

Hospitality & Tourism

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

The Hospitality and Tourism (HOST) program 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?

The research conducted by the Hawai'i Tourism Authority (HTA) on Industry Workforce Needs Assessment (released in August 2022) shows that there is great need for developing the skills of the current and future workforce. As Hawaii's economy continues to recover from the COVID-19 pandemic, the visitor industry and all the related sectors are overwhelmingly in need of workers who have the employability skills. Employers are struggling to recruit new employees at all levels, with difficulty increasing with the level of the employee's role. Management level employees are the most needed today in visitor industry organizations and is anticipated to be the most needed role in the next five years. A focus group comprised of HOST program advisory committee members in October 2022 validated the critical need for hospitality managers. Employers in various sectors of the island's hospitality businesses consider UHMC's AAS degree and relevant specialization certificates to be desirable in their hiring and promotion decisions.

The program AAS degree, combined with the Certificate of Competence (CO) and Certificate of Achievement (CA), fulfills the educational requirements and prepares graduates for entry level leadership positions in the hospitality industry. A formal articulation agreement between our program and Northern Arizona University has been created and our general education requirements for the AAS degree are also aligned with the Bachelor of Business Administration degree in Business Administration with a concentration in Hospitality Management at UH West Oʻahu.

Provide graduate highlights based on recent graduate placement data.

Recent graduates have taken on new roles within their organizations. For example, at the Marriott's Maui Ocean Club, after completing their internships and graduating from the HOST program, John Denver Maglaya (2021) is now a supervisor and Dyana Sanchez (2016) was promoted from her supervisory role and is now a manager. Jeffery Wayer (2022) is pursuing a Bachelor's Degree in Applied Business and Information Technology at UHMC. Robin Gardner (2020) is now the Social Media/Marketing Coordinator at the Wailea Beach Resort. Julie Ibale (2019) is currently a management trainee at the Westin Ka'anapali Ocean Resort Villas. After graduating from UHMC,

she earned a Bachelor Degree in Business Administration Degree (Hospitality & Tourism concentration) at UH West Oahu. Akasha Kauhola (scheduled to graduate in spring 2023) is currently working at the Front Office at the Westin Nanea Ocean Villas after successfully completing her summer internship at that property.

Our graduates are either working in the visitor industry (lodging, food & beverage, transportation, event planning, activities) or pursuing a Bachelor of Business Administration degree with a concentration in Hospitality and Tourism at UH West O'ahu. As the visitor industry is competing to recruit and retain talent and our program strives to attract interested students, our graduates' success stories are inspirational. Still, 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 in the hospitality pathway classes, 2) employees who are currently working in the hospitality industry on Maui and the state of Hawaii, 3) transfer students from universities/colleges on the mainland U.S.A., and 4) international students, especially students from Asian countries.

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 was 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 O'ahu after the change of our HOST program map. An articulation agreement with UH West O'ahu is expected to be signed by the end of 2022. In Spring 2022 an articulation agreement was reached between the HOST program at UHMC and the department of Hotel and Restaurant Management at Northern Arizona University (NAU). Completion of the articulated AAS degree will enable students to follow the NAU 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 NAU, 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.

Table 1: Common Pathway

Bachelor's Degree Pathway	Campus	Modality
Business Administration with concentration	UH West Oahu	Online

Hotel and Restaurant Management	Northern Arizona University	Online/In-person Hybrid
Applied Business and Information Technology	UH Maui College	Online

In addition, the HOST program is in the process of initiating a Memorandum of Agreement (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?

The HOST faculty strive to provide a collaborative, experiential, learner-centered and workforce informed learning environment that welcomes students from all backgrounds. Students may enter the program directly from high school or from the working sectors related to the visitor industry.

The student population is composed of a good number of individuals 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 student participation. Instructors incorporate worksite visit and career shadow opportunities where students can meet the instructor and fellow classmates in person. By creating an environment where it is safe to familiarize themselves with the instructor and each other, the reserved and timid students can gradually integrate into the learning community and expose themselves to real-work situations.

