



Prospective Students | Current Students | Alumni & Friends | Faculty & Staff | News Media

Home | About | Campuses | Admissions | Academics | Research | Technology | Libraries | Arts & Community

University of Hawaii Community Colleges Annual Report of Program Data Analysis Preview

(click here to print)

PREVIEW

College: Kauai Community College Program: Hospitality and Tourism

The last comprehensive review for this program was on 2011, and can be viewed at:

<http://info.kauai.hawaii.edu/admin/prapru.htm#pr>

Program Description

To provide quality education in Hotel Operations, which will prepare students for a career in the Hospitality Industry or for transfer to a bachelor's degree in Travel Industry Management; to promote positive work ethics, self-esteem, and attitudes stressing curiosity, accountability, cultural understanding, quality and productivity, positive interpersonal skills, hotel and customer service skills and professionalism, and to support students in achieving their goals.

The Hospitality and Tourism program at Kauai Community College is designed to ensure student success in their chosen hospitality careers. The program is designed to meet the needs of those who are already employed in the hospitality services industry, as well as those who wish to prepare themselves for entry into this global field. We welcome you to experience the diversity and professionalism that make this career choice a sustainable opportunity.

Part I. Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: HOPE,HOST Program CIP: 52.0901

Demand Indicators		Program Year			Demand Health Call
		11-12	12-13	13-14	
1	New & Replacement Positions (State)	101	117	70	Healthy
2	*New & Replacement Positions (County Prorated)	12	14	6	
3	*Number of Majors	46	59.5	55	
3a	Number of Majors Native Hawaiian	13	23	20	
3b	Fall Full-Time	41%	55%	49%	
3c	Fall Part-Time	59%	45%	51%	
3d	Fall Part-Time who are Full-Time in System	7%	3%	2%	
3e	Spring Full-Time	43%	38%	45%	
3f	Spring Part-Time	57%	62%	55%	
3g	Spring Part-Time who are Full-Time in System	4%	2%	0%	
4	SSH Program Majors in Program Classes	421	523	499	
5	SSH Non-Majors in Program Classes	852	672	604	
6	SSH in All Program Classes	1,273	1,195	1,103	
7	FTE Enrollment in Program Classes	42	40	37	
8	Total Number of Classes Taught	24	23	26	

Efficiency Indicators		Program Year			Efficiency Health Call
		11-12	12-13	13-14	
9	Average Class Size	17.7	17.4	14.3	Cautionary
10	*Fill Rate	76%	74%	60.3%	
11	FTE BOR Appointed Faculty	0	1	1	
12	*Majors to FTE BOR Appointed Faculty	0	59.5	55	
13	Majors to Analytic FTE Faculty	18.3	24.3	19.5	
13a	Analytic FTE Faculty	2.5	2.4	2.8	
14	Overall Program Budget Allocation	\$65,135	\$94,175	Not Yet Reported	

14a	General Funded Budget Allocation	\$63,705	\$92,614	Not Yet Reported
14b	Special/Federal Budget Allocation	\$0	\$0	Not Yet Reported
14c	Tuition and Fees	\$1,430	\$1,561	Not Yet Reported
15	Cost per SSH	\$51	\$79	Not Yet Reported
16	Number of Low-Enrolled (<10) Classes	3	1	9

*Data element used in health call calculation

Last Updated: October 27, 2014

Effectiveness Indicators		Program Year			Effectiveness Health Call
		11-12	12-13	13-14	
17	Successful Completion (Equivalent C or Higher)	72%	70%	76%	Cautionary
18	Withdrawals (Grade = W)	34	25	15	
19	*Persistence Fall to Spring	77.5%	69.8%	74%	
19a	Persistence Fall to Fall		43.6%	57.9%	
20	*Unduplicated Degrees/Certificates Awarded	9	26	19	
20a	Degrees Awarded	4	11	6	
20b	Certificates of Achievement Awarded	0	2	0	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	5	28	18	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	1	1	2	
22a	Transfers with credential from program	1	0	2	
22b	Transfers without credential from program	0	1	0	

