HOSPITALITY & TOURISM PROGRAM

Mission

UH Maui College's Hospitality & Tourism program provides to a diverse community of lifelong learners educational opportunities that focus on student engagement and skills essential for successful employment in leadership positions in the hospitality industry.

I.   Quantitative Indicators

The number of majors in the Hospitality & Tourism (HOST) program increased 25% from the previous year (from 62 to 75 majors). In addition, as part of the program's expansion to international markets, six students from Shanghai Normal University also enrolled in the HOST program in 2011-2012 to complete their internship requirements. (The students, however, were not counted in final total of HOST majors). Although the number of majors is the highest in the past five years (51 majors in 07-08), new and replacement positions (county prorated) decreased 79% from 62 in 2010-2011 to 13; consequently, the demand indicators for the program are Unhealthy. The 13 new replacement positions for the year are questionable and the accuracy of the data needs to be further re-examined. Job postings just from various resorts and hotels on Maui include a minimum of 10 job openings within each organization. The data indicates that there are more majors than jobs available. The decrease in hospitality-related jobs can be attributed to the downturn in the economy.

The Efficiency Indicator (class fill rate) at 56% is Unhealthy. This is a 4% decrease from the previous year. The efficiency indicator for the program is affected by classes that had to be offered over the year with less than 10 students. These classes were necessary to meet graduation program requirements. The HOST program does not have a cohort system and this in turn affects the class sizes every semester.

The Effectiveness Indicator is Cautionary; however, successful completion increased 15% from the previous year. This can be attributed to the efforts of the HOST counselor, transition specialist, and HOST faculty in monitoring students and implementing intervention strategies as needed. The number of degrees and certificates will continue to increase as the enrollment for the HOST program grows.

Over the past five years, the Demand Indicators for the HOST program generally has been "Cautionary; however, the number of majors continues to increase. The gradual economic recovery will increase the number of job opportunities available to graduates in the years ahead. Efficiency Indicators have generally been "Cautionary."   A new HOST faculty member was hired in 2009, thus enabling the program to increase course offerings; additionally, with a gradual increase in the number of HOST majors, the fill

rate continues to fluctuate. An enrollment management and recruitment plan is necessary for continued growth of the program.

For the Fall 2007 to Spring 2012 period the average persistence rate of HOST majors is 70% and the retention rate over the same period is 75%.* Effectiveness Indicators for the program have been "Cautionary" over the past five years. The HOST counselor, transition specialist, and HOST faculty continue to monitor students and implement intervention strategies as needed.   Group advising sessions continue to be scheduled every semester in HOST classes; however, students who only take online HOST classes present an opportunity for the program to provide academic advising electronically to effectively reach and track all majors.

*Source: Perkins Title I, Program Improvement, and Leadership Strategies and Projects Strategy Title: CTE Student Success Through Transitional Assessment & Career Planning

II.   Outcome and Goal Achievement

A. Program Learning Outcomes

1.   Demonstrate the key functions required to successfully manage and lead a hospitality organization (i.e. planning, organizing, coordinating, staffing, supervising, financial analysis, sales/marketing, etc.).

   o   Create, interpret, and analyze budgets and other operational reports (using a spreadsheet program such as Excel) to make recommendations and decisions to improve organizational performance

   o   Communicate effectively with diverse populations using visual, written, and oral skills required of daily activities in hospitality operations
   o   Develop and manage a work schedule

   o   Prepare and analyze financial statements

   o   Develop, use, and update procedures, criteria, and recommendations for equipment and supplies used in daily hospitality operations

   o   Follow and develop standards of operation (SOP) for safety/security in the hospitality industry

   o   Apply the principles of human resource management within the context of industry and organizational standards

- o   Identify levels of proficiency required for employment in the hospitality industry

- o   Communicate host culture knowledge

- o   Work independently and interdependently in a team setting

- o   Demonstrate leadership skills in team assignments

2.   Apply critical thinking skills and decision-making skills when analyzing hospitality related issues

- o   Assess a workplace issue, identify business strategies, develop plans for implementation, and evaluate implications of decisions
- o   Analyze information and apply quantitative reasoning methods appropriately to solve problems

