

Hospitality & Tourism



ANNUAL REPORT OF PROGRAM DATA **2021**



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

The Hospitality and Tourism (HOST) degree and certificate programs at UH Maui College is accredited by the Accreditation Commission for Program in Hospitality Administration (ACPHA). The program includes a range of hospitality and tourism courses that train students with knowledge and skills essential in the industry.

The HOST program mission is to prepare students for effective work performance and leadership in the hospitality industry through learning experiences that emphasize Hawaiian culture, multicultural “global” awareness, sustainability, and ethical decision making.

Value of Degree

What is the industry/higher ed path value of the certificate versus degree level?

According to the Department of Business, Economic Development & Tourism ([DBEDT's report](#)), the state economy was devastated by tourism losses in 2020. Tourism recovery started in 2021 and the demand for jobs is increasing. In accordance with the State “New Economy” model, the quintessential tourism remains a vital engine for the state's economic recovery. The State recognizes that economic recovery initiatives must focus on business and job retention. Tax revenue is a byproduct of this focus. There is a high level of demand for an experienced workforce in the visitor industry.

The results of the Industry Needs Assessment Survey in fall 2020 shows that the HOST degree program is still rated “highly beneficial” to industry professionals. Customer service and interpersonal skills are training needed for the resorts/hotels. Furthermore, the program conducted a focus group discussion among the HOST Advisory Committee members on October 6, 2021 via Zoom. Members expressed moderate to high interest in the needs of short-term training for their employees. A more detailed discussion on the survey and focus group results is included in section 4. Action Plan.

Provide graduate highlights based on recent graduate placement data.

Based on the continued communication with our recent graduates, we know that they are either working in the service industry (lodging, food & beverage, transportation, event planning, activities) or pursuing a Bachelor of Business Administration degree at UH West Oahu with a concentration in Hospitality and Tourism.

At a Job Fair by Wailea Beach Resort Marriott on July 14, 2021, four out of our six student volunteers were interviewed and hired by the Resort. On September 23, 2021 the *Maui Now*

featured an article [Hilton Grand Vacations Announces Leadership Team for Maui Bay Villas](#). Shermila Beauvais, our graduate, is part of the leadership team. She serves as the director of guest services, responsible for front of house operations and servicing guests and owners. Shermila previously served as the assistant director of rooms at the Royal Lahaina Resort. She graduated with honors from our program and continued her education at the University of Hawai'i West O'ahu. Another exemplary graduate is Chloe Nakagawa, who is currently pursuing her Bachelor's degree at UH West Oahu. Chloe was selected to participate in the National Millennial Community in the summer of 2021. Working with college students from the U.S. she took field trips to various cities within the United States, attended roundtable discussion, video conferences, and conversations with key leaders in business, government, and in the communities. Concurrently, Chloe is also actively participating in the Generational Mentorship Program organized by the Hawaii Hotel and Lodging Association.

Graduates JR Regalado and Sheralyn Soliven were hired as part of the opening team for the Maui Bay Villas. Both hold supervisory positions in the Housekeeping and Front Office departments, respectively.

As the visitor industry is competing to recruit and retain talent and our program strives to attract interested students, our graduates' success stories can be inspirational. The program will need to establish a systematic method to keep track of the graduates.

What is the target student or service population?

The HOST Program target students can be categorized as: 1) local high school graduates, particularly those who are in the AOHT (Academy of Hospitality & Tourism) or the hospitality pathway classes, 2) employees who are currently working in the hospitality industry on Maui and Hawaii, 3) transfer students from universities/colleges on the mainland U.S.A., and 4) international students, especially students from Asian countries.

According to the [Future of Work by McKinsey & Company](#), jobs in the hospitality industry are hit hardest by COVID-19. The cynical perception of the industry has brought a negative impact to the number of our program majors. We found students in our program switched majors to business administration, for example. Our immediate task is to create an effective message that helps our students and prospects to see the job potential beyond the Pandemic.

