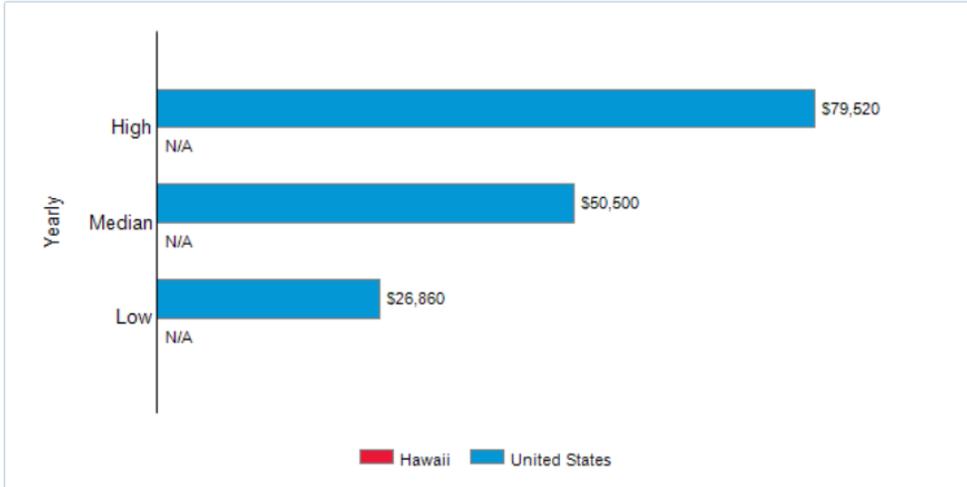
National	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
United States	81,700	72,200	-12%	7,800

State	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
Hawaii	780	650	-16%	70

Yearly Wages for Flight Attendants in HAWAII

[View Hourly Wages](#)

[View Table](#) : [View Chart](#) : [View Map](#)



Search by Occupation

Location

Search

Projected Employment for Flight Attendants in HAWAII

[View National Data](#)

[View Table](#) : [View Chart](#) : [View Map](#)

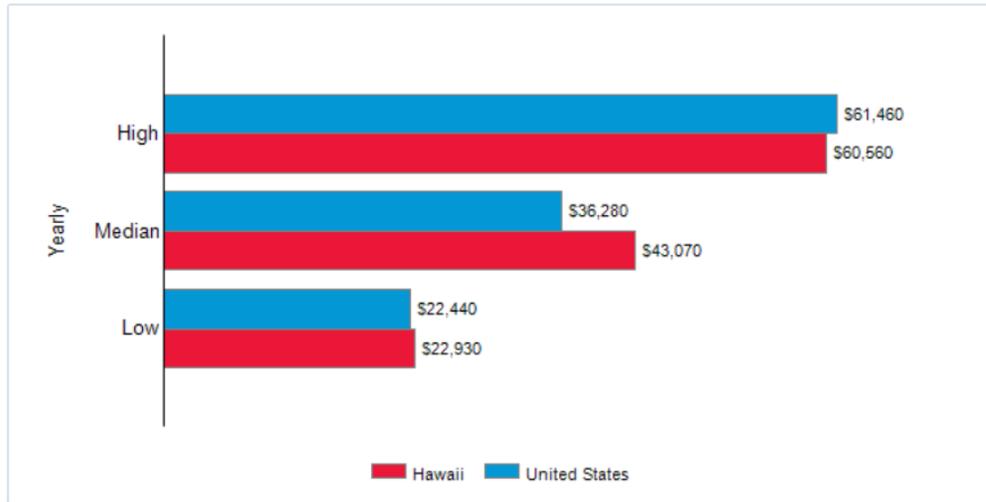
National	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
United States	116,600	128,500	10%	14,200

State	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
Hawaii	No Data Available	No Data Available	No Data Available	No Data Available

Wages for Reservation and Transportation Ticket Agents and Travel Clerks in HAWAII

[View Hourly Wages](#)

[View Table](#) : [View Chart](#) : [View Map](#)



Search by Occupation
Location

Projected Employment for Reservation and Transportation Ticket Agents and Travel Clerks in HAWAII

[View National Data](#)

[View Table](#) : [View Chart](#) : [View Map](#)

National	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
United States	150,100	155,800	4%	16,300

State	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
Hawaii	2,810	3,060	+9%	330

<https://www.careeronestop.org/toolkit/stateandlocal/wages>

<https://www.careeronestop.org/toolkit/StateAndLocal/ProjectedEmployment>

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.

Credentials Offered

A feature of the third-year, Advanced Professional Certificate, is that HOST 340 - Lodging Analytics and Revenue Management offers the students the opportunity to take the Certified Hotel Industry Analyst (CHIA) exam from the American Hotel and Lodging Educational Institute (AHLEI). The CHIA designation is the leading (over 4,000) hotel-related certification for university students graduating from Hospitality and Tourism programs. This recognition provides evidence of a thorough knowledge of the foundational metrics, definitions, formulas, and methodologies that are used by the hotel industry. Recipients will have proven the ability to “do the math” and interpret the results. They will have demonstrated an ability to analyze various types of hotel industry data and to make strategic inferences based upon that analysis. Certification also confirms a comprehensive understanding of benchmarking and performance reports. Achieving this distinction announces that students have a place among the best graduates in this profession and should open the doors to future career opportunities. Receiving this certification enables these future professionals to use the CHIA designation on business cards and résumés.

Program Accreditation

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

Faculty (Fulltime)

Laure Burke, EdD, CHE, CHIA - Professor

Teaches HOST 100 – Career and Customer Service Skills, HOST 259 – Tourism 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.

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

Teaches HOST 259 - Tourism Marketing, HOST 265 – Tourism Development and Management, and HOST 340 – Lodging Analytics and Revenue Management, and HOST 350 – Strategic Leadership for the Hospitality Industry. 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.

Takehiko Kozue, MA, CHE - Instructor

Teaches HOST 100 – Career and Customer Service Skills, HOST 101 - Introduction to Hospitality and Tourism, HOST 265 – Tourism Development and Management, HOST 270 – Tourism Security and Safety, and HOST 280 – Hospitality Management. Previous experience includes serving as a Professor and Department Chair at Meikai University, Director of International Education, Trajal Hospitality and Tourism College, CEO of Interstar Corporation LTD, and VP, CFO and HR for Spiro Communications LTD.

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 Hawai’i Prince Hotel Waikīkī, and the Front Office Manager at the Kā’anapali Beach Hotel on Maui.

Kawehi Sellers, MEd - Assistant Professor

Teaches HOST 100 - Career and Customer Service Skills, HOST - 101 Introduction to Hospitality and Tourism, HOST 265 – Tourism Development and Management, HOST 280 – Hospitality Management. 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 Hawai'i Program and serves as a community resource person offering state-certified tour guide and Hawaiian culture courses.