- o   Analyze internal and external factors that influence the hospitality industry

- o   Describe the interrelationships of hospitality-related service industries

- o   Assess, interpret, analyze, and evaluate information using current technology (hardware and software) to make recommendations and solve issues in the hospitality and tourism environment

The HOST *Program Learning Outcomes were revised in Fall 2011 (effective Fall 2012) to meet accreditation requirements*

New PLOs effective Fall 2012:

1.   Identify and demonstrate skills essential for successful employment in leadership positions in the hospitality industry through the values of Ho`okipa (hospitality), Laulima (teamwork), and Alaka`i (leadership)

2.   Demonstrate the skills of a lifelong learner through the values of ʻIke loa (learning to learn) and Kuleana (civic responsibility)

PLO	F 09	SP10	F10	SP 11	F 11	S 12
1	HOST 298		HOST 101	HOST 20		HOST 298
2	HOST 298	HOST 293v	HOST 270	HOST 192v	HOST 150	

PLO	F 12 (new curriculum)	S 13	F13	SP 14	F 14	SP 15	F 15
1	HOST 100	HOST 101/ HOST 250	HOST 260	HOST 152/ HOST 154	HOST 150/ HOST 270	HOST 250/ HOST 394	HOST 298
2	HOST 100	HOST 394v	HOST 101/ HOST 150	HOST 250	HOST 200/ HOST 260	HOST 152/ HOST 154	HOST 270/ HOST 298

B. Analysis of Student Outcome and Goal Achievement

In Fall 2011 the Housekeeping Operations class (HOST 150) was used to assess program learning outcome #2. Students were assessed on the following: 1) case studies/analysis assignments, 2) completing a practicum at the Hospitality Academy of Maui (HA of Maui) lab which included developing Standard Operating Procedures for "future employees", and 3) taking a certification exam

Program Learning Outcome #2: Apply critical thinking skills and decision-making skills when analyzing hospitality related issues

Assignment	Exceeds Grades A-B	Meets Grade of C	Needs Improvement Grade of D	Insufficient Progress Grade of F
Case studies/analysis	55%	18%	18%	9%
Practicum	64%	18%	9%	9%
Certification Exam	55%	27%	9%	9%

The 11 students enrolled in the class were required to complete an analysis of three case studies which focused on the following topics: Cost Control, Guest Services, and Safety & Security. After analyzing and evaluating the case studies, they completed the assignments individually and discussed their point of view in small groups in class. After each student shared his/her analysis of the issues and discussed possible recommendations, the students collaborated and presented their group's overall analysis and synthesis of the case studies to their peers.

For the practicum, students were assigned the role of Housekeeping Manager and were required to create a training guide and establish standard operating procedures related to guestroom cleaning (based on their knowledge of performance/productivity standards). Using the guestrooms in the lab, the students

worked independently to create the training guide. After compiling the information, the students presented their individual projects and demonstrated one of the standard operating procedures to the class.

In order to enhance student learning and to prepare students for the certification exam, the instructor taught exam concepts for the first time in the context of the lab setting with the goal that hands on application of experiences will enhance learning. Historically, for the Housekeeping Management certification exam, there is an average 75% pass rate for the class; however, in Fall 2011 the pass rate was 82%. The concept of "flipping the classroom," in which the specific topics covered in the exam were taught not only through lectures but also reinforced through practicum experiences, may have positively affected the student success rate for the certification exam.

Overall, throughout the semester, the lab component enhanced students' learning experience. Students were able to learn about theory and processes through lectures and hands-on learning in a simulated hotel setting. The students who did not meet sufficient progress or needed improvement in the assignments were not consistent in attendance, which is a contributing factor in the quality of their work. Students who missed classes in the lab setting could not "read" or catch up easily since the hands-on activities are not outlined in their textbook.

For the HOST 150 course, the instructor will continue add and integrate more practicum projects and "mini" exercises so that the hands-on experience can be the bridge between connecting theory and practice in housekeeping operations. Practicum experiences that require students to work both individually and as a team will be developed– depending on the scope of the assignment. For the SOP training manual project, project milestones and deadlines need to be created throughout the semester to encourage students to learn to manage their time.