Check all that apply for the program:

- ☒ *Articulated Pathways for 4-year or graduate pathways (in progress)*
- ☒ *Articulated Pathways for High school (in progress)*
- ☐ *Articulated Pathways for Other:*

The UH system course articulation agreement among all HOST programs is signed in 2018. A clear pathway is built for our HOST graduates to pursue a Bachelor of Arts (BA) degree in Business Administration program with a concentration in Hospitality & Tourism from UH West Oahu after the change of our HOST program map in 2018. With the increased number of our HOST graduates currently taking the online courses to work toward the BA degree from UHWO, it is now time for our

program to reach an articulation agreement with UHWO to further facilitate a smooth transition for our students. This Memorandum of Agreement (MOA) is still a work-in-progress.

This recommended pathway should be designed to produce multiple entry and exit points to flexibly serve student career and educational objectives. Students may use dual enrollment as a method of completing the required coursework outlined in the attachments to this agreement, contingent upon eligibility, deadlines, and established procedures. Students must graduate from UHMC with the articulated AAS degree in Hospitality and Tourism to be eligible for the benefits of the agreement. Completion of the articulated AAS degree will enable students to follow the UHWO core, concentration, general education, focus, and graduation requirements in place. While this academic pathway represents the most efficient coursework progression from the AAS program at UHMC through the BA program at UHWO, individual course substitutions may be made on a case-by-case basis when recommended courses are not available; however, all core, concentration, general education, focus, and graduation requirements must still be met in those individual cases. In addition to UHWO, the HOST program is also exploring opportunities to articulate its two-year degree program with Grand Canyon University (GCU).

In addition, the HOST program is in the process of initiating a MOA with the administrators of Maui High School. Specifically, the MOA is to facilitate the matriculation of students and the transfer of courses from Maui High School to the Hospitality & Tourism Program at UHMC. This MOA is a step toward developing pathways for the Maui High students to transition to UHMC's HOST program. The students must apply to UHMC within one year of graduation.

What effect has this program had on closing equity gaps?

Our student population is composed of a good number of students for whom English is not their first language. Those students are demure and reserved in class. Instructors thus devise a variety of class activities, e.g. tourism news/article report, class presentation, role play, interview, and breakout room activity report, etc, which promote ample opportunities for students participation. With sensitivity, instructors are mindful and respectful to the "quiet students" while appropriately praising those highly active and vocal students. By creating a safe environment, students who are shy and feel intimidated can also feel comfortable enough to be part of the learning community. Those welcomed avenues truly encourage the "shy ones" to speak up and act more confidently.

Female students constitute more than half of the student population in the hospitality and tourism program. Some of them are young mothers or play the role of baby sisters of their siblings. To help mitigate the stress and hardship the students face, instructors allow the students to bring the toddlers to Zoom class. Instructors continuously strive to connect with the students in order to provide a comfortable and inclusive learning environment.

To help alleviate the students' financial burden, the HOST program faculty work hard to bring down the cost of textbooks and offer "free" access to case simulations. Giving students the option of choosing the American Hotel and Lodging Educational Institute (AHLEI) new edition textbook with a certificate exam scantron or a used edition without a certificate exam scantron is one example. As the new edition of textbooks and separate test scantron prices increase each year, we allow students to make their decisions and accommodate their needs without compromising the quality and vigor of their learning. Instructors adopt IDAP and MyHospitality Lab in which students are able to gain access to the eText and rich course materials with reasonable costs. We continuously

provide students “free” access to *Knowledge Matters* case simulations. The HOST Program was awarded a Perkins grant to fund the KM case simulations during AY 2020-2021 and AY 2021-2022. The Perkins grant also enables the students from four different campuses, e.g. UH Maui College, Kauai CC, Kapiolani CC, and Leeward CC to use the KM case simulations in various HOST classes. These case simulations provide students with real-time learning experiences that develop critical thinking, decision making, and problem solving skills.

2. Analysis of the Program/Unit

Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year’s action plan, etc.). Include external factors affecting the program or unit.