Faculty (Adjunct)

Kevin Donnelly, MEd, CHE - Senior Lecturer

Teaches HOST 293 – Hospitality Internship, 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.

Winnie Law, MTA – Lecturer

Teaches HOST 100 - Career and Customer Service Skills and HOST - 101 Introduction to Hospitality. Previous experience includes serving as a consultant on sustainability, Sales Manager at the Continental Surf Hotel, Resort Manager of Operations, Imperial Hawai'i Resort at Waikiki, and Projects Coordinator/Accounts Payable Manager Waikiki Parkside Hotel.

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.

Jeff Yedlin, MHA, CFBE, FMP, CHE – Lecturer

Teaches HOST 154 – Food and Beverage Operations. Experience includes, Hilton Hawai'i Regional Director of Food and Beverage, VP of Food and Beverage MGM Resorts International, Assistant Director of Beverage, Wynn Resorts LTD, and Beverage Manager Treasure Island Hotel and Casino.

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 annual fundraiser efforts in partnership with Hawai'i Food and Wine Festival 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. HOST 340 – Lodging Analytics and Revenue Management utilizes HOTS, a hotel simulation program from The Total Simulator Company that places students into the position of managing a hotel business in a virtual environment that mirrors the real world.

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 Hawai'i 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.

Articulation Agreements

The HOST department at Kapi'olani Community College has partnered with the HOST departments at Kauai Community College, Maui College and Hawai'i Community College to continually dialog and coordinate course offerings between the campuses. In September of 2017, the HOST programs, at the request of the Vice President for Community Colleges, finalized an extensive agreement that created more consistency on all course titles, numbers, descriptions, and course outcomes.

In fall of 2018, the Vice President for Community Colleges and the Superintendent of the Department of Education approved the Hospitality and Tourism Career Pathway Equivalent Course Agreement. The purpose of the Equivalent Course Agreement is to provide a mechanism which will enable students from the State of Hawai'i's Department of Education (DOE) high schools who enroll at one of the participating University of Hawai'i Community Colleges (UHCC) to receive college credits for mastery of standards/student learning outcomes equivalent in courses taken at the high school (HOST 100 – Customer and Career Preparation, and HOST 101 – Introduction to Hospitality and Tourism). To support the Dual Equivalency agreement, the Hospitality and Tourism Department has developed and delivered a Train the Trainer program to guide and provide resources for DOE teachers in the teaching of HOST 100 and HOST 101.

The HOST program also maintains articulation agreements with Hawai'i Pacific University and the University of Nevada Las Vegas. Additionally, as the HOST department began to offer the third-year, Advanced Professional Certificate courses, an articulation agreement was developed with the University of Hawai'i at West O'ahu that allows students to matriculate and 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 Committees

The HOST department maintains active advisory boards for both the Hospitality and Travel & Tourism programs. The membership includes industry partners from a wide variety of organizations and responsibilities. An advisory board meeting is convened every November to enable the HOST department to keep abreast of trends and issues affecting the tourism industry.

Advisory Board Members - Hospitality Operations Management				
Mr.	Ward	Almeida	General Manager	The Lotus Honolulu at Diamond Head
Ms.	Lyn	Aoki	Corporate Director of Guest Services & Brand Standards	Aqua Hospitality
Mr.	Todd	Apo	VP Community Development	The Howard Hughes Corporations
Ms.	Keri	Brown	Director of Revenue Management	Waikiki Beachcomber
Ms.	Randi	Fernandez	Hotel Manager	Prince Waikiki
Mr.	Jason	Furuta	Talent Acquisition Manager, Resort Operations – Hawaii & Palm Desert, CA	Marriott Vacations Worldwide
Mr.	Gerald	Glennon	General Manager	The Kāhala Resort
Ms.	Luz	Gutierrez	Complex Human Resources Director	Alohilani Resort Waikiki Beach
Mr.	Kazu	Hayashita	Recruiting Manager	Hilton Worldwide
Ms.	Kehaulani	Kam	Director of Cultural Services	Starwood Hotels Waikiki
Ms.	Shannon	Ladd	Director of Human Resources	The Kāhala Resort
Mr.	Michael	Miller	Director of Operations	Tiki's Grill & Bar
Ms.	Julie	Morikawa	President	ClimbHI
Ms.	Linda	Nakaima	Director of Human Resources	Waikiki Parc
Mr.	Dean	Nakasone	Vice President	Hawai'i Lodging and Tourism Association
Mr.	Phil	Sammer	General Manager	'Ilima Hotel
Mr.	Ed	Saunders	Director of Sales	Queen Kapi'olani Hotel
Ms.	Laura	Witter	Training Manager	Hyatt Regency Waikiki
Mr.	Newton	Wong	National Sales Manager	Queen Kapi'olani Hotel
Ms.	Pam	Yagi, CHA	General Manager	Hilton Grand Vacations Club at Hilton Hawaiian Village Waikiki Beach Resort
Mr.	John	Yamamoto	Executive Housekeeper	Park Shore Waikiki
Mr.	Jeffery	Yedlin	Director of Food and Beverage	Hilton Hawaiian Village Waikiki Beach Resort

Advisory Board Members -Travel and Tourism Operations Management				
Ms.	Muriel	Anderson	Retired Tourism Executive	
Mr.	Kealoha	Chang	Client Service Manager	Hawai'i Convention Center/SMG
Mr.	Daniel	Chun	Regional Manager, Sales & Community Marketing - Hawai'i	Alaska Airlines
Ms.	Patricia	Coughlin	President	Aloha Holidays
Ms.	Joann	Erbani	Vice President of Sales and Marketing	Robert's Hawai'i
Ms.	Jadie	Goo	Tourism Brand Manager	Hawai'i Tourism Authority
Mr.	Bob	Hampton	President	Waikiki Beach Activities
Mr.	Ron	Hee	VP of Business Development	Robert's Hawai'i
Ms.	Audrey	Higuchi	Publishers Representative	MSLO Omni Media
Mr.	Dwight	Hubbard		United Airlines
Mr.	Rodney	Lau	ASTA President & President	Travel Specialist
Ms.	Kat	Hurtubise	Chief Festivities Officer	Gourmet Events Hawai'i
Mr.	Mike	Murray	Senior Vice President & COO	Waikiki Beach Activities
Mr.	Deems	Narimatsu	Vice President	Roberts Hawai'i
Ms.	Jasmine	Tamanaha	Manager, In Flight Administration	Hawaiian Airlines
Ms.	Pat	Tervola	Manager - Retail Sales	Vacations - Hawai'i

Distance Delivered Courses

The HOST Department currently offers six (6) classes via online distance delivery: HOST 100 – Career and Customer Service Skills, HOST 101 – Introduction to Hospitality and Tourism, HOST 150 – Housekeeping Operations, HOST 154 – Food and Beverage Operations, HOST 170 – Selling Destination, and HOST 290 – Hospitality Management.