Distance Education: Completely On-line Classes		Program Year			
		11-12	12-13	13-14	
23	Number of Distance Education Classes Taught	8	8	13	
24	Enrollments Distance Education Classes	174	148	146	
25	Fill Rate	87%	74%	44%	
26	Successful Completion (Equivalent C or Higher)	67%	53%	64%	
27	Withdrawals (Grade = W)	17	11	5	
28	Persistence (Fall to Spring Not Limited to Distance Education)	72%	72%	59%	

Perkins IV Core Indicators 2012-2013		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	91.00	84.00	Not Met	
30	2P1 Completion	47.00	40.00	Not Met	
31	3P1 Student Retention or Transfer	75.21	75.00	Not Met	
32	4P1 Student Placement	68.92	82.35	Met	
33	5P1 Nontraditional Participation	N/A	N/A	N/A	
34	5P2 Nontraditional Completion	N/A	N/A	N/A	

Performance Funding		Program Year			
		11-12	12-13	13-14	
35	Number of Degrees and Certificates		13	6	
36	Number of Degrees and Certificates Native Hawaiian		4	1	
37	Number of Degrees and Certificates STEM		Not STEM	Not STEM	
38	Number of Pell Recipients		45	37	
39	Number of Transfers to UH 4-yr		1	2	

*Data element used in health call calculation

Last Updated: October 27, 2014

Glossary | Health Call Scoring Rubric

Part II. Analysis of the Program

According to the 2014 Instructional Annual Report of Program Data, the HOST Program is Cautionary for the academic year 2013-14.

The Demand Indicator is ranked at Healthy, which has improved from the previous year. The numbers of New & Replacement Positions in the State and County have decreased by approximately 40%, and the Number of Majors decreased by about 8%. The number of Native Hawaiian Majors also decreased slightly. The SSH Program Majors in Program Classes experienced a small decrease of 4.5% from the previous year, and the number of SSH Non-Majors in Program Classes decreased by almost 10%. This is a smaller drop than in the previous year. FTE Enrollment in Program Classes was down about 5% and the Total Number of Classes Taught went from 23 to 26, which may be a negative reflection based on the CT3 cohort.

The Efficiency Indicator is rated at Cautionary. The average class size has only decreased by .3 and the Fill Rate has decreased by 2% from 2011-12 to 2012-13. The number of Majors to Analytic FTE Faculty is 55, which is higher than other programs. One area that is quite puzzling is the in the Number of Low-Enrolled Classes. Considering that the HOST program only has seven program classes, the jump in the number of low-enrolled classes from 1 to 9 seems to reflect the courses impacted by the CT3 grant. As is the case in the Accounting and Business Technology programs, the CT3 grant has negatively impacted the HOST programs. The courses include SKMT 150 and MGT 122. Another reason for the low-enrollment may be due the HOST 290, which was allowed to run with low enrollment as it was a new course offering, and perhaps the Co-op course, which does run low-enrolled since the Business Technology program runs an independent Co-op class now. The two programs used to combine their co-op majors.

The Effectiveness Indicators show a positive growth in the Successful Completion of 3%. Additionally, the number of Withdrawals. The number of Withdrawals has declined again from 2012-13, 2013-14, from 27% to 40%, respectively. There is a positive trend once again in the Persistence from Fall to Spring, which increased by 6%. The Persistence from Fall to Spring also showed a substantial improvement of 32%.

While the Effectiveness Indicators are deemed Cautionary, there is a lot of positive trends in the completion rates, withdrawals, and persistence. The number of Unduplicated Degrees/Certificates Awarded dropped a bit, yet, it has still more than doubled over two years ago. While the overall numbers of degrees and awarded are down from last year, the numbers are still much higher than two years ago, and an increase in transfers to UH 4-year and with credentials from program have doubled.