Instructional programs must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

College: University of Hawai'i Maui College

Program: Hospitality and Tourism

Status: Report Complete

Program Quantitative Indicators

Overall Program Health: Healthy

🔍 Workforce Alignment: Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)	
Hospitality and Tourism CIP Code = <input type="text" value="52.0901"/>	<div>➡</div> <div><input type="text" value="11-9051 - Food Service Managers"/> <input type="text" value="11-9081 - Lodging Managers"/></div>

2021 University of Hawaii Maui College ARPD
Program: Hospitality and Tourism

#	Demand Indicators	2018 - 19	2019 - 20	2020 - 21	Demand Health
1.	New & Replacement Positions (State)	428	368	320	Healthy
2.*	New & Replacement Positions (County Prorated)	82	63	43	
3.	Number of Majors	61	65	53	
3a.	Number of Majors Native Hawaiian	10	12	8	
3b.	Fall Full-Time	58%	66%	61%	
3c.	Fall Part-Time	42%	34%	39%	
3d.	Fall Part-Time who are Full-Time in System	3%	0%	0%	
3e.	Spring Full-Time	42%	58%	60%	
3f.	Spring Part-Time	58%	42%	40%	
3g.	Spring Part-Time who are Full-Time in System	7%	2%	2%	
4.	SSH Program Majors in Program Classes	360	618	465	
5.	SSH Non-Majors in Program Classes	221	192	117	
6.	SSH in All Program Classes	581	810	582	
7.	FTE Enrollment in Program Classes	19	27	19	
8.	Total Number of Classes Taught	13	16	11	

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

#	Efficiency Indicators	2018 - 19	2019 - 20	2020 - 21	Efficiency Health
9.	Average Class Size	15	17	18	Healthy
10.*	Fill Rate	65.9%	71.2%	74.6%	
11.	FTE BOR Appointed Faculty	2	2	2	
12.*	Majors to FTE BOR Appointed Faculty	30	33	27	
13.	Majors to Analytic FTE Faculty	61	33	53	
13a.	Analytic FTE Faculty	1	2	1	
14.	Overall Program Expenditures	\$173,387	\$178,824	\$0	
14a.	General Funded Budget Allocation	\$171,287	\$178,224		
14b.	Special/Federal Budget Allocation	0	0		
14c.	Tuition and Fees	\$2,100	\$600		
15.	Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes	2	2	1	

The **Overall Program Health** for the HOST is identified as healthy.

Demand Indicator is Healthy. However, positions in the State and the County have fallen slightly. Devastated by the Pandemic, Hawaii's visitor industry is still rebuilding. This is reflected in the reduction of HOST Majors, Native Hawaiian Majors, and Fall full-time numbers. Spring full-time numbers, however, increased. Typically, program numbers go up when there is a downturn in the economy but this has not been the case this time around. The FTE in program classes fell 30% from last year, this has impacted the number of majors as new recruitments to the program have slowed. Total number of classes taught fell 32%. The reduction of class sections contributes to the decreased overall classes offered. This is the deliberate effort the program made to increase efficiency.

Efficiency Indicators demonstrate the **health** of the program. The 74.6% fill rate (#10) communicates a rapid improvement in the number of students enrolled in various HOST classes, compared to previous years' 71.2% and 65.9%. The number of Majors to FTE BOR appointed faculty (2) remained constant. The number of low-enrolled classes declined by 1. The low-enrolled

class - HOST 293 *Hospitality & Tourism Internship* took place in Summer 2021 (4 students) and HOST 261 *Events Management* in Spring 2021 (4 students). The primary reason for HOST 293 low enrollment is due to the fact that some students need to take the class to graduate and it has to be offered that semester. The primary reason for HOST 261 low-enrollment is because ECON 131 is the recommended elective for Bachelor degree-seeking students.

#	Effectiveness Indicators	2018 - 19	2019 - 20	2020 - 21	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	83%	81%	87%	Progressing
18.	Withdrawals (Grade = W)	9	10	8	
19.*	Persistence Fall to Spring	72%	78%	76%	
19a.	Persistence Fall to Fall	52%	57%	55%	
20.*	Unduplicated Degrees/Certificates Awarded	16	41	14	
20a.	Degrees Awarded	11	14	11	
20b.	Certificates of Achievement Awarded	13	10	10	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	3	33	3	
21.	External Licensing Exams Passed ¹				
22.	Transfers to UH 4-yr	2	3	4	
22a.	Transfers with credential from program	1	2	2	
22b.	Transfers without credential from program	1	1	2	

¹ Campus to include in program analysis if applicable.

