



"We Guarantee Quality and Excellence"

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

INSTRUCTIONAL PROGRAM THREE YEAR REVIEW

Academic Program

Palau Tourism Hospitality School of Excellence

Period of Three Year Review

Fall 2012 to Summer 2015

Completed By: Stephanie B. Nakamura Date: 2/3/16
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- **Summary of the academic program purpose**

The Tourism and Hospitality Program is composed of four (4) major tracks, which are Food and Beverage, Hospitality Management, Hotel Operations, and Tour Services. These programs are designed to introduce students to career pathways in Tourism and Travel Industry. The four tracks aim to train and equip students with wide range of skills, knowledge and confidence needed by the growing industry. The TH tracks also offer options for students who wish to earn Associate of Applied Sciences (AAS) and/or Associate of Sciences (AS) and will continue to pursue higher education abroad.

While those wishing to terminate at PCC are exposed and trained to perform proficiently in entry level jobs and intermediate positions in hotels, restaurants, tour operators, tour agencies and other related service industry.

These four (4) tracks put special emphasis in teaching students to practice principles of great customer service, inter-personal communications, grooming and hygiene and added value of working and living with diverse ethnic groups residing in Palau. Tourism and Hospitality Program students are required to take at least two semesters of foreign language courses, which are Conversational Japanese I and II. Small Engine (SE Boat Operations) was replaced by the Mandarin course for the Tour Services Track which was approved by CPC in October of 2010 and was effective in Spring of 2011. They are also expected to be computer literate, equipped with telephone etiquette and basic office equipment skills. Tourism and Hospitality students are given opportunities for short term employment and event planning and set-up like catering services, dinner functions, workshops and meetings. Other opportunities may include welcoming and greeting visitors at the airport, seaport and other services in the communities as part of learning and gaining appropriate experience.

The relationship of program to the college Mission Statement

PCC Mission Statement:

“Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.”

The Tourism and Hospitality Program is designed to provide students with knowledge, skills and proper work habits necessary in this field. The program prepares students to perform proficiency in entry/intermediate positions or management in the areas of Tour Services, Food & Beverage Operations, Hotel Operations, and Hospitality Management.

The relationship of program to the college Mission Statement

The four (4) Tourism and Hospitality tracks are directly linked with the College mission statement in which, lesson plans are delivered with goals and measurable learning outcomes to meet the technical, academic, cultural, social, and economic needs of students. The program instructors believe in the total growth and development of “Individual” student in his or her choice of major. Yes, the underlying important rationale behind what we teach and do is preparing students to perform in entry and intermediate positions.

Through strong supports and efforts of Belau Tourism Association (BTA), The Tourism and Hospitality (TH) program helps students to become active participants in diverse job opportunities available to them. This allows students to apply and integrate academic, technical, social, cultural and economic skills, which they witness and learned from the work sites. Such manners enable students to gain personal experiences before completion of their course of studies here at the College. Upon graduation, the TH program students will have gained adequately train, prepared and ready to fulfill employment needs of their countries (Republic of Palau and the Federated States of Micronesia).

- Summary of Program Data

- a. Figure 1 – Student Status

- i.) In Figure 1. The number of Students enrolled, the graph illustrates the number of students enrolled in each of the nine semesters included in this cycle. These semesters include Fall 2012 through Summer of 2015. Fall is abbreviated as FA and Spring is abbreviated as SP, and Summer is abbreviated as SU. The data indicates the total number of students registered as Tourism and Hospitality majors in each semester, shown as the first bar of each semester. For example, in Fall of 2012, a total of 79 students majoring in one of Tourism and Hospitality tracks were enrolled during the semester. The second bar shows the number of students who enrolled in a Tourism and Hospitality course during the semester. So, in Fall of 2012, a total of 120 students were enrolled in one of the 11 Tourism and Hospitality courses offered that semester. The number in first and second bars/columns may be different due to a number of reasons: not all Tourism and Hospitality courses are exclusive and in the summer periods, only graduating students are enrolled in Tourism and Hospitality program courses. TH 220 Marketing and TH 219 Human Resources are also required for the Business Administration Program and TH 115 Customer Service Relations is a requirement for Office Administration.
 - ii.) In the cycle, the data indicates two conflicting trends. Total enrollment in Spring is higher than Fall semester. While enrollment by students who major in Tourism and Hospitality starts off high in the fall semester, then drops slightly in the following spring semester.
 - iii.) The numbers of students completing and earning credits of courses during the semester ranges from a low of 73% (Fall 2012) to a high of 100% (Summer 2013), which averages out to about 81% for this cycle. The percentage of failures each semesters ranges from a low of 21% (Spring 2013) to a high of 29% (Fall 2014), making the failure rate average at 17%. Withdrawals vary each semester, ranging from a low of zero in both Summer 2013 and 2014, to a high of 14% in Fall 2012. The average withdrawal rate is at eleven percent (11%).