The HA of Maui lab, which was temporarily renovated in Fall 2011, allows our Hospitality & Tourism students to continue to receive critical on the job training right here on campus. (The lab space was required as part of the accreditation requirements to "enhance student learning"). As funding to renovate the entire lab is being secured, the HOST program will continue to use the facility to enhance student learning not only in the Housekeeping class but other classes as well. HOST students have already created a mock website and hypothetical marketing plan for the HA of Maui (HOST 250 – Hospitality Marketing), and will be completing a branding project for the facility (HOST 298 – Hospitality Capstone). When the HA of Maui facility is completely renovated, our HOST students will be involved in all aspects of its daily operation.

In Spring 2012 the Hospitality Capstone class (HOST 298) was used to assess program learning outcome #2. Students were required to complete a comprehensive project that required analyzing a workplace issue (assigned to students or proposed by students) and providing feasible recommendations to resolve the issue. The students worked independently with an industry leader who also served as the student's mentor throughout the project. Of the six students enrolled in the class, three students received an 80% or higher their project and presentation; two students met the minimum requirements and one student did not satisfactorily complete the course requirements by the end of the semester (60% or less).

Program Learning Outcome #2: Apply critical thinking skills and decision-making skills when analyzing hospitality related issues

Assignment	Exceeds Grades A-B	Meets Grade of C	Needs Improvement Grade of D	Insufficient Progress Grade of F
Final Project & Presentation	50%	33%	0%	17%

In the Fall 2009 program review there were proposed changes to the HOST 298 course, which were implemented in subsequent semesters:

1) *Allow students the option of working with their current manager or another manager in their workplace to develop project proposals (instead of assigning and issue and industry leader to work with them), 2) coordinate projects in selected areas in which students have a vested interest, 3) coordinate presentations with industry leaders as soon as the project is finalized, 4) require students to submit online journals that include project milestones reached as well as challenges encountered, and 5) require students to design a project management calendar.*

These changes significantly impacted the progress of students. In Spring 2012 three of the six students opted to focus on an issue at their current workplace and agreed to have their current manager be their mentor for their project. Other students expressed an interest in areas such as Sales & Marketing and Human Resources; therefore, the instructor first collaborated with industry colleagues to discuss the class and project requirements and gain their support to allow students to complete their project at the industry leader's worksite. The instructor had to also secure commitment from the industry leaders that they would be a mentor for the student during the time period of the project. Next, an initial meeting between the industry leader, the student, and instructor was set up to ensure expectations were clear. Thereafter, the student and industry leader worked together to create a

meeting schedule for the remainder of the semester. The final presentation date was secured during the first meeting as well.

Throughout the semester, the instructor required students to submit journals every two weeks via Laulima so that they could discuss their progress, challenges, and upcoming goals. For future classes, students will be required to submit journals weekly instead of once every two weeks. The time gap to document their progress and challenges was oftentimes too long; therefore, it impacted the response time of the instructor if students needed assistance immediately or had specific project concerns that they documented.

The instructor also provided students with a project management calendar so that they could document their weekly goals and ensure they are on task. Students will continue to be required to use a project management calendar and the instructor will give them an option to use an electronic version instead.

At the end of the semester, the industry leaders were invited to assess the final presentations and feasibility of the students' projects. In the final assessment, one of the industry leaders commented:

"She fully understood the topic...She took the information I gave her to the next level and exceeded my expectations. I was blown away by the end result."

Subsequently, the industry leader hired the student as a management trainee at upon her graduation in the Spring 2012 semester.

Since Fall 2009, PLOs for the following courses have been assessed: HOST 298 (Hospitality Capstone), HOST 293 (Hospitality Internship II), HOST 20 (Orientation to the Travel Industry), HOST 192v (Internship I), and HOST 150 (Housekeeping Operations). The HOST 101 (Introduction to the Hospitality Industry) and HOST 270 (Hospitality Management) courses were not assessed in Fall 2011 as the HOST program completed a comprehensive self-study for accreditation that year and assessment was done on standards specified by the accreditation commission.

