



## University of Hawaii Community Colleges Instructional Annual Report of Program Data (ARPD)

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Select the desired review year, college, and program from the drop down menus. Once a program has been selected, the results will be displayed.

**Review Year:**

2016

**College:**

Kapiolani Community College

**Program:**

Hospitality and Tourism

### College: Kapiolani Community College

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### Program: Hospitality and Tourism



The last comprehensive review for this program was on **2016**, and can be viewed at:  
<http://ofie.kapiolani.hawaii.edu/wp-content/uploads/2013/01/cpr2013HOST.pdf>

### Program Description

The Hospitality and Tourism Education Department provides students with program options and concentrations in Hospitality Operations Management, and Travel & Tourism Operations Management. The Certificate of Competency 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 at the time they re-enter, 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.

#### 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 Hospitality and 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 and tourism and host culture applications to developing tourism countries.

The program is accredited by the Accrediting Council for Programs in Hospitality Administration (ACPHA).

### Part I. Quantitative Indicators

## Overall Program Health: **Cautionary**

Majors Included: HOST Program CIP: 52.0901

Demand Indicators	Program Year			Demand Health Call
	13-14	14-15	15-16	



Distance Education: Completely On-line Classes		Program Year		
		13-14	14-15	15-16
23	Number of Distance Education Classes Taught	10	12	11
24	Enrollments Distance Education Classes	256	329	303
25	Fill Rate	97%	99%	100%
26	Successful Completion (Equivalent C or Higher)	81%	76%	76%
27	Withdrawals (Grade = W)	12	19	19
28	Persistence (Fall to Spring Not Limited to Distance Education)	68%	80%	75%

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	96.72	Met
30	2P1 Completion	50.30	66.39	Met
31	3P1 Student Retention or Transfer	76.72	82.18	Met
32	4P1 Student Placement	69.00	38.68	Not Met
33	5P1 Nontraditional Participation	N/A	N/A	N/A
34	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Measures		Program Year		
		13-14	14-15	15-16
35	Number of Degrees and Certificates	97	134	196
36	Number of Degrees and Certificates Native Hawaiian	2	13	13
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	75	95	110
39	Number of Transfers to UH 4-yr	9	18	8

\*Data element used in health call calculation

Last Updated: February 17, 2017

[Glossary](#) | [Health Call Scoring Rubric](#)

## Part II. Analysis of the Program

### Demand

Thanks to the efforts of the HOST Department and the execution of an enrollment management plan, enrollment continues to positively trend upward from 324 to 341 to 406, and increase in students of 82 or 25.3%. So it seems counterintuitive that 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 unhealthy. It is hard to justify that in an industry that is the #1 employer in the State that there are only 45 County Prorated New and Replacement positions. What would be more realistic is to: 1) consider Statewide openings, as in reality graduates from our program do look to fill openings throughout the state, 2) to widen the category to include entry level positions because those are the openings that our students start in. A couple of years ago the CTE deans decided to only include openings that would require degrees e.g. supervisory and managerial jobs that in reality, our graduates don't immediately step into, and 3) we need to include more categories that involve the jobs for our travel and tourism students. In essence, the interpretation of this statistic is we have too many students for too few open positions and seems in contradiction to what is being discussed in the development of the 2016-2020 Hawai'i Tourism Authority Strategic Plan.

*The number of jobs in the hospitality industry is forecast to grow at an annual 1.2 percent to 1.3 percent rate through 2020. Relative to the size of the industry (which directly employs about 21 percent of 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 have also increased for Program Majors from 3,233 to 3636 to 3,998 and in All Programs from 5,032 to 5,249 to 5,650. And SSH for Non Majors in Program Classes has increase from 1,613 to 1,653 indicating that the HOST department could be handling greater demand from culinary majors or more students across the campus expressing an interest in exploring some of our courses for electives or as a potential major. It is not surprising that the number of courses offered has also trended up over the past two years from 64 to 70.

### **Efficiency**

There are a number of efficiency indicators for 2015/16 that are positive - average class sizes remain robust at 25.1 which takes into consideration that HOST does offer a number of lab classes with smaller enrollment capacity due to limits on computer availability. Fill rates are also up slightly from 96.9% to 97% which is another indicator of the positive demand for the program courses and the efficient management of enrollment and the number of classes offered.

However, the overall health call of this section is Cautionary do to the Faculty to Student ratio at an Unhealthy 1 to 67.5 indicating that the addition of FT positions have not kept up with increases in enrollment. In order to be in the healthy range (15 to 35 students per FT Faculty) the HOST department would need 11.6 (almost 12) or 5 to 6 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.

### **Effectiveness**

The Health Call for 2015/16 is in the Healthy range in large part to increases in degrees awarded from 47 to 63 to 90 with Certificate of Achievements increasing from 50 to 71 to 106. Fall to spring persistence has edged up slightly to 68.3% getting closer to the goal of 75% expected at the healthy range.