Female students constitute more than half of the student population in the hospitality and tourism program. Some of them are young mothers or pregnant women. To help mitigate the stress and hardship the students face, instructors allow the students to work at their own pace in online synchronous classes. 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 consecutively awarded a Perkins grant to fund the KM case simulations in AY 2021-2022 and AY 2022-2023.

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.

The overall Program Health for the HOST is identified as healthy.

Demand

The demand iIndicator is healthy as shown in the Annual Review of Program Data (ARPD) in Appendix A, the program demand remained healthy. New and replacement positions in Maui County are estimated at 189, and ARPD analytics indicate growing demand for most occupations in the visitor industry. Spring part-time numbers increased. However, HOST majors dipped 29% from the previous year. 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 28% from last year and this has impacted the number of majors as new recruitments to the program have declined. This may indicate that students are selecting part-time education over full-time employment. Total number of classes taught remains the same. Although Demand Indicators are Healthy again this year, the economic downturn from the pandemic does pose a risk to the program's health in the future as employers must hire workers with limited skills due to the pandemic, which created a gap in the workforce due to employees leaving the island or seeking other industries.

Efficiency

The efficiency indicators demonstrate progressing as shown in the ARPD Appendix B. The 52.7% fill rate (#10) communicates a decreased number of students enrolled in various HOST classes, compared to previous years' 74.6% and 71.2%. Class size has shrunk from previous years, which may be a trend following the pandemic. The second semester classes typically will run with lower numbers than the first semester classes as many non-majors take the introductory classes as electives. The number of Majors to FTE BOR appointed faculty (2) remained constant. The number of low-enrolled classes fluctuated between 1 and 2 over the past three years. This is impacted by the reduction of program majors, and the necessity to offer classes that are needed for graduation. The low-enrolled class - HOST 293 Hospitality & Tourism Internship took place in Spring 2022 (5 students) and Summer 2022 (7 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 particular semester.

Effectiveness

The current effectiveness health call is healthy indicated in the ARPD <u>Appendix B</u>. The Healthy status for program effectiveness is determined by two measures: 1) Increasing the numbers of Degrees and CAs awarded by 44% from last year, 2) Persistence Fall to Spring, in the same major to be considered in a Healthy state.

The program's successful completion rate (equivalent C or higher) fell 13% from last year. Persistence continues to be where we are challenged with strategies for improvement as the persistence measure from Fall to Fall for 2021-22 dropped from 52% in 2020-21 to 38%. This may be due to economic issues where students are juggling the demands of income over education, and may be interested in a Certificate of Competence, which can be accomplished in one semester. Furthermore, industry partners are willing to hire workers with minimal certifications and degrees at the entry to supervisory levels. The number of Withdrawals averaged 10 over the past three years. Number of degrees awarded is 11, and the Certificate of Achievement awarded increased from 3 to 15, which shows an improved number of multiple certificates received by the same student. Number of transfers to UH 4-yr numbers is 3. The number of Unduplicated Degrees and Certificates awarded improved significantly from previous year's 14 to 25.

Distance Learning

Distance learning modalities offered in the HOST program including online asynchronous and online synchronous on Zoom. The number of distance education classes remained the same at 11 as shown in Appendix C. The Fill Rate and Success Rate in Distance Indicators requires attention as the fill rate fell to 53% and success rate dropped to 74%. Subsequently the withdrawals (Grade =W) number rose from previous year's 8 to 12. As all HOST classes are offered via distance learning (online synchronous and asynchronous), persistence rate (Fall to Spring) decreases from 84% to 57%. Students have mentioned the need to work and difficulty in balancing work, family, and school. The Program Coordinator and faculty will continue to encourage students to meet for academic counseling and supplemental tutoring. 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

The HOST Program meets two core **Perkins Indicators**:

- 1P1 Postsecondary Placement actual 81.81 of 33 who are placed or retained in employment following program completion
- 2P1 Earned Recognized Credential actual 61.67 of 33 received postsecondary credential during participation in or within 1 year of program completion

Performance

The <u>performance indicators</u> (#35) on the number of degrees, certificate of achievement in the program conferred in the year of 2021-2022 is 18, a slight dip from previous year's 21. It suggests an overall performance of the program being healthy enough. Furthermore, the number of native Hawaiian students receiving the degree and certificate is 0. The number of Pell Recipients (#38) increased from 9 to 10, and (#39). The number of transfers to UH 4-yr is 3. Much work will be needed for the program to attract and retain native Hawaiian students. It's imperative to offer students effective academic counseling that guides those interested in pursuing a Bachelor's Degree in hospitality and tourism.