Overall, modifications were made to courses and assignments after analyzing the effectiveness in meeting the PLOs. In addition to the HOST 298 revisions discussed previously, other modifications included:

HOST 20 – Deleted course from program map as it was not effectively serving as a feeder course to the HOST program.

HOST 192v - Changed HOST 192v [(Hospitality Internship I (1-3 credits)] to HOST 100 [(Hospitality Internship I (2 credits)] to align with the system wide UH community college courses and the UH School of Travel Industry Management

internship course. The 150-hour internship requirement for HOST 192v was removed and added to the second level internship requirement.

On the previous HOST program map, the sequence of courses included HOST 192v in the first semester (1 credit – pre-employment preparation) and during the second semester, students would register for the remaining 2 credits, which required them to document 150 hours of industry work experience. However, many first semester students were registering for HOST 192v during their first semester for 3 credits, which would mean they would need to complete internship requirements without being exposed to basic industry knowledge in HOST foundation courses. The program map change addressed this course sequence issue.

HOST 293v - Students are now required to complete journals and log their project milestones, submissions of drafts are required, a review of management theories is discussed, a variety of case studies have been added to the class.

Furthermore, HOST 293v was changed to HOST 200 to align with the UH School of Travel Industry Management's internship course (TIM 200). Instead of completing a total of 375 hours of internship at UH Maui College, students are now required to complete 400 hours (due to the deletion of hours previously required for HOST 192v) as well as complete a comprehensive report and presentation.

C. Action Plan

Over the past five years, the HOST program has taken significant actions to ensure that the Hospitality & Tourism degree requirements are comprehensive, rigorous and meets community needs.   One of the major goals of the HOST program from the last comprehensive program review in 2007 was to apply for accreditation through the Accreditation Commission for Programs in Hospitality Administration (ACPHA). In January 2011, the HOST program submitted a comprehensive self-study, which addressed the following eight standards established by ACPHA:

- Mission, Objectives, and Outcomes
- Planning and Assessment
- Administration and Governance
- Curriculum
- Faculty & Instructional Staff
- Student Services
- Physical and Learning Resources
- Financial Resources

Accreditation team members visited UH Maui College in April 2011 to validate the program's self-study. Changes to curriculum and pedagogy to improve student learning were recommended. The team's assessment and recommendations made

for the HOST program are documented below.   The HOST program's actions follow.

Mission, Objectives and Outcomes

Develop a mission statement that clearly aligns with that of the university. The mission should be written in terms that can be clearly stated and measurable.

UH Maui College's Mission:

UH Maui College is a learning-centered institution that provides affordable, high quality credit and noncredit educational opportunities to a diverse community of lifelong learners.

In June 2011, the HOST program revised its mission statement to:

"UH Maui College's Hospitality & Tourism program provides to a diverse community of lifelong learners educational opportunities that focus on student engagement and skills essential for successful employment in leadership positions in the hospitality industry."

In keeping with the College's mission statement, the Hospitality & Tourism Program is committed to providing an authentic **learning-centered** environment that focuses on preparing a **diverse community of** students with skills needed for successful employment in supervisory and managerial level positions in the hotel and lodging industry. The program prepares students to be **lifelong learners**. The "new" HOST program mission links to parts of the existing UHMC mission.

Planning and Assessment

Develop and implement a system to maintain an ongoing record of attainments of HOST graduates. This information should be utilized for academic planning..

In May 2011, the HOST program secured resources hire a staff member to develop formal procedures to maintain the career progress of HOST graduates so that information can be evaluated and used for future academic planning. The survey included questions regarding the student's educational experience in the HOST program as well as info. on the student's current address, e-mail, phone number, social media links), graduation date, current employer, title, range of pay, etc.

Initial feedback from the survey allowed the HOST faculty to see the progress of our graduates and evaluate the effectiveness of the program.