Part III. Curriculum Revision and Review

Hospitality and Tourism Education Department 5-year SLO & Curriculum Update Plan									
			Faculty	CLR Course Competency Assessment	S2014-S2017 KSCM Curr. Update	Status	CLR Course Competency Assessment	F2017-F2022 KSCM Curr.	Status
HOST	100	Career & Customer Service Skills	Kawehi	Spring 2014	Fall 2017	Curriculum Approved Fall 14 - Fall 17 KSCM changes per PCC	Spring 2022	Fall 2022	
HOST	101	Introduction to Hospitality & Tourism	Kawehi	Spring 2014	Fall 2017	Curriculum Approved Fall 14 - Fall 17 KSCM changes per PCC	Spring 2022	Fall 2022	
HOST	150	Housekeeping Operations	Amy & Pat	Spring 2015	Fall 2017	Curriculum Submitted fall 15 - Fall 17 KSCM changes per PCC	Spring 2019	Fall 2019	
HOST	156	Front Office Management	Amy	Fall 2014	Fall 2017	Curriculum Approved S15 - Fall 17 KSCM changes per PCC	Spring 2022	Fall 2022	
HOST	154	Food and Beverage Operations	Amy & Kevin	Spring 2016	Fall 2017	CLR Submitted in Spr 16 - Fall 17 KSCM changes per PCC	Fall 2021	Spring 2022	
HOST	168	Tour Operations Management	Palakiko	Spring 2018	Spring 2016	Curr. Submitted Spr 16	Spring 2019	Fall 2020	
HOST	170	Selling	Rosalie	Spring 2017	Fall 2017	5-year update	Spring 2021	Fall 2021	
HOST	171	Airline Reservations and Pricing	Rosalie	Fall 2016	Spring 2016	Curr. Submitted S 16 - CLR in Fall 2016	Spring 2021	Fall 2021	
HOST	256	Hospitality Accounting	Dave & Pat	Spring 2017	Fall 2017	5-year update	Spring 2021	Fall 2021	
HOST	259	Tourism Marketing	Dave & Laure	Spring 2015	Fall 2015	CLR Submitted Spring 15 Curriculum approved fall 15	Spring 2019	Fall 2019	
HOST	261	Events Management	Kawehi	Fall 2015	Spring 2016	CLR Submitted fall 15 Curr. Update Submitted S 17	Fall 2019	Spring 2020	
HOST	265	Tourism Development & Management	Dave	Fall 2015	Spring 2017	CLR Submitted fall 15 - Curr. Update Submitted	Fall 2020	Spring 2021	
HOST	270	Tourism Security & Safety	Rosalie & Frank			NEW	Spring 2018	Fall 2018	Approved (next - Spring 2023)
HOST	280	Hospitality Management	Laure	Spring 2016	Fall 2017	CLR Submitted in Spr 16 - Fall 17 changes per PCC	Spring 2021	Fall 2021	
HOST	293	Hospitality Internship	Laure & Kevin	Spring 2016	Fall 2017	CLR Submitted in Spr 16 - Fall 17 changes per PCC	Spring 2021	Fall 2021	
HOST	320	Vacation & Condominium Hospitality Operations	Amy			NEW	Fall 2018	Spring 2019	
HOST	330	Sustainable Hospitality Facility Design & Operations	Amy			NEW	Spring 2018	Fall 2018	Approved (next - Spring 2023)
HOST	340	Lodging Industry Analytics & Revenue Management	Dave			NEW	Spring 2018	Fall 2018	Approved (next - Spring 2023)
HOST	350	Strategic Hospitality Leadership	Dave & Frank			NEW	Fall 2018	Spring 2019	

As of the fall 2017 semester, in anticipation of the ACCJC site team visit, the HOST department had completed a second five-year cycle of assessing each of the Student Learning Outcomes (SLOs) in all of the HOST courses. Each course was then submitted for a five-year curriculum review. As of fall 2017 all HOST courses were compliant as having been reviewed in the past five-years, and compliant with all SLOs having been reviewed in the past five-years. Additionally, the HOST department met the March 2, 2017 to have all Standing Requirements and Assessment Plans entered into Taskstream.

In spring 2018, the HOST department began another five-year cycle of SLO assessment and curriculum updates.

Part IV Survey Results

Between 2017 and 2019 the HOST department did not conduct any student satisfaction, occupational placement, employer satisfaction or graduate/lever surveys. The only survey focused on the implementation of the third-year Advanced Professional Certificate and included students and industry partners.

As stated in the August, 2017 final report submitted by Pacific Research and Evaluation)

Pacific Research and Evaluation (PRE) was hired to work with KCC to design and conduct the third-party evaluation of the C3T courses and programs. The assessment was conducted in accordance with DOL requirements to have an outside agency examine each TAACCCT grant using a series of formative evaluation questions. The goals of the evaluation were two-fold: 1) to answer DOL formative evaluation questions, and 2) to assess DOL summative outcomes. PRE designed and executed a comprehensive plan for the implementation and impact evaluation components required by DOL, and collected additional data to inform continuous program improvements throughout the life of the grant. The evaluation plan as performed included an implementation evaluation to assess formative questions, and a concurrent cohort comparison impact evaluation to assess the impact of the C3T programs on participants in terms of key student outcomes (PRE Final Evaluation Report, 2017).

A summary of the conclusions included in the 2017 final PRE report include interviews with students and industry partners.

APC Student Focus Group Interviews

Eight Advanced Professional Certificate students participated in the survey and 100% of the students indicated...

- They plan to pursue a career in the hospitality industry.
- They plan to pursue a career in Hawai'i.
- That there is a local demand for employees in the industry.
- They believed the APC program will increase their chances for getting a job.

- They are more likely to get a local job in the hospitality industry because of their participation in the program.
- The APC program will help them reach their career goals at a faster pace.
- They are more likely to pursue a career in the industry because of their participation in the program.

Additionally, 87.5% of the students felt the program helped place them on a clearer career pathway, with 75% of the participants expressing the intention to transfer to University of Hawai'i at West O'ahu (PRE Final Evaluation Report, 2017).

APC Student Focus Group Comments:

Every one of us wants to be a manager one day, to be up there in the hotel industry. This program focuses in detail on what being a top manager will be.

I was beyond thrilled when I found out the HOST department would be offering the APC in Hospitality Operations Management. It allowed me the opportunity to continue my education at KCC with the confidence that the instructors were the most competent in their field of study, with excellent classroom management skills, and tons of industry experience. Being able to take these courses at KCC that are applicable to my bachelor's degree at University of Hawai'i West O'ahu is also financially beneficial to me as the lower tuition will lessen my total education costs.