- b. Figure 2 – Number of Graduates

- i.) In Figure 2. Number of Graduates, the chart illustrates the number and frequency of students graduating from the Tourism and Hospitality program. There are two types of degrees offered: (1) an Associates in Science degree (AS) for Hospitality and Management and Tour Services and (2) an Applied Associate in Science degree (AAS) for Food and Beverages, Hotel Operations, and Tour Services. The numbers are low in relation to the number found in the student enrollment chart. The total number of graduates began to decrease due to the lack of Instructors and low enrollment. There was significantly more AAS program degrees during the Summer of 2014 and decreased in Summer of 2015 due to the low enrollment and lack of Instructors to teach other courses and some classes were canceled. .
 - ii.) A total of 21 students graduated from the Tourism and Hospitality program during the period being assessed, Fall 2012 to Summer 2015. (refer to Figure 7) The breakdown is as follows:

seven AAS degrees in Food and Beverages, two AS degrees in Hospitality Management, two AAS degrees in Tour Service, and ten AAS degrees in Hotel Operations.

c. Figure 3 – Class Information

- i.) The data in Figure 3. Number Size of Class and Sections show the range of class sizes. For example, in Fall 2012, five of the class sections offered had less than 10 students enrolled in the respective classes. Four of the class sections had a class size between 10-19 students, while only two classes had more than 20 students in Fall of 2012. Data shows that many classes are small in size which should indicate a higher instructor to student contact ratio. Because 34 of the 67 classes offered during this cycle, 50%, have a class size less than 10 students. There were no classes in Spring of 2012, with a class size of over 30 students.
- ii.) Tourism and Hospitality offers AS & AAS degrees in four tracks emphasizing in Food & Beverage, Hotel Operations, Hospitality Management, and Tour Services (AS and AA). During the first year, enrollment in the introductory courses is high because they are prerequisites for more of the higher level courses. In the second year, class sizes may drop because students have gone further along in their respective degrees and are not only taking required core courses.
- iii.) Almost all the students enrolled at the College, including the tourism students, receive federal aid assistance from the US Title IV program. Financial aid requirements do not allow students to enroll in courses that are not required for specific degrees and tracks. Therefore, students will stick to required courses only and not take enrichment courses or more electives than needed.
- iv.) Although class sizes may not adhere to the College's standard rule of 10 student minimum to keep a course section open, the classes will be kept open if a student needs the course (s) to fulfill graduation requirements. This is the primary reason why class sizes were smaller than the required minimum.

d.) Figure 4 – Course Offering Information

- i.) Information collected for Figure 4. Course Offering shows the number of offered each semester as indicated. The number of courses may be different from the number of classes found in Figure 3. Number Size of Class and Sections, which counts each additional section of the same course as a separate class. For example, in Fall 2012 a total of 11 classes were taught but only from 6 different courses because three courses had multiple sections offered.
- ii.) Figure 4. Course Offering also identifies the types of courses that were offered in the semester. So out of the 6 courses offered in Fall 2012, five of them were lecture only courses, while 6 had laboratory hours factored into the course. All five internships courses (number TH223-TH227) are laboratory only courses. Almost all courses offered during summer semesters are internship courses.
- iii.) All Tourism and Hospitality courses are still taught using the traditional in class method. There were no courses or sections that were offered online.

e.) Figure 5 – Faculty Information

i.) In Figure 5, the data shows the number of faculty employed during each respective semester between Fall 2012 and Summer 2015. Prior to Summer 2013, there had only been three full-time faculty in the Tourism and Hospitality program. In Fall of 2013, one full-time faculty retired. In Spring of 2014, there was only one full-time faculty, while the other Instructor was on medical leave from Spring of 2014 till Spring 2015. In Fall of 2014, one full-time Instructor was hired. In Fall of 2014, one full-time Instructor had to take an Emergency Medical Leave leaving the two full-time Instructors. One Instructor had to take over her courses while she was on medical leave. During Fall of 2014 and Spring of 2015, there was no Adjunct or Part-time Instructor during this period. In Fall of 2015 a week prior to Fall semester, one Instructor resigned while the other Instructor had to take medical leave. This left one Instructor on board and one part-time Instructor was hired to share the course load. In December of 2015, one Instructor passed away leaving one full-time Instructor and a part-time Instructor to share the course load.

ii.) A total of three instructors, three full-time and 1 part-time or adjunct faculty, taught the 11 classes offered in Fall 2012 semester. During the summer months, when internship courses are offered, there is a single adjunct faculty who is listed as the instructor for the course. During Spring 2013, there were no part-time or adjunct instructors.