In Distance Education, the Number of Courses Taught increased. Again, this number seems impacted by the CT3 cohort, as it is quite high as the only course added to distance learning is the HOST 290, so this large increase may include non-program courses. The only distance learning courses exclusive to the HOST program include HOST 101, HOST 125, and HOST 290. So, an increase of 5 classes appears unreasonable. Again, further investigation is warranted. As we have just hired a new Instructional Researcher, the data will need to be analyzed and perhaps corrected in the next year. Consequently, the Fill Rate was also affected by a downward trend. The Successful Completion increased, possibly due to the lower enrollments, as there would be a higher ratio of instructor to student. It appears that the number of Withdrawals continues to show a significant downward trend. The Persistence (Fall to Spring Not Limited to Distance Education), which had been holding steady, dropped by 13 points. Again, this may be due to the CT3 impact.

The Perkins IV Core Indicators for 2012-13 illustrate that the program did not meet the goals set for Technical Skills Attainment, Completion, or Student Retention, although, the Student Retention was only off by .21 of a percent. The Student Placement benchmark was met. A Perkins Grant was initiated in fall 2014 to address some of the Core Indicators, so we hope to see an increase in the benchmark performances over the next year.

Part III. Action Plan

UH System, KCC and/or Program Goals	Action Item	Resources Needed	Person(s) Responsible	Timeline	Indicator of Improver
UH Goal 1: Educational Effectiveness and KCC Goal 1 Access and KCC Goal 2 Learning and Teaching					
Recruit Native Hawaiian students	Increase number of NH majors by 10%	External funding; support from external NH agencies	Candace Tabuchi	Spring 2015 to Spring 2016	Number of majors w increase from 20 to
Increase success of non-traditional students in CTE programs	Identify student population that may be non-traditional and seek ways to improve Perkins Core Indicators on Technical Skills Attainment and Completion	Perkins Grant	Candace Tabuchi and Sandy Magnussen	Spring 2015 to Spring 2016	Improve Perkins Co Indicators to reflect least two goals being
Increase and improve design and delivery of distance education offerings	Develop HOST and/or Business -related distance education courses and certificates to improve Perkins Core Indicators on Technical Skills Attainment and Completion	Assigned time or summer overload	Candace Tabuchi	ongoing	Improve Perkins Cc Indicators in the Completion goal'
Increase and improve design and delivery of distance education offerings	Develop strategies to increase rates in Successful Completion and Persistence from Fall to Spring	Assigned time and funding	Candace Tabuchi	Fall 2016	Upon implementation developed strategies, increase Completion F by and Persistence by

Increase overall retention and persistence to graduation and transfer		Assigned Time	Candace Tabuchi	Spring 2016	Double transfers to 4- in the year followir implementation
UH Goal 3: A Model Local, Regional, and Global University and KCC Goal 6 Diversity					
Increase Enrollment and Foster Global understanding and Intercultural Competence of International students	Work with IEC and International Coordinator to define the framework for program internships	Assigned Time	Candace Tabuchi	Fall 2014-Spring 2015	Will define the frame and develop a plan implementation
UH Goal 4: Investment in Faculty , Staff, Students, and their Environment and KCC Goal 4 Personal Development St					
To increase entrepreneurial opportunities for program majors, and to promote green jobs (sustainability).	Develop an ecotourism course and a new certificate. Submit curriculum documents by Spring 2015.	Assigned time or summer overload	Candace Tabuchi	One-two years	Increase certificate awarded by 5%.

Part IV. Resource Implications

n/a

Program Student Learning Outcomes

For the 2013-2014 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes	
1 <input type="checkbox"/>	Yes	Demonstrate critical thinking skills to effectively function in the hospitality and tourism industry.
2 <input type="checkbox"/>	Yes	Demonstrate an awareness of diversity and exhibit professional work ethics that promote positive service interactions and teamwork skills.
3 <input type="checkbox"/>	Yes	Utilize interpersonal written and oral communication skills necessary for effective organizational operations.
4 <input type="checkbox"/>	Yes	Incorporate the principles of Aloha to promote the sustainability of Hawaiian cultural values in the hospitality industry.