It was also reassuring to see in the PRE summary that our industry partners supported the value of the new program.

...this sentiment was also echoed by the hospitality industry partners, and one partner discussed how the hospitality program is preparing students to do well in both further education and employment. "I feel the HOST students have a better handle on what is practical out there. They come out of the program and they are aware of the effort it takes to be in a successful business operation. There are others that have gone on to four-year colleges that have done really well, and KCC provided them with a good foundation" (PRE Final Evaluation Report, 2017).

Industry Partners

The objective of the development of the four new courses was to address current issues and trends within the hospitality industry, expressly, content not being addressed elsewhere, e.g. the meteoric rise in the growth of timeshare/vacation club ownership within the industry. The HOST department has had a long-standing relationship with a myriad of industry partners (appendix A) that again proved to be invaluable resources in the conceptualization and creation of the third-year courses.

...several hospitality partners participated in an advisory board for the HOST APC program, helping to inform the program's development as explained by one industry partner, "We have an active advisory board and everyone is so willing to give to these young students who they know will one day hopefully be managers with them" (PRE Final Evaluation Report, 2017).

Industry Partners Comments

As part of the PRE evaluation of the grant outcomes and success, four partner interviews were conducted. The topics for the interviews included, 1) program impact on employees, 2) program impact on the hospitality industry, 3) strengths of the program, 4) barriers to the program and, 5) additional comments.

The following represent the responses as documented in the PRE Partner Interview Report conducted in July of 2015.

The APC program in particular provides the students with unique coursework not yet available in other UH campuses. It is industry relevant and geared to prepare students for current trends and operations.

We've talked about what aspects of timeshare, types of ownership, asset management, how to manage from a maintenance perspective, the association governance piece. It's different than standard hotel operation. There are a lot of components that are worth learning. It has been fun because there are no timeshare curriculums.

They [HOST] share their curriculum and then they ask us for feedback and then we tell them what the good points are and what's tangible and applicable to today's industry. Also, I have given feedback on what they need to look at and spend more time on and what to teach that is new in the business. Over the years we have provided KCC with that feedback and they have incorporated it in their classes. It goes both ways; they tell us what the young customers do so it's good to hear what the kids are saying. It's mutually beneficial.

He [Dr. Dave Evans] has drafted a class called Vacation and Condominium Hospitality Operations. The crux of the business is different than standard hotel operations. The business model is different and how it is budgeted and financed. He [Dr. Dave Evans] has worked with ARDA [American Resort Development Association] on some of the components for the basis of the curriculum. From a facilitators perspective we talked about who could teach it, people who have an operational background. Moving from hotel operations to timeshare it is a completely different cat; you think on the surface it's the same but it's not. The value of having both sides of knowledge is really great.... working with the ARDA for some of the basis of the curriculum is the perfect start as ARDA has been the best source of information for curriculum. I'm happy with my involvement in the development of the curriculum. We've gone over drafts to make sure we are covering the main points so there has been a lot of dialog. It has been fun, actually.

The timeshare industry is a growing industry in Hawai'i and in other parts of the US. It is ignorant to think it is not a growing market that we need to be prepared for. My hope is that with greater exposure in timeshare curriculum and knowledge about timeshare there will be more people interested in choosing that as a career path.

I'm excited about the potential for the third-year program. I've been talking to Dr. Evans about it for two to three years now. The more we talk about a timeshare program the more it makes sense. We just went to a forum with ARDA and the state department of business and economic development and they were talking about the growth of our industry. It's happening in this fractional ownership versus the hotel segment. It was encouraging to hear that, and to hear from the state level the support of timeshare. You feel like now you are an equal partner with the hotels.

We know that the [APC] program has good potential, because in the past 10-15 years I have been able to hire people that have been through the program. I feel they have a better handle on what is practical out there. It's not rocket science; it's more of an art and they need to understand that a lot of it is being flexible and being experienced and getting hands on experience. They come out and they are aware of the effort it takes to be in a successful business/operation. There are others that have gone on to four-year colleges that have done really well and KCC provided them a good foundation.

The HOST program really prepares these students to have a strong foundation to be able to choose hospitality as their career, work their way into management, and be the leaders of our industry. So, the third-year curriculum in strategic planning, revenue management, vacation ownership operation, asset management, those are key components that aren't covered that are important for up and coming leaders to learn if they are choosing this business as a career.

My hope of having the program here gives somebody the additional education to choose this industry as a career path. We see young people who come in and see it as a great part time job, and not really as a management career and I think the education helps.

They [HOST] have been very open and receptive to our feedback. In the last five years or so areas such as timeshare, revenue management/maximization and things like having to deal with global issues. We also think about competing destinations; when 9/11 occurred or a natural disaster in Japan they help them think about how that effects Hawai'i. Their faculty are aware we are influenced and effected by these things. They share a small picture of getting kids ready but the big picture of how Hawai'i is impacted.

I think the strengths that HOST has is the full-time faculty staff. They have very well experienced faculty that worked in the industry and still have contacts in the industry that really overflow into the classroom. Those partnerships and contacts help them realize what is needed in the curriculum and what are the students lacking.

Industry Partner Interview Summary

Partners believe the APC program will have a positive impact on employees; preparing students with a solid foundation for careers in the hospitality industry. The hospitality partners also

believe the new certification and pathway to the bachelor's degree will have a positive impact on the industry because HOST is so responsive to the industry, which is a strength of the program. Suggestions for the hospitality sector included having more networking opportunities for students. Partners made additional positive comments about the programs and were overall satisfied with their experiences with the grant (PRE Partner Interview Report, 2015)

As a final word from the PRE Evaluation Report, the HOST department was pleased that the efforts to involve industry resources and expertise were validated by PRE.

...and the HOST APC courses will continue which includes sustaining four new courses. Evaluation results show that sustainability was at the forefront of the planning for these programs and this grant will continue to impact KCC moving forward. Evaluation results show that the hospitality project team members may have important knowledge to share with other grant funded programs about building sustainable programs and we would encourage this moving forward (p. 32-33).
(p. 32-33).

Enrollment and Student Success

Data provided by Kapi'olani Community College's Office for Institutional Effectiveness (OFIE). The 300 - level courses were first introduced in the spring 2016 semester, the APC program has been in effect for seven semesters. To date...