### **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 100%. Completion rates of 76% is 12% less than F to F courses at 88%. Withdrawals at 19 represent 6.3% of the online enrollment compared to 12.3% in F to F classes. Fall to spring persistence of 75% surpasses F to F sections of 68.3%. These results would indicate that while the strategy to offer more online courses is efficient, attention should continue to be paid to ensure that they are effective in meeting the students' educational needs.

### **Perkins**

Technical Skills Attainment continues to be a bright spot for Perkins indicators (goal 91 - actual 96.72) 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 50.3 - actual 66.39) and Student Retention and Transfer (goal 76.72 - actual 82.18) have both exceeded expectations. What remains problematic is indicator 4P1 – Student Placement (goal 68.92 – actual 36.88). With the economy rebounding, it could be assumed that recovery would translate into better placement for graduates. But it may still be that with the high percentage of international students in our program, these students are not being recognized in the placement data. This is an issue that the HOST Department and other CTE programs have been cautioned about by their accrediting bodies and we are hopeful that the recent hiring of someone into a dedicated position will devote some needed attention and record keeping into this essential area.

## **Part III. Action Plan**

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Tactical Planning in 2016/17 has evolved into a new Student Success Pathway Model with the goal to: Connect, Prepare, Engage, Learn, Achieve, and Thrive. The tactical goals for the HOST department are organized in that format below

### **CONNECT**

#### **Goal One:**

Increase the number of dual-credit/dual enrollment agreements with the DOE from three to eight and specifically target agreements and enrollment from key feeder schools Kalani and Kaiser.

#### **Actions:**

- HOST high school visits for students and counselors – open houses
- Visit high schools – participate in feeder school career fairs – determine key target schools e.g. Kalani and Kaiser
- Remain active in the ClimbHi LEI program
- Foster early college/dual credit arrangements with high schools by working with the DOE to restart summer train-the-

trainer sessions to prepare K-12 teachers to deliver HOST 100 and HOST 101 – Once teachers are trained to teach our courses, agreements can be completed for the DOE K-12 to offer the courses and have student earn both high school as well as KCC credit

### **Goal Two:**

Enhance department signage in the 'Āi ʻĪlapa building to develop an identity/sense of place and significantly improve 'Āi ʻĪlapa building landscaping and upkeep of grounds

#### **Actions:**

- Develop a RFP/Super-Quote to solicit signage contractors to submit design concepts and bids.
- Work with new auxiliary services personnel to strategize a plan to begin a program of better upkeep and maintenance of what is existing
- Work with new auxiliary services personnel to strategize a multi-phase plan to improve the landscaping around the 'Āi ʻĪlapa building

## **PREPARE**

### **Goal Three:**

Connect with students who identify as HOST majors upon application and acceptance to the college and develop pathways for matriculation from DOE feeder schools to the HOST program

#### **Actions:**

- Develop a welcome letter (auto reply) to students when they apply and express an interest in HOST program
- Faculty to connect with students prior to the first day of classes via Lulima with a greeting and general information about expectations and requirements for the course
- Develop faculty/student mentorship pairings
- Continue offering a student orientation for students that are new to the HOST program
- Administer survey to new students to determine their expectations and goals
- Introduction to events and extra-curricular activities that students can participate in especially, the HOST department's Students of Hospitality Industry Management Association (SHIMA) club
- Familiarization with availability of financial aid and scholarships
- Develop smaller, break-out session

### **Goal Four:**

Add one (1) additional full-time faculty member to the HOST department

#### **Actions:**

- Develop an ARF request form with justification from the ARPD (efficiency indicator of student to faculty ratio is unhealthy at 67.5 students to 1 FT faculty) and the ACPHA accreditation site visit highlighted the need for more FT faculty positions.
- Realign two FT faculty positions that are assigned to non-HOST classifications (Palakiko Yagodich and Sheryl Fuchino-Nishida)

## **ENGAGE AND LEARN**

### **Goal Five:**

Increase fall to spring persistence from 68.3% (2016 ARPD) to 71% in 2017; 73% in 2018 and 75% in 2019

#### **Actions:**

Create HOST 100 as in a hybrid format

- Enhance opportunities for community service “māi ½lama ‘āi ½ina”
- Increase opportunities for student grade checks – and be more active with their status in Laulima
- Include required office visits as part of course requirement
- Develop increased intervention strategies to counsel students that are struggling and need assistance
- Develop a HOST Study Hub – use students as mentors/peer tutors
- Expand concepts of “gamification” to additional courses
- Expand use of Smart Classroom features
- Continue emphasis on project based learning and team activities
- Host alumni panel to share career information and mentoring
- Host a registration luncheon for new and continuing students
- Host a focus student group to solicit feedback
- HOST Faculty to partner with student during on-campus extra-curricular activities e.g. cactus and coffee
- Name tags for faculty and students
- Pop-up lunch in the courtyard for HOST students – mid-term pizza party
- First semester new student survey (HOST specific) – to determine student goals
- Continue industry volunteer opportunities e.g. Hawai‘i Food and Wine Festival
- Continue to look for charitable/community service opportunities e.g. VASH
- HOST 100 – Introduction to campus resources – campus tour – and introduction to HOST counselor
- Promote involvement in the HOST SHIMA club – with inclusion of faculty
- Continue academic planning in collaboration with HOST 100 faculty embedded in the course
- Maintain professional/positive relationships with HOST advisory board

## **ACHIEVE**

### **Goal Six:**

Enhance/expand promotional efforts of the newly developed third-year Advanced Professional Certificate (APC) for HOST students at KCC as well as the programs on the neighbor island in order to increase enrollment to 30 students by spring 2018.