#	Distance Indicators	2018 - 19	2019 - 20	2020 - 21	
23.	Number of Distance Education Classes Taught	2	2	11	
24.	Enrollments Distance Education Classes	18	36	194	
25.	Fill Rate	30%	90%	75%	
26.	Successful Completion (Equivalent C or Higher)	83%	81%	87%	
27.	Withdrawals (Grade = W)	0	2	8	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	67%	75%	84%	

Effectiveness Indicators show a **progressing** status. The HOST Program's successful completion rate (equivalent C or higher) has increased from previous year's 81% to 87%. Over the past three years, persistence rates from Fall to Spring have averaged 75% and persistence from Fall to Fall remains 55%. More focus is needed to track students throughout their educational journey in the HOST program to ensure completion. The number of Withdrawals are fairly stable, but higher than expected. Number of degrees awarded is 11, and the Certificate of Achievement awarded stays 10. Transfers to UH 4-yr numbers gradually increase each year, including 2 transfers with credential from program and 2 transfers without credential from program. However, the number of Unduplicated Degrees and Certificates awarded dropped sharply from 41 to 14, which contributed primarily to the Progressing status of program effectiveness. The 33 number of Other Certificates Awarded (20d) in 2019-2020 was inaccurate, which may have resulted in the negative impact on the program's overall effectiveness.

Distance learning modalities offered in the HOST program include online via Laulima and hybrid courses that employ both online as well as face-to-face delivery. However, since March 2020, all program courses have been taught asynchronously or synchronously via Zoom. The number of distance education classes increased to 11. Distance indicators show the past year's fill rate remains 75% while the success rate increases to 87%. Subsequently the withdrawals (Grade =W) number increases from previous year's 2 to 8. As all HOST classes are offered via distance learning (online synchronous and asynchronous), persistence rate (Fall to Spring) increases from 75% to 84%.

Our online classes enrollment is steadily increasing and the numbers will only go up in the coming academic years. Even prior to the shifting modality from face-to-face to online courses in March 2020, HOST faculty have had enough experiences and success in online teaching. Just like any other effective HOST classes, we believe that a successful online HOST class must meet the standards under the following four dimensions: 1) course management and delivery (teaching style, knowledge, organization, engagement); 2) course policies (attendance, workload, exams, grading, group projects, industry applications); 3) support materials (guest speakers, demonstration/examples, technology, presentation, textbook); 4) personal traits (care, challenging, success, attributes). While the instructors persistently do their diligence offering quality online learning experiences for the students, we must not forget that some of our students are struggling in many aspects of their lives. In addition to using intervention strategies, such as Early Alert, instructors will need to continue to connect the students with a broader support service system - e.g. Kako'o team so that the students' basic needs and prevailing challenges can be addressed.

#	Perkins Indicators	Goal	Actual	Met	
29.	1P1 Postsecondary Placement	33	81.82	Met	
30.	2P1 Earned Recognized Credential	33	66.67	Met	
31.	3P1 Nontraditional Program Concentration	N/A	N/A	N/A	
32.	Placeholder - intentionally blank	N/A	N/A	N/A	
33.	Placeholder - intentionally blank	N/A	N/A	N/A	
34.	Placeholder - intentionally blank	N/A	0	N/A	

#	Performance Indicators	2018 - 19	2019 - 20	2020 - 21	
35.	Number of Degrees and Certificates	24	24	21	
36.	Number of Degrees and Certificates Native Hawaiian	3	3	1	
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38.	Number of Pell Recipients ¹	8	9	9	
39.	Number of Transfers to UH 4-yr	2	3	4	

* Used in Rubric to determine Health Indicator

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The HOST Program **meets Perkins Indicators** for 1P1 Postsecondary Placement and 2P1 Earned Recognized Credential. The HOST program has made progress over the past year on the Perkins indicators.

Performance Indicators (#35) on the number of degrees, certificate of achievement in the program conferred in the year of 2020-2021 is 21, a slight dip from previous year's 24. It suggests an overall performance of the program being healthy enough. Furthermore, the number of native Hawaiian students receiving the degree and certificate is 1. Much work will be needed for the program to attract and retain native Hawaiian students. The number of Pell Recipients (#38) remains 9, and (#39) number of transfers to UH 4-yr is 4, a positive change from previous years.