- 39 unique students have taken 300 level HOST Courses
- 21 of the 39 students (54%) have transferred to UHWO
- 80 out of 82 students (98%) have demonstrated course success with grades of A, B, or C.
- 4 students have completed the Bachelor of Arts in Business Administration with a Concentration in Hospitality and Tourism from UHWO – 2 in spring 2018 and 2 in fall 2018.
- 10 of the 32 actively enrolled students (31%) have finished the 6 APC courses
- 31 out of 34 of the students (91%) have successfully earned the Certified Hotel Industry Analyst (CHIA) designation from the American Hotel and Lodging Educational Institute (AHLEI). The CHIA designation is the leading (over 4,000) hotel-related certification for university students graduating from Hospitality and Tourism programs. This recognition provides evidence of a thorough knowledge of the foundational metrics, definitions, formulas, and methodologies that are used by the hotel industry. Recipients will have proven the ability to “do the math” and interpret the results. They will have demonstrated an ability to analyze various types of hotel industry data and to make strategic inferences based upon that analysis. Certification also confirms a comprehensive understanding of benchmarking and performance reports. Achieving this distinction announces that students have a place among the best graduates in this profession and should open the doors to future career opportunities. Receiving this certification enables these future professionals to use the CHIA designation on business cards and résumés.

Part V. Quantitative Indicators for Program Review:
Overall Program Health: Cautionary

Demand Indicators	Program Year			Demand Health
	15-16	16-17	17-18	
1. New & Replacement Positions (State)	366	355	325	Cautionary
*2. New & Replacement Positions (County Prorated)	222	221	199	
3. Number of Majors	407	394	375	
3a. Number of Majors Native Hawaiian	39	39	39	
3b. Fall Full-Time	62%	65%	64%	
3c. Fall Part-Time	38%	35%	36%	
3d. Fall Part-Time who are Full-Time in System	1%	3%	1%	
3e. Spring Full-Time	58%	60%	62%	
3f. Spring Part-Time	42%	40%	38%	
3g. Spring Part-Time who are Full-Time in System	3%	2%	3%	
4. SSH Program Majors in Program Classes	3,998	4,104	4,514	
5. SSH Non-Majors in Program Classes	1,652	1,615	1,407	
6. SSH in All Program Classes	5,650	5,719	5,921	
7. FTE Enrollment in Program Classes	188	191	197	
8. Total Number of Classes Taught	70	71	73	

NOTE: New & Replacement jobs updated ([View Methodology](#)).

Efficiency Indicators	Program Year			Efficiency Health
	15-16	16-17	17-18	
9. Average Class Size	25	25	25	Cautionary
*10. Fill Rate	97.0%	94.5%	94.5%	
11. FTE BOR Appointed Faculty	6	6	6	
*12. Majors to FTE BOR Appointed Faculty	67	65	62	
13. Majors to Analytic FTE Faculty	51	49	42	
13a. Analytic FTE Faculty	8	8	9	
14. Overall Program Budget Allocation				
14a. General Funded Budget Allocation				
14b. Special/Federal Budget Allocation				
14c. Tuition and Fees				
15. Cost per SSH				
16. Number of Low-Enrolled (<10) Classes	3	2	1	

Effectiveness Indicators	Program Year			Effectiveness Health
	15-16	16-17	17-18	
17. Successful Completion (Equivalent C or Higher)	88%	89%	85%	Cautionary
18. Withdrawals (Grade = W)	50	36	57	
*19. Persistence Fall to Spring	70%	77%	79%	
19a. Persistence Fall to Fall	36%	36%	49%	
*20. Unduplicated Degrees/Certificates Awarded	175	189	148	
20a. Degrees Awarded	90	69	80	
20b. Certificates of Achievement Awarded	106	51	72	
20c. Advanced Professional Certificates Awarded	0	0	0	
20d. Other Certificates Awarded	94	172	93	
21. External Licensing Exams Passed				
22. Transfers to UH 4-yr	8	17	18	
22a. Transfers with credential from program	3	8	8	
22b. Transfers without credential from program	5	9	10	

Distance Indicators		Program Year		
		15-16	16-17	17-18
23.	Number of Distance Education Classes Taught	11	10	11
24.	Enrollments Distance Education Classes	303	260	271
25.	Fill Rate	100%	96%	95%
26.	Successful Completion (Equivalent C or Higher)	76%	77%	68%
27.	Withdrawals (Grade = W)	19	15	11
28.	Persistence (Fall to Spring Not Limited to Distance Education)	74%	64%	72%

Perkins Indicators (2016 - 2017)		Goal	Actual	Met
29.	1P1 Technical Skills Attainment	92.92	93.98	Met
30.	2P1 Completion	51.51	66.17	Met
31.	3P1 Student Retention or Transfer	81.81	86.73	Met
32.	4P1 Student Placement	64.51	41.54	Not Met
33.	5P1 Nontraditional Participation	N/A	N/A	N/A
34.	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Indicators		Program Year		
		15-16	16-17	17-18
35.	Number of Degrees and Certificates	196	120	157
36.	Number of Degrees and Certificates Native Hawaiian	13	13	10
37.	Number of Degrees and Certificates STEM	0	0	0
38.	Number of Pell Recipients ¹	76	42	56
39.	Number of Transfers to UH 4-yr	8	17	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 Hawai'i 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: partnerships with Meikai and Meiji universities in Japan allowing their students to attend classes at KCC while participating in internship opportunities with local companies, creating a dual degree 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

Thanks to the efforts of the HOST Department and the execution of an enrollment management plan, enrollment has increased and remained strong over the past several years. Based on ARPD numbers, enrollment in the HOST program is 375 for 2017-18, but it is curious to note that per KCC's OFIE, enrollment is measured at 465. The Health call for this year's ARPD is listed as Cautionary, an improvement from the Unhealthy call of last year. This is in part due to changes in the calculation from last year's ARPD but continues to be counterintuitive on a campus that is experiencing declining enrollment, and a department that is in the number one industry and employer in the State, that the demand call is not Healthy. Especially in an industry that is the #1 employer in the State and has experienced low unemployment rates. Employers, we are told, are clamoring for more employee, yet based on this new calculation of dividing New and Replacement County Positions by graduates we have too many graduates. What would be more realistic would be 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 positions because those are the openings that our students start in. 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 2016-2020 Hawai'i Tourism Authority Strategic Plan and what is expressed to us by our industry partners.

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 Hawai'i'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 2016 to 2020 Hawai'i Tourism Authority Strategic Plan).

There are a number of other positive demand factors to take note of. SSH numbers in the last three years have also increased for Program Majors from 3,998 to 4,104 to 4,514 as well as in All Programs from 5,650 to 5719 to 5921. It is also not surprising that the number of courses offered has also trended up over the past several years from 64 in 2014-15 to 73 in 2017-18 and with fill rates of 94.5% it is understandable that increases in enrollment and SSH numbers that the demand for additional full-time and adjunct faculty remains a priority.

Efficiency

There are a number of efficiency indicators for 2017/18 that are positive - average class sizes remain robust at 25 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 also remain strong at 94.5% which is another indicator of the positive demand for the program courses and the efficient management of enrollment and the number of classes offered.