f.) Table 1 – Faculty to Class Size Ratio Information

i) Table 1, presents the breakdown of faculty workload for both the full-time and part-time/adjunct faculty for each of the semester assessed. The formula used is the same for both types of faculty—total students from total course sections taught by type of instructor divided by the number of instructors during the semester. In the first column (Fall 2012) there were a total of 118 students in the ten course sections taught by the two full-time faculty and a total of 2 students for one Internship course taught by one adjunct faculty. Thus the ratio for faculty to student is 3:10 for full-time faculty and 1:2 for part-time faculty.

ii) There may be a slight misconception in the workload for part-time faculty, since the internship always has a lighter workload compared to the other faculty. For example, out of the 2 students in the second row, one faculty had 39 students, another had more than 20 students, and the other had more than 15 students. This may be true in either spring or fall semesters, but not so much in the summer semesters. Although on the table it shows that there were three full-time faculty, only two full-time faculty were teaching the courses with a ratio of 1:30 while the other faculty was out on Medical leave.

g.) Figure 6-Student Enrollment by Track

i.) In Figure 6, the data shows the breakdown of all the students enrolled in the Tourism and Hospitality program in each given semester. Although there are four major tracks in the program, the Tour Services track has options of either an Associate of Science (AS) or an applied Associate of Science (AAS) degree. The columns specify each degree track type in alphabetical order and for each of the nine semesters being assessed. So in Fall 2012, there were a total of 79 students enrolled in the program (refer to Figure 1). Twenty-nine of those students were in the Food & Beverage program track, 2 enrolled in the Hospitality Management (AS), 26 enrolled in Hotel Operations, 20 enrolled in the Tour Services-AAS, and 2 student (s) enrolled in the Tour Service-AS track.

ii.) The data shows a proportional distribution of students emphasizing in the three Applied Associate of Science tracks- Food and Beverage, Hotel Operations, and Tour Services-AAS. There is no single factor that stands out as a clear explanation for this trend. However, the entry requirements to get into any AS program track is to have a valid TOEFL score of at least 450. While this factor may appear reasonable, the costs of taking the TOEFL can be a challenge.

(1) Tourism and Hospitality program instructors are proposing to change the TOEFL requirement to be an exit requirement to an Associate of Science degree, with a minimum requirement score of 450 and above.

iii) A note on summer enrollment: many program students take non-program courses during the summer. Many general education courses and elective courses are taking during these semesters. Most TH program students chose not to take Summer courses as the TH program does not offer any summer courses unless their summer candidates. In this cycle, the TH program only offers Internships for the summer candidates who are graduating students. This explains why, in Summer semester of 2013, a total of 20 program students were registered for courses during the summer, while only six (6) students were enrolled in a Tourism and Hospitality course.

h) Figure 7-Student Graduation by Track

i) In Figure 7, the data shows the breakdown of all the students that completed the program and received a degree from the College. This information is an itemization of the same data found in Figure 2. The bars indicate the number of graduates from each track, if any, at the end of each semester indicated. In the Fall of 2012 semester, one student completed his program-one graduate in the Tour Services-AAS track.

- Summary of Student Learning and Curriculum

In the Tourism and Hospitality Program there are a total of 20 courses being offered, five (25%) of which are internship courses that are normally offered during the student's final semester. Each course has identifiable Course Learning Outcomes (CLOs) which relates to expected student performances for each respective course.

The program is in the process of reviewing its Course Outlines for its final stages. Twenty-five percent of the course outlines have been submitted for review. While the other outlines are in the final stages of assessments. There will be some modifications made to course outlines to ensure that materials, resources, equipment, textbooks, references, and skills are up-to-date and are aligned with the trends and needs of the industry.

This validation process shall be submitted to the CPC for final approval by the end of the year 2016. All CLOs have been aligned with Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). The list of these PLOs is found in Appendix B: Program Learning Outcomes (PLOs). All Program Mapping that shows alignment of CLOs – PLOs – ILOs. Refer to Appendix C: Program Mapping that shows alignments of CLOs - _PLOs – ILOs.

Signature assignments used in course assessments for Fall 2012 to Summer 2015 have been identified and submitted to ALO. Not all of the signature assignments were assessed as there was a modification sent to ALO. These courses are only assessed in the FALL semester which are TH 100 (Introduction to Tourism & Hospitality), TH 101 Food Production & Sanitation), and TH 115 (Interpersonal Relations & Customer Service). Refer to Appendix D: Signature Assignment Form for a complete list of assignments for courses offered in each program track.