HOST Program Adjustment in the time of Pandemic

2020 and 2021 have been extraordinary years for everyone, but especially for the hospitality industry. Hawaii's visitor industry was significantly impacted by the COVID-19 pandemic. The industry's direction has changed and its focus has shifted. New challenges have accelerated the transformation in the way we teach hospitality classes.

Navigating through this new environment, we ask the critical questions of how we could cope with the disruptions. The conventional way of delivering our HOST courses has been focusing on experiential and project-based learning. Given the lack of opportunities for site visits, job shadows, internships, and study abroad/international internships, we have deployed the following methods to continue to enhance the learning experience of students:

- Use [Knowledge Matters hotel case simulations](#) in various HOST operations and management courses.
- Coordinate class sessions with partners such as the Native Hawaiian Hospitality Association (NaHHA) to provide students the opportunity to participate in industry professional development opportunities
- Require students to conduct interviews with industry professionals on Zoom. Students learn from the industry leaders about leadership traits and best practices. They also identify a work-related issue and provide solutions to solve the problem. In addition, they are required to submit a report and give a presentation.
- Integrate global competence modules into HOST 101 class and guide students to inquire and analyze complex issues in the global hospitality and tourism industry.
- Conduct Regenerative Tourism Webinar to challenge students to study and research topics such as UN Sustainable Development Goals, 21st century skills, Cultural Sustainability/Sense of Place. The webinar requires students to collaborate with peers at Kauai Community College to develop a comprehensive presentation. Faculty and students from the University of the Ryukyus, our HOST partners, will also be part of the webinar.
- Continue inviting guest speakers to deliver lectures on Zoom. Conduct role-play and Zoom Breakout Room Activities
- Collaborate with Maui and Lahainaluna High School's travel instructors and have high school students join UHMC students in introductory HOST classes via Zoom. This allows HOST students to lead and interact with different peers during breakout session activities.
- Carry on the development of HA (Hospitality Academy) of Maui teaching lab.

- Partner with the Maui Hotel & Lodging Association to allow a limited number of students to participate in community service projects for the hospitality industry. This enables students to continue to network with industry leaders.
- Collaborate with advisory committee and integrate project based learning opportunities in HOST classes
- Expand the internship opportunity to the customer services sector in the hospitality industry during the peak time of COVID-19. In time of writing this report, the talent acquisition manager at Marriott Vacation Worldwide is selecting our student applicants for internship positions at Marriott Ocean Club Maui and Westin Nanea Ocean Villas. By Spring 2022 the internship will resume.

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) *List of the Program Student Learning Outcomes or Unit/Service Outcomes*
- b) *Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.*
- c) *Assessment Results. Include the method used for assessment i.e. exit project or capstone results, proficiency standards, stakeholders participating in the assessment process, how the data was collected/analyzed, and the results.*
- d) *Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.*
- e) *Assessment Results.*
 - a. *PLO: Provide a summary of the method used for assessment i.e. exit project or capstone results, proficiency standards, stakeholders participating in the assessment process, how the data was collected/analyzed, and the results. For brevity, include a link to complete assessment reports from the Academic Affairs website or include your write-up in the appendix.*
 - b. *CASLO: Provide a summary of CASLO assessment in the year of this annual review.*
 - i. *Identify CASLO and program's assessment method CASLOs*
 - ii. *Provide a summary of the analysis, results, and recommendations*
- f) *Changes that have been made as a result of the assessment results.*

The HOST Program PLOs are:

Upon successful completion of the Associate in Applied Science degree in Hospitality and Tourism, graduates are able to do the following:

- 1) Demonstrate essential hospitality operations and management skills, including accounting, marketing, and information technology.
- 2) Communicate effectively with guests and co-workers through writing, speech, listening and nonverbal expression appropriate for the hospitality workplace.
- 3) Analyze diverse and dynamic hospitality workplace situations to solve problems and achieve goals through leadership and teamwork.

Assess personal work performance through various lenses, including Hawaiian cultural values, multicultural “global” perspectives, ethical reasoning, legal principles, and sustainability.