Develop and implement a sustained policy of involving students in all planning activities of the program

In Fall 2011, HOST students were invited to join the HOST advisory committee. We will continue to select and maintain a 1st semester student (Certificate representative) and a 2nd year student (AAS representative) to be part of the HOST advisory committee. Involving students in the HOST advisory committee meetings gives them an opportunity to be part of the planning process of the program.

Curriculum

Incorporate the understanding and appreciation of Hawaiian values and culture as a thread throughout the HOST curriculum

The HOST program has modified course outlines to interweave the following Hawaiian values throughout the program and course student learning outcomes:

- Ho`okipa (guest, employee-employer, community relations)
- `Ike loa (learning to learn)
- Laulima (teamwork)
- Alaka`i (leadership)
- Kuleana (civic responsibility

Revised course outlines were reviewed by the HOST advisory committee and submitted to the Curriculum Committee on October 14, 2011. Furthermore, through a grant funded by the Hawaii Tourism Authority, HOST faculty participated in training sessions in Fall 2012 with the Native Hawaiian Hospitality Association (NaHHA) to incorporate host culture training within the current curriculum.

Procure additional computer simulations of realistic learning situations to enhance the learning experience of students.

In Summer 2011, the HOST program purchased Hospitality and Tourism Interactive (HTi), a computer simulation program published by Pearson, to give students a broad overview of the Hospitality industry including the food and beverage sector. Through activity-based learning, students explore career paths and opportunities within each sector of the industry in an exciting simulated environment. In Fall 2011, after experiencing challenges with the HTi system, HOST faculty will be exploring other computer simulations that can be incorporated in various HOST classes.

Create authentic laboratory and educational settings to infuse state-of-the-art competencies and hands-on learning opportunities for students.

In Summer 2011, the HOST program began collaborating with UHMC leadership, the HOST advisory committee, and the Operations and Maintenance Department to convert two units of the Hale Haumana residential facility into a temporary

classroom laboratory. The temporary renovation work was completed in Fall 2011. Resources are being secured to renovate the entire facility.

Collaborate with the Culinary Arts program to utilize their facilities and faculty expertise. Develop a hands-on food preparation and service course.

Collaboration with Maui College Culinary Arts Program has begun. The HOST 154 course (Food & Beverage Operations) was scheduled in the Culinary Arts Building (Paina) in the Spring 2012 semester and was taught by Culinary Chef Instructor Craig Omori. The dining room and kitchen facilities were shared to enhance the HOST hands-on learning opportunities to teach the production and service aspects of F&B operations. As part of the HOST 154 class project, HOST and Culinary students collaborated and put together a themed evening dining experience for the community.

The HOST program sequence of courses was also re-mapped to include CULN 112 (Sanitation & Safety), CULN 121 (Skill building) or CULN 122 (Skill Development) and CULN 160 (Dining Room Service. The proposals were submitted to the Curriculum Committee on Oct. 14, 2011 and became effective in the Fall 2012 semester.

Develop articulation agreements with Maui high schools offering related Hospitality Programs.

The HOST program will work with the Academy of Hospitality & Tourism (AOHT) board to identify HOST classes that will allow students to build their college transcript and matriculate to the UHMC HOST program while in high school.

Provide creative leadership opportunities for students throughout the curriculum

New Hui Ho`okipa officers have been elected every year in the Fall semester. Committee chair positions such as Historian, Event Planning, and Fundraising are being established. Additionally, students will be provided with information on UHMC organizations so they may be informed of leadership activities and positions available on campus.

Identify instructors that can teach the HOST 154 Food & Beverage Operations course.

The HOST program has begun collaboration with CULN faculty and HOST advisory committee to build a lecturer pool with industry professionals who are qualified to serve as F&B lecturers.