Program Actions Follow-Up

While the Overall Program Health for the HOST is identified as healthy, the program faces challenges to realize Goal 1-2 from last year's action plan. Only Goal 3 - increasing the number of degrees and certificates awarded showed improvement in 2022. The other goals, indicators, and analysis were discussed in the previous section of program effectiveness and efficiency indicators. Efforts should focus on increasing HOST majors and tracking students throughout their educational journey in the HOST program to ensure completion.

Internships are a key component of the connection between our program and the visitor industry businesses, and they are one of the best ways for our students to gain important real-world job experience. As COVID restrictions eased in spring 2022, formal HOST in-person internships resumed. By the summer of 2022, eleven of our students successfully completed internships in various sectors of the visitor industry. Employers are readily recruiting our HOST students for seasonal internships and leadership trainee programs.

Enticing students to consider a career in tourism, as well as ensuring they have the right skills, knowledge, and attitude to be successful is more imperative than ever. The HOST faculty are doing due diligence in promoting student learning and retention despite the challenges of remote course offerings. More guest speakers, worksite visits/career shadows are incorporated in classes. The program faculty intentionally creates opportunities so that students are able to go out and do mock interviews, site visits, and consultation with industry experts for their class projects. *Knowledge Matters* Case Simulations are continuously used in various introductory, operational, and managerial levels of HOST classes. The <u>survey results</u> from student users indicated the tool's highly useful for training problem solving and decision making skills in running a hotel. A Perkins grant AY 2021-22 <u>completion report</u> can be viewed here.

Our efforts also include some less structured engagement to raise the profile of the industry among our students, future members of the workforce, international partner institutions, and the community. In the fulfillment of Goal 4 - Raising the awareness and recognition of the HOST program within higher education and the tourism industry, the program collaborated with multiple partners internationally and locally and successfully conducted Regenerative Tourism Webinars in fall 2021 and spring 2022. The webinars have become a point of pride for our HOST program and have been an effective avenue of reconnecting the key players in the field during the challenging pandemic era. It served as a meaningful platform where our international partners, state and county government officials, industry leaders, and our faculty and students converged and

delivered a powerful message - regenerative tourism as a step to rethink and rebuild our tourism industry - to sustainably improve our local economy while preserving our island's resources and local culture.

The webinars were a collaborative effort between the HOST programs at UHMC and Kauai CC. Students in the HOST 101 classes in fall 2021 were assigned a comprehensive project focusing on regenerative tourism, UN strategic development goals, 21st century skill development, and sense of place. In the following semester, students in the HOST 293 internship class focused their project research on 21st century skill development and surveyed local employers on workforce needs.

The <u>webinars</u> enabled our UHMC and KauCC HOST students to work together and be part of a panel of presenters for their projects. The panelists also included scholars and faculty from Ryukyus University in Japan, Guam Community College, and Shanghai Normal University in China. Industry experts from Hawaii Tourism Authority, the executive director of the Native Hawaiian Hospitality Association, the executive director of the Maui Hotel and Lodging Association, and General Manager of the Westin Nanea Ocean Villas were also part of the panel. The webinars provided students with the opportunity to learn about perspectives from local and global lenses.

The <u>Evaluation</u> gathered from the webinar participants reported high satisfaction and rated strongly agree on the survey item of "As a result of the webinar, I gained new applicable knowledge to my work and program of study". A majority of respondents indicated "The session met' or 'exceeded' expectations.

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
 - 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. OPTIONAL 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
- d) 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.
- 4) Assess personal work performance through various lenses, including Hawaiian cultural values, multicultural "global" perspectives, ethical reasoning, legal principles, and sustainability.