In Fall 2020 the Program conducted a team meeting to assess students’ attainment of the Program Learning Outcomes (PLOs). This team included key stakeholders of the program: UH Maui College Director of The Learning Center, HOST Program faculty and lecturers, representatives from the HOST Advisory Committee, and one of our recent graduates. The discussions and suggestions are documented in the [HOST Program PLOs Assessment Report](#).

The assessment team commended the quality of program design based on the student sample portfolio from HOST 293 *Hospitality Internship* class. To follow up with the suggestions made by the HOST PLOs Assessment Team, the HOST 293 instructor has included the students' discussion of their challenges with different aspects of their job experience in the Internship report. The program continues our effort helping students secure an internship placement despite the disrupted operations of the hospitality industry brought by COVID-19. A broader array of enterprises including guest services-related experiences are considered and accepted to qualify the student internship hours.

Changes that have been made as a result of the assessment results also include challenging our students to be adaptive to the modified practices and standards at the workplace because of the Pandemic.

To help students think and evaluate critically, the HOST 101 (Introduction to Hospitality) class has integrated assignments of global competence modules and regenerative tourism projects, for example. In our HOST 150 (Housekeeping Operations) class, students are required to research and analyze best practices in the industry due to COVID, synthesize information, and develop a Best Practices proposal for the Hospitality Academy of Maui. In the HOST 293 (Hospitality Internship) class, in addition to identifying a workplace-related issue and proposing a recommendation, students have also implemented their recommendation with approval from a supervisor.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

** CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.*

Specify how the action plan aligns with the College’s Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

**The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.*

Address opportunities for re-envisioning the program. How does the plan address emerging or future economic opportunities? What is the projected industry/community demand in 5-6 years?

The following table summarizes the **Program Goals/Strategies, Action Steps, Resources, and Assessment Tools.**

GOALS/ STRATEGIES	ACTION STEPS	RESOURCES	ASSESSMENT METHODS
Goal One: Increase 30% of HOST majors	Work with the counseling department to build an enrollment plan: <ul style="list-style-type: none"> Secure the agreement with DOE high schools that allows DOE students to earn up to six credits within the Hospitality and Tourism Program for HOST 100 and 101. Invite the key feeder local high school Hospitality instructors and students to join our HOST Zoom classes and audit the classes. Give a presentation of the HOST program in the hospitality classes of local high schools (faculty to collaborate with UHMC recruiter). Instructors remind students to submit the change of the major form by week 5 of the semester Integrate micro-credentialing within HOST program Seek online course offerings for international students 	Build a HOST scholarship through fundraising events partnering with local resorts/hotels.	Success will be measured based on number of majors counted each semester
Goal Two: Increase Fall to Spring Persistence Rate from 76% (2019/20) to 80% (2021 /22)	Develop a registration marketing program <ul style="list-style-type: none"> Posters Email Blasts Program Videos (graduates, industry leaders) In-class Academic Advising Faculty and Counseling Advising Foster Engaging Pedagogies - focusing on learning <ul style="list-style-type: none"> Career Shadow Field trip/site visit Electronic Technologies and Active -Applicable industry software - <i>Knowledge Matter Case Simulations</i> Seminar format Collaborative class sessions that focus on hospitality and tourism issues (Hawaii & Internationally) Continue the use of the new student orientation as as way to welcome	The HOST program will rely on several sources of funding to provide resources for the initiatives. <ul style="list-style-type: none"> Perkins Grant Funds UH Foundation fundraisers 	Success will be measured based on the Annual Report of Program Data - Fall to Spring Persistence from 76% to 80%