In addition to addressing the recommendations made by the ACPHA site team, the HOST program has made the following programmatic changes related to curriculum and pedagogy:

- Added HOST 101 (Introduction to the Hospitality & Tourism Industry) as an online course

- Offered HOST 250 (Hospitality Marketing), HOST 260 (Hospitality Law), and HOST 270 (Hospitality Management) online

- Offered HOST 293v (Hospitality Internship II) as a hybrid class

- Created HOST 394v (International Internship) as a 1-5 credit course for international students (baccalaureate level) to take as they complete their internship coursework through the HOST program and their field experience with resorts on Maui

Program Strengths and Weaknesses

Strengths

- Accredited by the Accreditation Commission for Programs in Hospitality Administration (effective Summer 2011- Summer 2018)

- The commitment, support, and expertise of the HOST Advisory Committee enables the program to continuously provide a rigorous and relevant educational experience for students

- The development of the Hospitality Academy of Maui Teaching Lab has the support of the County leadership, industry leaders, and community members as well as the Hawaii Tourism Authority which has provided a grant to develop curriculum, marketing collateral, and a website for the facility

- Over $500,000 in resources secured from the HOST advisory committee and community to develop the lab (includes financial resources, pro bono services from businesses/organizations in the community, volunteer hours to temporarily renovate the lab, donations of furniture/fixtures/equipment to outfit the lab, etc.)

- Alignment of the HOST program's mission statement with UH Maui College's mission and vision

- The HOST program has developed a HOST Strategic Plan 2010-2015, which documents and measures the program's progress toward its programmatic mission and UH Maui College's mission. The document outlines goals, corresponding outcomes, strategies and action agenda items.

- Breadth of experience of the people involved with the overall program implementation

- Articulation agreements are in place with UH Manoa's School of Travel Industry Management, Kapiolani CC, Hawaii CC, Kauai CC and Leeward CC

- Although the program has limited lab facilities at this time, the two renovated lab units are being used for the Housekeeping Operations class for practicums; instructors have incorporated the HA of Maui into course project design in HOST courses such as HOST 250 (Hospitality Marketing) and HOST 298 (Hospitality Capstone)

- The program has established partnerships with institutions in China and the Philippines that support student internships and faculty exchange programs

- Developed partnership with the Native Hawaiian Hospitality Association (NaHHA)

Weaknesses

- Limited funding resources available to develop and maintain the HOST of Maui learning lab

- Limited financial resources to sustain growth of program

- Limited learning resources in the library

- Breadth of HOST classes is limited

- Limited amount of graduates from the Academy of Hospitality & Tourism (AOHT) that matriculate to UH Maui College's HOST program

- No short-term credentialing options for industry professionals seeking professional development

- No database of internship opportunities available for HOST students

- Lack of comprehensive alumni student database (limited responses from surveys)

- HOST majors generally take more than 2 years to complete the Associate in

- Applied Science degree as most tend to not take summer courses due to the increased tuition rate

- Limited amount of HOST courses are articulated to UH Manoa

Plan of Action:

- Work with UHMC leadership and the HOST advisory committee to secure funds to renovate the HA of Maui as well as to sustain overall growth of program

- Expand learning resources in library

- Continue the development and utilization of online course delivery and hybrid class structures to expand the reach of the program

- Create an enrollment management strategy to increase student enrollment from AOHT programs

- Collaborate with Office of Continuing Education and training to establish short-term credentialing options for industry professionals

- Create comprehensive alumni student database

- Transform the HOST program into a year-round program so students can complete degree requirements within 2 to 2 ½ years of enrolling in the program

- Expand the global reputation and reach of the HOST program with the continuation and development of international student/faculty exchange opportunities with institutions in China and the Philippines

- Expand our marketing and promotional efforts: update website, use of current media (i.e. social networks), collateral material

- Create a database of internship experience opportunities for HOST students

- Use LiveText in all HOST courses

- Expand scholarship opportunities for HOST students through resource development

- Engage faculty in professional development opportunities to support student Learning

- Change the HOST Associate in Applied Science degree to an Associate in Science degree and identify additional courses that can be articulated to the TIM School so that students can complete degree requirements as HOST majors and then transfer

III. Engaged Community

The HOST Advisory Committee, made up of industry leaders within our island community, continues to meet monthly to discuss the progress of the program, new initiatives, trends, etc. The committee continues to provides input, evaluate, and validate all curriculum in the HOST program. The advisory committee reviewed and validated all curriculum proposals that were submitted in Fall 2011. A Laulima site was established for the HOST advisory committee and all program information [i.e. course outlines, Hospitality Academy of Maui information, SmartPlans (minutes of meetings), etc. are posted for reference].