Our program used PLO/CASLOs Assessment Model #3 to assess PLOs:

- Identify program courses that progress toward exit level Program Learning Outcomes (PLO) and appropriate <u>CASLOs.</u>
- 2. Identify specific assignments or a project for the course and select student sample work.
- 3. Review student sample work by course as evidence.

The HOST CLO-PLO-CASLOs <u>alignment map</u> with guiding questions for spring 2022 HOST 280 *Hospitality Management* course serves as an example of HOST PLOs assessment method. Based upon the results of formative and summary assessment tools for the course, this systematic evaluation approach challenges the instructor to look into each assignment, activities, exam, and class project critically and faithfully respond to the assessment questions. It provides strong evidence for course/program review.

In Fall 2022 the program assembled a HOST program assessment team with key stakeholders: three industry professionals from the HOST Advisory Committee, Director of The Learning Center at UHMC, HOST Program faculty, and two HOST students. On November 11th, 2022, the assessment team conducted a team meeting via Zoom to assess students' attainment of the Program Learning Outcomes (PLOs).

The assessment team meeting accomplished the following: 1) Review and make suggestions to the <u>alignment map</u> for HOST 280 *Hospitality Management* course; 2) Review and discuss student work artifacts of the HOST 280 class term project - Leadership, Exploration, and Inspiration (LEI); 3) Make recommendations by completing a follow-up <u>HOST PLOs Assessment Survey</u>. The outcome of the assessment team meeting is encouraging and constructive. Detailed discussions and suggestions are documented in the <u>HOST Program PLOs Assessment 2022 Report.</u>

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.

Provide an update of last year's action plans, program advisory committee recommendations, and/or dean recommendations.

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?

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.

Our college's mission is to inspire students to develop knowledge and skills in pursuit of academic, career, and personal goals in a supportive educational environment that emphasizes community engagement, life-long learning, sustainable living, Native Hawaiian culture, and global understanding. While most of our community engagement moved online during the pandemic, we have continued to connect with employers via Zoom meetings, online surveys, and in-person volunteering activities before the summer of 2022. Since fall 2022 the program has resumed fully in-person contacts with the employers and community. Examples include participation in the Maui Hotel and Lodging Association (MHLA) annual membership meeting, meet-n- greet mixer, and holiday volunteering activities. Moving forward, the program will focus on the following areas of the action plan:

Across Campus HOST Program Collaboration

Since spring 2022, the HOST programs at Maui College, Kaua'i CC, and Hawai'i CC have been collaborating around an innovative solution for building program capacity. The goal is to create an academic and operations partnership that enables continuous online courses delivery, student internship placement, and future HOST students major recruitment at Kauai CC and Hawaii CC.

While the HOST program at Hawai'i Community College was temporarily stopped in fall 2020, the one full-time faculty and program coordinator of the HOST program at Kaua'i CC retired in early summer of 2022. With an UHMC awarded Perkins grant AY 2022-23, an interim strategy is to hire an APT island coordinator for Hawai'i CC and Kaua'i CC who can work in collaboration with our program coordinator and faculty to assist in building capacity for the HOST program. The island coordinators will play an active role in connecting students with industry leaders through advising, mentorship, career exploration, and internship opportunities. The hired APTs are expected to also plan and engage outreach activities to promote the HOST program to potential students and industry partners for enrollment growth. Ideally he or she will be the one preparing for program and course learning outcomes' assessment and program review respectively for each campus.

The hiring of the APT island coordinator is still a work in progress as of the date of submitting this program review. In the meantime, since August 2022 the program coordinator and faculty have been taking on the responsibilities of supporting the program at Hawaii CC and Kaua'i CC to make the transition. Three lecturers at Kaua'i CC were hired to teach three HOST online asynchronous courses in fall 2022. Working closely with Division Chair of Business Education and Technology, Hospitality and Culinary at Hawai'i CC and Division Chair of Business Education at Kaua'i CC, the UHMC HOST program coordinator and faculty have been assisting lecturers with course scheduling, book order submission, *Knowledge Matters* case simulation access, training and assessment, Laulima course materials sharing, online class observations and evaluations, and program review.