A) Evidence of Industry Validation

The HOST Program is not involved in external accreditation; however, the program does have an industry advisory committee that meets annually to discuss program goals and effectiveness. The HOST Program also works with the HOST PCC and system colleagues to align program courses, discuss industry issues, and work towards articulation agreements.

B) Expected Level Achievement

n/a

C) Courses Assessed

HOST 101
 HOST 125
 HOST 150
 HOST 152
 HOST 154
 HOST 290
 HOST 193v and/or HOST 293v

D) Assessment Strategy/Instrument

Course	Methods of Assessment
HOST 101	Essay tests: Exams consist of essay and multiple choice questions, and case studies: Case studies are conducted both individually, in small groups, and included in unit exams. Capstone experience: The student project presentation requires research, organization, analysis of industry concepts, and a student presentation.
HOST 125	Class is based on lectures, group discussions, and case studies. Student participation is required in a community service project. Problem-based learning through real-world case studies, critical thinking questions, and issue updates help students apply chapter material.
HOST 150	The course content is based on lectures, group discussions, and role-playing. Student participation and hands-on learning are addressed through the Chapter and Task Demonstration Presentation. Problem-based learning is incorporated through critical thinking based on case study analyses.
HOST 152	The course content is based on lectures, group discussions, and role-playing. Student participation is required through the simulation exercises and registration performance show. Problem-based learning is addressed through critical thinking based on case study analyses.
HOST 154	Essay tests: Exams consist of essay and multiple choice questions, and case studies: Case studies are conducted both individually, in small groups, and included in unit exams. Capstone experience: The student project presentation requires research, organization, analysis of industry concepts, and a student presentation. Students will participate in a front and back of house service experience.
HOST 193V or 293V	Students in this course will be working and therefore will receive on-the-job training. This includes all the different ways of learning while on the job. Students will be keeping weekly journals, submitting work-related assignments, and will receive supervisor feedback. Students will conduct a written and oral final report.
HOST 290	Essay tests: Exams consist of essay and multiple choice questions, and case studies: Case studies are conducted both individually, in small groups, and included in unit exams. Capstone experience: The student project presentation requires research, networking with industry partners, organization, analysis of industry concepts, and a student presentation.

E) Results of Program Assessment

The Assessment Coordinator did agree to provide this data; however, she was unable to fulfill this request, and therefore no data was provided. Based on my CARD data, which I complete every semester, students are meeting the 70% program benchmark.

F) Other Comments

The HOST program did improve on the Demand Indicators, and was so close to meeting the Perkins Student Retention or Transfer goal. In other areas, the program did not do as well; however, the reduction in many of these areas can be attributed to the CT3 cohort, and its negative impact on the overall health of the HOST program. As the only full-time faculty in the program, I will need to increase collaboration and work even harder to ensure program success. Another impact is also the fact that majors are being encouraged at the counseling and advising level to switch to the Liberal Arts program. This cannibalization of HOST majors is another factor that is impacting the overall health of the HOST program.

G) Next Steps

Continue to collaborate with other faculty, on and off our campus to increase the health and sustainability of the HOST program, which is valuable to our community. Given that the hospitality industry is one of our island's largest employers, it is imperative that more support be given by administration and the UH system. I will reach out to our industry partners for assistance in supporting and contributing to the sustainability and improved health of the HOST program.

Quick links to campus homepages: [Manoa](#) [Hilo](#) [West O'ahu](#) [Hawai'i](#) [Honolulu](#) [Kapi'olani](#) [Kaua'i](#) [Leeward](#) [Maui](#) [Windward](#)

copyright © 2014 University of Hawai'i



This page last modified on August 1, 2013