Industry leaders are invited every semester to be guest lecturers in the HOST classes; site visits arranged with industry leaders allow students to connect theory with practice, and job shadowing opportunities enable students to network with future employers and learn about jobs requirements in the hospitality industry.

Industry leaders serve as mentors for students in the capstone course (HOST 298) and for the internship courses (HOST 200 & HOST 394v). Industry leaders evaluate the students' final presentations.

HOST faculty also participates in a variety of community related events (i.e. in conjunction with the Maui Hotel & Lodging Association, Maui Visitors Bureau, etc.) and continue to network with industry leaders through membership in professional organizations.

IV. Recognize and Support Best Practices

Over the past years, faculty in the HOST program have incorporated innovative teaching techniques, has innovatively used technology to incorporate best practices into pedagogy.

- **Blackboard Collaborate and Camtasia** is used in In the HOST 250 (Hospitality Marketing) online course; course assessment is done through **LiveText**.

- **Real World Project:** Liping Liu participated in the Real World Project (Fall 2011-Spring 2012) with participants throughout the UH community college system. Participants shared course syllabi, critiqued each other's syllabi, and then made changes for improvement. She designed a "real-world" based project for the HOST 101 (Introduction to the Hospitality Industry) class which allows students to connect subject matters with real world experiences.

- **Authentic Online Learning:** From Fall 2011 to Spring 2012 Liping Liu participated in weekly synchronized meetings on Blackboard Collaborate with the workshop facilitators Dr. Greg Walker, his assistants at Leeward Community College, and

fellow participants from the UH system. Based on the knowledge gained from the meetings, she showcased changes made to her online course design. She has used the strategies and techniques learned in this workshop in the redesign of HOST 250 (Hospitality Marketing) projects.

- **E-Portfolios - the Way to Engage, Empower, & Connect Students:** In Spring 2012 Lorelle Peros participated in the League of Innovations Conference and learned about the value of e-portfolios. An E-portfolio requires reflection on achievements (self-awareness and forward planning) and serves as a repository of information for students including vision, resume, goals, field experience, reflections on how they have achieved program learning outcomes, and ongoing reflective practices. She is piloting the use of student e-portfolios in the re-designed HOST 100 (Internship I) class for the Fall 2012 semester.

- **ED 390v (Session I and II) Contemporary Issues in Education - Applying a Rigor/Relevance Framework to Support Learning; and ED 390v Contemporary Issues in Education - Quadrant D Lesson Development:** Lorelle Peros participated in these online courses and learned about the Rigor/Relevance Framework. She created a Gold Seal Lesson, which was then submitted to the Successful Practice Network, approved, and then published on the network website. The Gold Seal Lesson will be used in the capstone class.

List awards or recognition for quality or achievements

- The Hospitality & Tourism program was awarded initial accreditation by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) for 7 years (Summer 2011-Summer 2018)

- The Hospitality & Tourism program was the first community college program to implement a J-1 visa internship exchange program

V.   Planning and Policy Considerations

The proposed HA of Maui teaching hotel has the support of industry leaders, the County leadership, and community members. Over $500,000 of financial resources, pro bono work and donations has been committed to this project. Funding to renovate the entire lab is included in the UH biennium budget proposal.

VI.   Budgetary Consideration and Impact

Item	Revenue	Expenses
Revenue from International Interns (enrollment in HOST 394v – International Internship)*	$63,771	
Annual ACPHA accreditation fee		$425
Estimated cost for HA of Maui Renovation (Included in UH biennium budget)		$3.5 million
Library resources (Cornell Quarterly, books, literary reviews, etc.)		$4000
Faculty professional development (Conferences, travel to colleges with "teaching hotels" to learn best practices, membership fees, etc.)		$6000

Marketing
  Recruitment collateral
  Website maintenance
		$3000

Based on Fall 2012 data: $4,291 per student for nine (9) interns in 2012-2013 and
$4,192 per student for six (6) interns in 2011-2012