Plan for Online and Hybrid Courses

We have worked to balance accessibility, engagement, quality, and flexibility for students across Maui Nui, Hawaii Island, Kaua'i, and no one format allows us to do this perfectly. Our plan going forward is to offer our introductory course on Zoom or face-to-face, on an alternating basis. This maximizes our geographic reach while allowing for one on-one interaction as needed. Operational

and specialization courses, which are more difficult to offer at scale and are currently offered only every-other academic year, will be offered on Zoom, to best serve Hawai'i and Kaua'i students, as well as students from other campuses.

Courses	Modality
Introductory courses (HOST 100, HOST 101)	Zoom/face-to-face hybrid (alternating basis)
Operational courses (HOST 150, HOST 152, HOST 154)	Zoom/synchronous
Specialization (HOST 258, HOST 280)	asynchronous
Internship (HOST 293)	Zoom/asynchronous hybrid

Industry Needs and Support

For follow up with last year's industry needs assessment results, a discussion among the program advisory committee members was documented in the <u>October, 19th, 2022 meeting minutes.</u>

1. Short-term training- Industry needs assessment results

Based on the notes of the previous HOST advisory committee meeting, possible areas of training were: General Microsoft Office software, Outlook, Excel, spreadsheet analysis, email etiquette, etc. Advisory Committee members expressed the immediate training areas include Engineering & Maintenance, Facility Management, entry level Guest Service Manager.

As for the modality of training/classes, online async, online sync (on Zoom), and hybrid (in-person and on Zoom) would better suit the learners work schedule. Generally, industry leaders emphasized that a face-to-face component is essential for students studying hospitality & tourism.

2. Prior Learning Assessment (PLA)

The HOST PLA affords opportunities for existing industry employees and managers to earn college credit(s) that leads to earning a certificate and AAS degree. 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 HOST PLA provides an opportunity for industry professionals with substantial experience and background in the field to earn college credits. The program plans to make the HOST 100, HOST 101, HOST 150, HOST 152, HOST 154, and HOST 293 courses PLA available. A combination of institutional exam, portfolio, and interview will be used as assessment tools to evaluate applicant' credit earning for a particular course.

- 3. Generational Mentoring <u>HLTA Mentor Playbook</u>
- 4. Tuition reimbursement

Faculty of the program seeks possible mentoringship opportunities for our student leaders modeling after the HLTA general mentoring program. Members confirmed that existing employees of the resorts do receive tuition reimbursement if she/he pursues a college degree.

Hospitality Academy (HA) of Maui Training Lab

According to the GD Design (architectural firm) project manager, relevant parties of the project are still waiting for permits. The construction on the training lab site is projected to begin in January 2023. The training lab, the first in the state of Hawaii, will provide hospitality students with the opportunity to gain hands-on learning experiences in running an actual hotel.

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 students 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.

Adopt a Room: Local resorts/hotels are committed to adopting themed guest rooms and retrofitting them using existing eco-friendly materials/furniture. The rooms will be designed to represent brand standards.

Lab Interior Design: The lab design team will follow the LEED standards (LED lights, high-efficiency toilets, LVT flooring).

Lab SMART Rooms: The program faculty will 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)].

Lab Maintenance & Safety and Security: The College's Operations & Maintenance staff will handle the grounds and exterior maintenance. Security officers at UHMC will be assigned to patrol the area.

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.

The following plans will require faculty to take on additional projects in 2022-2023, and potentially incur assigned time, overload, or lecturer costs:

- 1. Continued cross-campus HOST programs collaboration and online course offerings
- 2. Integration of curriculum in the HA of Maui Teaching Lab development
- 3. Distance learning subchange approval
- 4. Early college course offerings at Maui High, Lahainaluna, Baldwin High School and King Kekaulike High School

In addition, the program has the following resource needs:

- 1. Hiring a student assistant who can help with the program outreach, marketing, and social media
- 2. Technology and resources building for the Hospitality Academy of Maui (HA of Maui) teaching lab (i.e. Property Management System and SMART Rooms)