While fill rates at consider Healthy, the overall health call of this section is Cautionary again do to the Faculty to Student ratio at an Unhealthy 1 to 62 indicating that the addition of FT

positions has 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 10.7 (or 5 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 13+ credits a semester, which was expressed as a concern in the site-visit report compiled for the last accreditation self-study. On a positive note, the HOST Department did benefit with the addition of a FT position that took effect in spring 2016 semester and continues to pursue additional positions via the college's ARF process, and illuminating the need for additional faculty as part of its tactical planning in the Student Success Pathway (SSP) planning model

Effectiveness

After a few years of increases, Unduplicated Degrees/Certificates took an uncharacteristic dip from 189 in 2016-17 to 148 in 2017-18 resulting in an Unhealthy rating. On a positive note, the HOST department is especially pleased to see Fall to Spring persistence continue to climb from 70% in 2015-16 to 77% in 2016-17 to 79% in 2017-18. Efforts to increase this performance measure was made priority in the HOST department and was defined in our SSP initiatives in 2016-17.

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 (11) and the online sections are very popular with a fill rate of 95%. Completion rates of 68% is 17% less than F to F courses at 85%. Withdrawals at 11 represent only 4% of the online enrollment compared to 15.2 in F to F classes. Fall to spring persistence of has increase nicely to 72% but still lags behind F to F sections of 79%. 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 92 - actual 93.95) 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 51.51 - actual 66.17) once again exceeded the goal, it is nice to see Student Retention, and Transfer rebound from last year's dip up to 86.73.

Indicator 4P1 – Student Placement (goal 64.51 – actual 41.54) continues to be problematic as it is inconsistent with what we are experiencing in the actual industry where companies are clamoring for employees in a low employment scenario. In other words, all of our graduates should be finding job but because close to 45% of our enrollment are international students that return home to work, they are not counted as our placement success stories. To put it another way, if 100% of our domestic graduates found employment, the best we could do in this area is 55%. Point is, to make this area relevant, the international graduates need to be disaggregated from this calculation as they are not recognized in the placement data.

3. Current Situation - External:

There are a number of initiatives outlined in the current 2015-2021 KCC Strategic Plan that reverberate with the successes, activities, goals and objectives of the HOST department in the past and as we move forward.

I. Hawai'i Graduation Initiative: Focus on Student Success

Increase the number of graduates and transfers and reduce their time to completion by investing in student services and supporting learning in and out of the classroom.

(A) Increase annual CA and degree completion by 5% from 1,347 to 1,805.

Per the ARPD, HOST Certificates of Achievements have increased from 51 in 2016-17 to 72 in 2017-18

(B) Increase annual Native Hawaiian CA and degree completion by 5% from 234 to 329.

Per the ARPD, Native Hawaiian Students = 39 or 10.4% of the HOST enrollment in 2017-18. Over the past three years, Native Hawaiian Students in the HOST program have represented 7.6% of the degrees and certificates awarded – a gap that can be closed.

II. Hawai'i Innovation Initiative: Productive Futures of Students, Faculty, and Staff

Enhance workforce development efforts, linking to developing emerging sectors in Hawai'i's economy while simultaneously providing a stable workforce for the traditional employment sectors.

(A)* Increase annual CTE (non-CA) certificate completion by 3% annually from 551 to 677.

The 2017-18 ARPD showed 93 "other certificates awarded." A 3% increase would = an addition of 3 more certificates in 2018-19

(B)* Improve workforce development tracking and employer satisfaction, graduate earnings, and improve integration of continuing education and credit programs.

Amen, this is a thorn in the side of the HOST department as many of our graduates are international and are not tracked for placement. International students need to be disaggregated to allow for a true picture of placement.

(C)* Establish hallmarks and assessment method for 'āina –based learning. Continue to implement and increase 'āina-based learning through teacher preparation and curriculum across the disciplines.

The Hospitality and Tourism industry is all about a sense of place and to mālama 'āina. This is reflected in many of our courses and throughout our program. Three HOST faculty attended the Kalāhu āina-based learning training in the summer of 2018 and followed the hallmarks to establish activities within our courses that would meet this designation.

(F)* Increase the number of sustainability designated course sections from 27 to 60 and develop “Pathways to UH 4-year Campuses.”

Sustainability runs through many of the HOST courses and the program as a whole. There are several more courses in HOST that meet the criteria for this designation. HOST would like to emphasize that we believe the designation belongs in the SLOs of the course and are a part of the course regardless of the faculty that is teaching it. HOST would also like to propose a sustainability designation for the HOST program.

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. Additionally, HOST offers a Principles of Sustainable Tourism certificate of completion.

It should also be noted that 3 of the 8 HOST full -time faculty members are of Hawaiian ancestry

(G) Reduce the costs of textbooks and learning resources (OER).

HOST has made positive improvements to reduce text book costs to students.

Zero Textbook costs

HOST 168

HOST 171

HOST 256

HOST 261

HOST 265

HOST 293

Significantly reduced costs with eBooks

HOST 101

HOST 259

III. Enrollment: Improve Re-enrollment and Outreach

Identify and set goals for currently underserved populations through outreach to and access for high school students, GED completers, Native Hawaiians, Pacific Islanders, and working age adults, and sharpen the focus on campus-based re-enrollment strategies.

(A)* Increase fall-to-spring re-enrollment to 75%.

Per the ARPD, Fall to Spring persistence in the HOST department has increased from 70% to 77% to 79% over that last three years. This initiative was previously identified as part of the HOST Student Success Plan.

(B) Increase fall-to-fall re-enrollment to 65%.

Per the ARPD, HOST Fall to Fall persistence increased from 36% in 2016-17 to 49% in 2017-18

(C)* Increase annual Native Hawaiian enrollment by 5% from 1,318 to 1,854.