	<p>students, understanding their goals and start the engagement process</p> <ul style="list-style-type: none"> Continue to integrate FYE curriculum in introductory HOST courses and interweave with 2nd year HOST courses Pilot mandatory advising for students at risk (GPA below 2.0) <p>Continue the effort of faculty and student interaction.</p> <ul style="list-style-type: none"> Hui Hookipa student club Volunteering opportunities at the industry and community events and functions Developing a HOST program “mixer,” which allows students to connect with industry leaders and graduates 		
<p>Goal Three:</p> <p>Increase course completion from 87% (currently) to 88%</p> <p>Increase numbers of Degree and Certificate Awarded from 14 to 30</p>	<p>Many of the action steps indicated in the fall to spring persistence initiatives in Goal One and Goal Two are essential to this goal as well.</p> <ul style="list-style-type: none"> Early intervention strategies for students that our experiencing challenges, e.g. Early Alert and Star Balance faculty appointment 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 <p>Revitalize the way for providing academic counseling. Work with the HOST counselor for more effective advising on the HOST CA and CO certificates (completion and transfers).</p> <ul style="list-style-type: none"> Provide intentionally focused advising and map courses and transfers across the UH system Remind the targeted students of the CA/CO certificates completion application 	<p>The HOST program 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 fundraisers 	<p>Success will be measured based on the Annual Report of Program Data - Completion 87% to 88%</p>
<p>Goal Four:</p> <p>Raise the awareness and</p>	<p>Effectively communicate the positive impacts of the visitor industry and its vast career potential</p> <ul style="list-style-type: none"> Add videos to the HOST website (graduates, industry leaders) Utilize social media, such as LinkedIn 		<p>Initial success will be measured quantitatively, e.g. the number of</p>

<p>recognition of the HOST program within higher education and the tourism industry (The Pandemic has negatively affected the visitor industry, and has impacted the HOST program's overall health for the time being.)</p>	<p>Work with Maui Hotel & Lodging Association (MHLA) to build a generational mentoring program.</p> <ul style="list-style-type: none"> ● Pair HOST students with seasoned executives from Maui's visitor industry. Create an opportunity to establish students' personal brand, enhance their leadership skills and build rapport with their mentor. <p>Focus on activities that allow the HOST program to be seen as a "Thought Leader" on timely topics such as, over-tourism, global competences, UN Sustainable Development Goals, regenerative tourism, and artificial intelligence, etc.</p> <ul style="list-style-type: none"> ● Use the opportunity to showcase faculty, e.g. as a moderator/speaker at the event ● Partner with universities abroad to offer virtual class sessions on current issues in the hospitality & tourism (currently collaborating with Polytechnic University of the Philippines) ● Partner with noted associations such as MHLA to support their initiatives and gain recognition as a strong industry advocate 		<p>event/activities per year or \$ amounts of sponsorship support.</p>
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In addition to the action steps that align with each goal/strategy, the program will focus on the following two areas of the action plan:

Short-term Training and PLA

In Fall 2020 we collaborated with the program coordinator at Extended Learning and Workforce Development at UHMC and administered a [Needs Assessment Survey for the Hospitality & Tourism Industry](#). The purpose of the survey is to gauge the industry needs in short-term training that may lead to certificates or degree programs. The survey consists of the following 13 questions:

1. *How many total employees do you have?*
2. *Key skills gaps amongst our current employees*
3. *How many staff members require training/up-skilling?*
4. *Please rank the skills/training required as follows*
5. *Annual training budget*
6. *How much would you be willing to pay per staff member per training day?*
7. *In your opinion which of the following training methods should be utilized?*
8. *Please prioritize what training you would like to see being developed for the hospitality industry?*
9. *Would you be interested in attending a 5-8 week Executive Management training course? This course would cover: vision, business and self strategy, culture, organizational behavior, managing people, motivation, business finance, growth & development, e-commerce, e-marketing, social media marketing and efficiency, innovation and creativity.*
10. *Do you think Health, Well-being, and Stress Management is needed for the employees/employers in the industry at this time?*
11. *In addition to the short-term training programs, do you see any needs for your managers or employees to obtain an Applied Associate of Science (AAS) degree, an Associate of Science (AS) degree, or a Bachelor of Science (BS) degree?*
12. *If your answer is "Yes" or "Maybe", please rate the following degree programs that you think to be beneficial (1 being Least Beneficial - 5 being Most Beneficial)*
13. *If you have any other comments you would like to add about the UH Maui College training, certificate, or degree programs, please do so.*

The survey was sent out to the members of the Maui Hotel & Lodging Association including the HOST advisory committee members. responses show the HOST degree program is considered beneficial to industry professionals. Customer service and interpersonal skills are trainings needed for the resorts/hotels (see the image below)

2021 University of Hawaii Maui College ARPD Program: Hospitality and Tourism



A focus group discussion was conducted among the HOST Advisory Committee members on October 6, 2021 via Zoom. Members expressed interest in learning more about training and upskilling opportunities for their employees.