### **Actions:**

- Develop promotional/informational pieces that can be uploaded to our HOST department web and Facebook page
- Visit internship classes
- Develop a graduate data-base for a direct email campaign
- Celebration at the HOST graduation banquet
- STAR Pathway informational sessions with Sheryl in the HOST 100 classes
- Capture student career and academic goals at various stages of academic progress – from New Student Reception to Internship Exit Interviews, along with a mid-point survey
- Host career fairs
- Invite grads back for discussions with current student in internship – panel discussions

## **THRIVE**

### **Goal Seven:**

Improve Perkins Placement numbers 4P1 from 38.68% (2016 ARPD) to 45% by the 2018 ARPD

### **Actions:**

- Develop an exit survey with contact info + job placement of college transfer
- Improve alumni tracking – data base
- Request a career placement position dedicated to the CTE programs to coordinate placement and maintain alumni connections
- With the development of a new ARPD format – work with the process to disaggregate international students from the data

- Development of third-year courses and advance professional certificate with articulation to University of Hawai'i at West O'ahu for a Bachelor of Arts in Business Administration with a concentration in Hospitality and Tourism
- Celebrate with HOST graduation reception
- Continue the HOST Happenings newsletter and be sure to feature where alumni are/successes

## Part IV. Resource Implications

In order to support the goals and action plans defined by the HOST Department in reaction to the results of the 2015/16 ARPD, several sources of funding will be utilized.

- 1) General Funds will be required for the addition of needed faculty positions - request will be submitted via the ARF budgeting process in March 2017
- 2) Funds raised in the HOST Department's Passport Acceptance office will continue to provide essential upgrades to the classrooms for furnishings, equipment, software, and programs that assist student engagement
- 3) Grant funding will continue to be requested that can support curriculum development, faculty professional development, student engagement activities, promotion of the department, and industry relevant software.
- 4) Now partnering with the Hawaii Food and Wine Festival, the HOST department will continue to fundraise through UH Foundation with the money supporting student activities and faculty professional development.

## Program Student Learning Outcomes

For the 2015-2016 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes	
<b>1</b>	<input type="radio"/> No	1. 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.
<b>2</b>	<input type="radio"/> No	2. Apply the concepts and skills necessary to achieve guest satisfaction.
<b>3</b>	<input type="radio"/> No	3. Demonstrate leadership and teamwork to achieve common goals.
<b>4</b>	<input type="radio"/> No	4. Conduct him/herself in a professional and ethical manner, and practice industry defined work ethics.
<b>5</b>	<input type="radio"/> No	5. Communicate effectively and confidently in the classroom, community and industry.
<b>6</b>	<input type="radio"/> No	6. Demonstrate knowledge of multicultural perspectives to meet the needs of the guests and employees.
<b>7</b>	<input type="radio"/> No	7. Lead with the knowledge that the foundation of tourism is based on the respect of the host culture with the responsibility to perpetuate the unique values, traditions, and practices of the place.
<b>8</b>	<input type="radio"/> No	8. Use knowledge of best practices to further sustainability (economic, environmental, and cultural/social) in the industry.
	<input type="radio"/>	

9

No

9. Demonstrate ability to perform basic and supervisory level job functions in travel/tourism and hotel/restaurant career.

**A) Evidence of Industry Validation**

No content.

**B) Expected Level Achievement**

No content.

**C) Courses Assessed**

			<b>Competency Assessment</b>	<b>Curriculum Update</b>
HOST	150	Housekeeping Operations	Spring 2015	Fall 2015
HOST	154	Food and Beverage Operations	Spring 2016	
HOST	168	Tour Directing	Spring 2017	Spring 2016
HOST	171	Airline Reservations and Pricing	Fall 2016	Spring 2016
HOST	258	Hospitality Marketing	Spring 2015	Fall 2015
HOST	261	Events Management	Fall 2015	Spring 2016
HOST	265	Tourism Destination Development & Planning	Fall 2015	
HOST	290	Hospitality Management	Spring 2016	
HOST	293E	Hospitality Internship	Spring 2016	

**D) Assessment Strategy/Instrument**

No content.

**E) Results of Program Assessment**

While no PSLOs were assessed in 2015/16 - all nine HOST Program SLOs were assessed in the spring 2015 semester with all PSLOs having MET defined standards. HOST is current in the assessment of PSLOs within the defined 5-year assessment cycle.

**F) Other Comments**

No content.

**G) Next Steps**

No content.



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