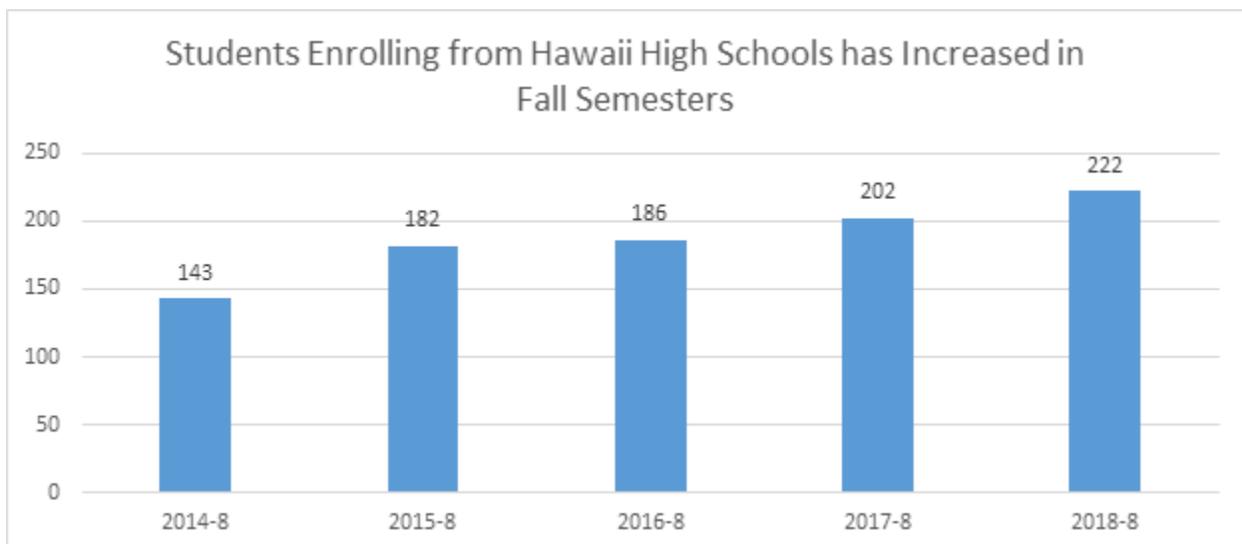
As mentioned in section I B, Native Hawaiian students comprise 10.4 of the enrollment of the HOST department

(D)* Increase annual dual enrollment (high school & KCC) by 5% from 141 to 200.

The HOST department has worked tirelessly over the last ten years to develop a dual equivalency agreement with the DOE that allows DOE students to earn up to six credits within the Hospitality and Tourism program for HOST 100 and 101. Final signatures have been obtained in the spring 2019 semester.

(E) Increase annual enrollment from feeder high schools by 2% from 794 to 894.

Because of the efforts to create a dual equivalency agreement with the DOE and other enrollment management activities, the HOST department has seen a marked increase in local students from key feeder schools.



Based on statistic provided by OFIE, between fall 2014 and fall 2018, the HOST department has experienced an increase of 79 more local students, an increase of 55%. These key feeder schools are direct partners in the creation of the dual-equivalency agreement, specifically, Aiea, Campbell, Farrington, Kaimukī, Kaiser, Kapolei, Kealakehe, McKinley, Moanalua, Pearl City, Roosevelt, Waiākea, and Waipahu High Schools.

IV. Modern Teaching and Learning Environments

Ensure that students and faculty have the learning and teaching environments appropriate for the third decade of the 21st century and the sustainability practices to maintain those environments.

(C) Establish a Hawaiian place of learning through the use and understanding of Hawaiian language, history, and culture.

As mentioned earlier in this section, HOST requires students to complete HOST 168 and HWST 100 both of which provide students with an understanding of Hawaiian language, history, and culture.

(F)* Invest in staff and faculty development to improve impact practices and currency in their field.

This is a major priority for HOST, that faculty have the resources available to take advantage of professional development opportunities that enable them to remain current in their teaching and advancements within the hospitality and tourism industry. HOST would like to ensure that funds earned via the Passport Acceptance office can be put to use to support faculty development and will be identified as a tactical initiative in the Student Success Plan.

(H)* Design and develop a model classroom and assess its effectiveness.

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. Students in the third-year APC course, HOST 340 have access to HOTS a revenue management simulation program. Through the use of the Passport funds the HOST department has been able to renovate and upgrade all three of the classroom/labs – reconfiguring the layout to provide for better student interaction and engagement.

(L)* Implement a long-range landscaping plan that will connect campus gardens through principles of our indigenous culture and consistent botanical signage.

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 department

remain frustrated with the upkeep and condition of the landscaping that surrounds the 'Ōlapa building. The HOST department is proud to note that through the use of Passport Acceptance funds, the courtyard area of the 'Ōlapa building was renovated with pavers, and furnished with picnic tables and market umbrellas. This has created a very popular area for student to congregate and study which is consistent with the engagement strategy of the HOST department to create “socially-catalytic” spaces for students.

(P)* Demonstrate improvement to programs and services through continuous, robust outcomes assessment.

The HOST department has been a leader in program and course learning assessment and maintains curriculum updates to be current within the last five years. HOST would appreciate enhanced recognition of those efforts.

* = KCC Specific Measure

4. Assessment Results for Program SLOs.

All 9 of the HOST Program SLOs were assessed in the spring 2012 semester with 2 PSLOs (7 & 8) determine as “NOT MET”

All 9 of the HOST Program SLOs were again assessed based on improvements made to activities, rubrics and measurements in the spring 2016 semester and all were determined to have “MET EXPECTATIONS”

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 spring 2016 PSLO assessment were:

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.”

The HOST department is scheduled to do a third round of PSLO assessments in the fall 2019 semester.

Part VII. Tactical Action Plan:

According to the memo from Chancellor Pagotto dated April 9, 2019

*SSP 3.0 is ready for implementation and aligns with the College’s Engagement Quality Focus Essay (QFE), which focuses on: (1) improving course success rates and fall-to-spring re-enrollment rates; and (2) strategies that include collaboration across and within departments, units, and programs. SSP 3.0 goals for instructional programs **must** focus on improving two measures: course success rates and fall-to-spring re-enrollment rates, and strategies should promote collaborative efforts.*

*For all CTE programs..., the course success rates and fall-to-spring re-enrollment rates are included in the program’s ARPD and will be prepopulated in their SSP 3.0...
The institution-set standard for course success rate is 70%, with the aspirational goal of 75%. Programs and departments whose course success rate already exceeds 75% must set an improvement goal at least 2% higher than their current rate.
The institution-set standard for fall-to spring re-enrollment rate is 75%. Programs whose fall-to-spring re-enrollment rate already exceeds 75% must set an improvement goal at least 2% higher than their current rate.*

**Kapi’olani Community College’s Required Focus
Strategic Plan 2015-2021**

STRATEGIC DIRECTION III: Enrollment: Improve Re-enrollment & Outreach

Outcomes & Measures: Institution-Set Standard fall-to-spring re-enrollment 75%.

ADDITIONAL FOCUS: Course Completion

Outcomes & Measures: Institution-Set Standard course completion (C or higher) 70%, aspirational goal 75%.

ADDITIONAL FOCUS: Hospitality and Tourism Department Specific Focus

II. Hawai’i Innovation Initiative: Productive Futures of Students, Faculty, and Staff

Enhance workforce development efforts, linking to developing emerging sectors in Hawai’i’s economy while simultaneously providing a stable workforce for the traditional employment sectors.

- (B)* Improve workforce development tracking and employer satisfaction, graduate earnings, and improve integration of continuing education and credit programs.
- (C)* Establish hallmarks and assessment method for ‘āina –based learning. Continue to implement and increase ‘āina-based learning through teacher preparation and curriculum across the disciplines.
- (F)* Increase the number of sustainability designated course sections from 27 to 60 and develop “Pathways to UH 4-year Campuses.”