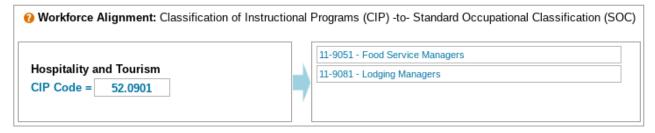
6. Optional: Edits to Occupation List for Instructional Programs

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

Appendix A: Annual Review of Program Data (ARPD) - **Overall Program Health and Demand Indicators**

Overall Program Health: Healthy



PrintARPD

#	Demand Indicators	2019 - 20	2020 - 21	2021 - 22
1.	New & Replacement Positions (State)	191	186	189
2.*	New & Replacement Positions (County Prorated)	17	17	18
3.	Number of Majors 🕜	65	53	38
3a.	Number of Majors Native Hawaiian	12	8	5
3b.	Fall Full-Time	66%	61%	63%
3c.	Fall Part-Time	34%	39%	37%
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%
3e.	Spring Full-Time	58%	60%	44%
3f.	Spring Part-Time	42%	40%	56%
3g.	Spring Part-Time who are Full-Time in System	2%	2%	3%
4.	SSH Program Majors in Program Classes	618	465	306
5.	SSH Non-Majors in Program Classes	192	117	129
6.	SSH in All Program Classes	810	582	435
7.	FTE Enrollment in Program Classes	27	19	15
8.	Total Number of Classes Taught	16	11	11
	Demand Health		Healthy	

Appendix B: Annual Review of Program Data (ARPD) - **Efficiency Indicators and Effective Indicators**

#	Efficiency In	dicators	2019 - 20	2020 - 21	2021 - 22
9.	Average Class Size		17	18	13
10.*	Fill Rate		71.2%	74.6%	52.7%
11.	FTE BOR Appointed Faculty		2	2	2
12.*	Majors to FTE BOR Appointed Faculty		33	27	19
13.	Majors to Analytic FTE Faculty		33	53	38
13a.		Analytic FTE Faculty	2	1	1
14.	Overall Program Expenditures		\$178,824	\$182,761	\$178,398
14a.		General Funded Budget Allocation	\$178,224	\$182,011	\$177,648
14b.		Special/Federal Budget Allocation	0	0	0
14c.		Tuition and Fees	\$600	\$750	\$750
15.	Cost per SSH		\$221	\$314	\$410
16.	Number of Low-Enrolled (<10) Classes		2	1	2
	Efficiency Health			Progressing	

#	Effectiveness Indicators	2019 - 20	2020 - 21	2021 - 22
17.	Successful Completion (Equivalent C or Higher)	81%	87%	74%
18.	Withdrawals (Grade = W)	10	8	12
19.*	Persistence Fall to Spring	78%	76%	68%
19a.	Persistence Fall to Fall	50%	52%	38%
20.*	Unduplicated Degrees/Certificates Awarded 🕜	41	14	25
20a.	Degrees Awarded	14	11	10
20b.	Certificates of Achievement Awarded	10	10	8
20c.	Advanced Professional Certificates Awarded	0	0	0
20d.	Other Certificates Awarded	33	3	15
21.	External Licensing Exams Passed ¹			
22.	Transfers to UH 4-yr	3	4	3
22a.	Transfers with credential from program	2	2	3
22b.	Transfers without credential from program	1	2	0
	Effectiveness Health		Healthy	

Appendix C: Annual Review of Program Data (ARPD) - **Distance Indicators, Perkins Indicators, and Performance Indicators**

#	Distance Indicators	2019 - 20	2020 - 21	2021 - 22
23.	Number of Distance Education Classes Taught	2	11	11
24.	Enrollments Distance Education Classes	36	194	145
25.	Fill Rate	90%	75%	53%
26.	Successful Completion (Equivalent C or Higher)	81%	87%	74%
27.	Withdrawals (Grade = W)	2	8	12
28.	Persistence (Fall to Spring Not Limited to Distance Education)	75%	84%	57%

#	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	2019 - 20	2020 - 21	2021 - 22
35.	Number of Degrees and Certificates	24	21	18
36.	Number of Degrees and Certificates Native Hawaiian	3	1	0
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38.	Number of Pell Recipients ¹	9	9	10
39.	Number of Transfers to UH 4-yr	3	4	3