Based on the findings from the survey and discussion, our program would like to capitalize the value of [Prior Learning Assessments \(PLA\)](#). The PLA provides an opportunity for industry professionals to earn college credits from training courses completed via UHMC Extended Learning & Workforce Development (ELWD).

We proposed to create an articulation agreement between Academic Affairs and ELWD on Event Planning Certificate of Professional Development (CPD) and the HOST 261 Event Management course. The purposes of the agreement include 1) facilitating the process of awarding college credit for college-level learning acquired through the Event Planning Certificate of Professional Development (CPD) training offered through UHMC's Extended Learning & Workforce Development (ELWD) uni, and 2) enabling a reciprocal process for awarding the Event Planning CPD for learning acquired through HOST 261.

Hospitality Academy (HA) of Maui Teaching Lab

Theme: In the process of developing the Hospitality Academy of Maui Lab, the program is working on integrating the Ka'ao framework as the theme. This lab is where our students will begin their journey, and work toward achieving their dreams. Along the way - through commitment, experiences, accomplishments and obstacles that will be overcome - they are transformed.

One of the most critical aspects of regenerative tourism is to respect indigenous people, the culture, the land, and foster destination stewardship. The Ka'ao Framework serves as the foundation on which the program is continually building upon in the Hospitality & Tourism Program.

Adopt the Room: Local resorts/hotels are committed to adopting themed guest rooms and retrofit them using existing eco-friendly materials/furniture.

Lab Interior Design: The lab design team will follow the LEED v4.1 standards and construction focuses on the realities of interior spaces. LED lights, high-efficiency toilets, LVT flooring to be installed.

Lab SMART Rooms: Seek grants and work with the UH foundation office to fund the procurement of energy management systems (EMS), smart keys, and property management systems (PMS), etc. [Will need to confirm if the minor CIP covers EMS].

Lab Maintenance & Safety and Security: College O&M to handle the grounds and exterior maintenance, landscaping the exterior using the Hawaiian traditional methods

Lab Usage: All HOST classes will be scheduled in the HA of Maui teaching lab, which will be used daily. The conference room can be used for campus meetings, community training, and other events when not in use by the program. The program plans to collaborate with the Culinary Arts Program to maximize use of the lab facilities.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial).

**Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.*

What is the cost? How can your program plan to reduce cost and streamline? Could elements of this program be combined with another program? Discuss any potential system partnerships and/or opportunities for collaboration.

☐ **I am NOT requesting additional resources for my program/unit.**

Cross-System Consolidation and Planning

The HOST PCC met on March 3rd, 2021 and submitted a report to the Vice President Erika Lacro's office on March 12th, 2021. The common goals that were established are as follows:

1. Increase interdependence among campuses
2. Share resources to serve our students & communities
3. Greater collaboration to leverage strengths of different campuses
4. Distance learning to extend new learning opportunities
5. Achieve operational efficiencies while improving services

The HOST program on each campus identified the strengths, challenges, and strategies to reduce cost, i.e. sharing resources and collaborating to become more efficient. With the remote delivery capabilities that the program has developed instructionally and technically - it would be possible to assist the neighbor island programs with the offering of classes that the other programs may not be able to provide.

For our HOST program specifically, the reduced low-enrolled courses resulted in the reduction of the need for lecturers. The program is considering remote delivery of courses internationally and modifying courses for short-term training to incumbent employees in the visitor industry. Additionally, the program has adopted a model to enable industry employees to take credit classes as non-credit. We consider this valuable for our courses for industry supervisors and managers, and for skills upgrades in topics like front office, food and beverage and housekeeping.

Our HOST program has the following resource needs:

- Technology and resources building for the Hospitality Academy of Maui (HA of Maui) teaching lab (i.e. Property Management System and SMART Rooms) .
- 3 credits assigned time each for both HOST faculty to work towards the development of the HA of Maui Teaching Lab.

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ **I am requesting changes to the SOC codes/occupations listed for my program/unit.**