IV. Modern Teaching and Learning Environments

Ensure that students and faculty have the learning and teaching environments appropriate for the third decade of the 21st century and the sustainability practices to maintain those environments.

- (A) Establish a Hawaiian place of learning through the use and understanding of Hawaiian language, history, and culture.
- (F)* Invest in staff and faculty development to improve impact practices and currency in their field.
- (H)* Design and develop a model classroom and assess its effectiveness.
- (L)* Implement a long-range landscaping plan that will connect campus gardens through principles of our indigenous culture and consistent botanical signage.
- (P)* Demonstrate improvement to programs and services through continuous, robust outcomes assessment.

HOSPITALITY AND TOURISM PROGRAM 2017-2018 ARPD Information

Fall-to-Spring Re-enrollment: **79%**

Successful Completion (Equivalent C or Higher): **85%**

STRATEGIES	ACTION STEPS	RESOURCES	ASSESSMENT METHOD(S)
What specific strategies will your program implementing to improve Fall-to-Spring re-enrollment <u>and</u> course completion rates?	What specific steps will your program be implementing to support your strategies?	What resources will your program need to carry out your strategies?	What methods will your program be using assess if your strategies are effective?
<p>Goal One:</p> <p>Increase Fall to Spring Persistence Rates from 79% (2017/18) to 81% (2018/19)</p>	<p>Action Steps:</p> <p>Develop a registration marketing program</p> <ul style="list-style-type: none"> ● Posters ● Email Blasts ● In-class announcements ● Wearable buttons/T-Shirts ● Faculty and Counseling Advising ● Registration Pizza Party <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 - Applicable industry software ● Web enhanced F to F courses ● Seminar formats ● Field/site visit 	<p>HOST will rely on several sources of funding to provide resources for the initiatives.</p> <ul style="list-style-type: none"> ● Perkins Grant Funds ● UH Foundation \$ raised through fundraising efforts ● HOST department Passport Acceptance Funds 	<p>Success will be measured based on the Annual Report of Program Data - Fall to Spring Persistence from 79% to 81%</p>

	<p>Continue the use of the new student orientation as a way to welcome students, understand their goals and start the engagement process</p> <p>Pilot mandatory advising for students on or at risk of being on academic probation (GPA below 2.0)</p> <p>Communication with students (information updates as well a touch-point to encourage questions and other communication)</p> <ul style="list-style-type: none"> • Email blasts • Classroom visits/ Counselor updates <p>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.</p> <ul style="list-style-type: none"> • Support proposal to develop an ‘āina –based course emphasis and gain designation for several of our courses. 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 <p>Faculty/Student interaction – making time for students.</p> <p>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</p> <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 		
<p>Goal Two:</p> <p>Add one (1) additional full-time faculty member to the HOST department</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Develop an ARF request form with justification from the ARPD and ACPHA accreditation report. • Continue Discussions with administration to lobby for the transfer of an open position from another department to HOST. 	<p>General Funds to support an instructor faculty position at approximately \$73,000 annually (plus fringe)</p>	<p>Successful assessment will be measured quantitatively with the addition of one (1) full-time faculty position along with improvements to the faculty to student ratio reported on the ARPD</p>
<p>Goal Three:</p> <p>Increase course completion from 85% (currently) to 87%</p>	<p>Action Steps:</p> <p>Many of the strategies indicated in the fall to spring persistence initiatives in Goal One are essential to this goal as well.</p>	<p>HOST will rely on several sources of funding to provide resources for the initiatives.</p> <ul style="list-style-type: none"> • Perkins Grant Funds 	<p>Success will be measured based on the Annual Report of Program Data - Completion 85% to 87%</p>

	<ul style="list-style-type: none"> • Early intervention strategies for students that our experiencing challenges • Foster engaging andragogies, e.g. technology, gamification, project-based learning, guest speakers, site-visits • Classroom space planning and layouts • Sense of Place (a physical space/place for students and faculty to interact) + place-based/‘āina –based learning • Faculty making time for students - meaningful interactions between students and teachers - Kuh et al., (2005) Faculty and Staff at DEEP schools are generally accessible and responsive to students’ needs. 	<ul style="list-style-type: none"> • UH Foundation \$ raised through fundraising efforts • HOST department Passport Acceptance Funds 	
<p>Goal Four:</p> <p>Raise the awareness and recognition of the HOST program within higher education and the tourism industry</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Focus on activities that allow the HOST department to be seen as a “Thought Leader” on timely topics such as, over tourism, global warming, workforce development, artificial intelligence • With the use of funds from the Kitaro Watanabe endowment, sponsor at least one tourism education event per year. Use the opportunity to showcase faculty, e.g. as a moderator/speaker at the event • Partner with noted associations such as PATA, HLTA, and SKAL to support their initiatives and gain recognition as a strong industry advocate 	<p>HOST can rely on funding from...</p> <ul style="list-style-type: none"> • Kitaro Watanabe Endowed Fund through the UH Foundation • HOST department Passport Acceptance Funds 	<p>Initial success will be measured quantitatively, e.g. the number of event/activities per year or \$ amounts of sponsorship support.</p>

CTE Internship Collaboration Model

The CTE programs at Kapi`olani (ACC, CULN, HOST, IT, MKT, LAW) are collaborating around an innovative solution for a hospitality workforce urgent need. The goal is to create a powerful academic and operations partnership that delivers an enhanced training component to the current academic programs course sequences increasing energy and excitement for students to better persist and complete while providing them a direct pipeline to the hospitality industries employment demand for all CTE career pathways.

The Host Sector Partnership is an industry-led collaboration of CEOs and Executives of Hospitality and Tourism organizations in Hawaii. The Partnering with Education Committee has been collecting information on hospitality industry training programs, enrollment, and graduation for the sector’s highest in-demand jobs. (October 2018). They would like to now focus on identifying critical occupations and streamlining internships, externships and other work-based learning opportunities.

The Collaborative “Ignite” Internship Experience is a collaboration of CTE programs, faculty, administrators, program coordinators, and students... an “Interdisciplinary Innovation Center” that leverages the culinary and hospitality industry as a powerful connection for our CTE students who are seeking and discovering a career pathway with upwardly mobility

opportunities for career expansion and earning opportunities for the “Ignite” internship experience completers.

CTE programs have submitted and received approval (April-2019) for a \$200,000 collaborative Perkins Grant along with growing corporate partnerships to provide support for the development, engagement, scaling of the concept, and sustainability strategy for the Ignite Collaborative Internship Program.

Part VIII. Resource and Budget Implications

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

The CTE programs at Kapi`olani CC (ACC, CULN, HOST, IT, PARALEGAL, and MKT) all share the following resource needs:

- Awareness outreach support
- Student Success Pathways support
- Tutor support
- Summer advising support
- Technology resources