- Summary of Course Assessment Data
 - a. Assessment of course-level student learning outcomes has led the department to better understanding of student learning behavior. One of the underlying causes of student failure has been attendance and learning levels. There appears to be a correlation between graduation rates and this learning behavior. At the program level, the challenge is to maintain the integrity of the course, while addressing the realities of current learning behavior.
 - b. The assessments of program-level student learning outcomes shows that communication skills needs further development and improvements. The results of PLO # 3 (Communication Skills), found in 4.0 Program Learning Outcomes (PLOs) Assessment, shows that only 74% of students performed at proficiency level. However, the availability of assessment data and accessibility to existing data has also been weaknesses in ensuring accuracy of the results. This is an area of the program that needs to be corrected. The program's internship courses needs a tool for consistency in measuring student learning outcomes and program learning outcomes effectiveness at learning sites.
 - c. The Tourism and Hospitality program has worked closely with the Tourism Advisory Belau Tourism Association to ensure the integrity and practicality of the degree programs. No major changes have been made to the student learning outcomes in the degree programs during this cycle.

- Summary of Evaluation of Previous Goals/Activities from Previous Cycle (Figure 5)
 - a. List actions identified in your last program review or in any other related college plan(s)*.
 1. Purchase an attitudinal survey questionnaire to assess the market perspectives of the program and graduates working experiences. The College was unable to allocate funds for the program. (*Incomplete*)
 2. Training opportunity of current market trends, changes in traveler's and guest needs, and expectations at brand name hotel chains abroad. Similarly, the program did not have the time to research training opportunities to complete this goal. The program acknowledges the issue of funding for training ventures outside the college. (*Incomplete*)
 3. Hire two additional faculty with major concentration in international tourism and a potential PCC graduate to be groomed and work towards a BS degree. (*Incomplete*) Hire additional faculty with major concentration in Food and Beverage (Chef) to be able to teach the Food and Beverage Courses as well as conduct classes and training to the public. (*On-Going*)
 4. To collaborate and strengthen partnerships with stakeholders (MOE, BTA, PHA, PVA) and align tourism and hospitality curriculum between the two organizations. (*Ongoing*)

5. In-house technology training of equipment and computer and video (digital camera) to support classroom activities. The college does not have in-house training available for Audio/Video or digital A/V technology. College was unable to allocate funds for the program. (*Incomplete*)

6. Faculty members continue to review and develop the Course Learning Outcomes. (*On-Going*)
 - b. What measurable outcomes were achieved due to the actions completed?
 1. Only three of the identified action plans in the first program review was completed, item #1, # 2, #3, and #5 from above.
 2. #1,—To ensure quality standard in teaching tourism courses, the Program must purchase an attitudinal survey questionnaire to assess the market perspectives of the program and graduates working experiences.
 3. #2—To ensure quality standard in teaching tourism courses, the Program must be able to provide training opportunities of current market trends, changes in traveler’s and guests needs, and expectations at brand name hotel chains abroad.
 4. #3—To ensure quality standards in teaching tourism courses, CLOs, PLOs and Course Assessments, a full-time Instructor with an Associates of Science Degree in Travel and Tourism, a Bachelors in Science majoring in Travel Industry Management with an Emphasis in Hospitality and a Master’s in Business Administration was hired to share the workload in Fall of 2014. For years, adjuncts faculty were contracted to assist teach tourism classes. It was difficult to assess the quality of performances as there was no identified tool or designated individual to observe and measure teaching standards and styles. Now, that a fulltime faculty has been added to the program, we can say students are receiving quality instruction. (see #3 below)

#3-Although a new Instructor was hired in Fall of 2014, one full-time Instructor was on Medical Leave suffering from Stage 4 cancer and had to receive chemotherapy in the Philippines. During the middle of Fall 2014, after receiving treatment, she returned to take over her courses. She returned in Spring of 2015 and taught throughout the whole semester of Spring 2015. Before Fall 2015 begun, one full-time Instructor resigned leaving one full-time behind. In December of 2015, the Instructor who has been on Medical Leave passed away. An Interview was held on October 2015 hoping to hire a Chef from Maldives and in January 2016, he accepted the job offer. As of today, January 29, 2015, we are still waiting for this Chef. Three classes have not started and there are three students intending to graduate this Spring 2016.
 5. #5- In Fall of 2014, the Tourism Club and PTHSE Department was and is still currently working closely with BTA and other hotels. In Fall of 2014, BTA has been working with PTHSE by using the PTHSE building as their venue for their Alii Host Workshop while the Tourism students are there to host and serve the participants. Alii Host is held every month at PTHSE building depending on the number of participants (minimum requirement is 12 and maximum participants is 24). PTHSE Chair also attends BTAs monthly

meetings and was asked by the Vice President of Finance (PCC) to attend BTA's monthly meeting on January 18, 2016.

- c. Evaluate the success of the completed actions. Did the completed actions lead to improvement of student learning?

1.#3—No, hiring an additional instructor did and has improved the quality of instructions as well as relief instructors their heavy workloads but these past two years, we have lost three full-time Instructors due to retirement (2013), resignation (August 2015) and death (December 2015) . With only one full-time and two adjunct, it is difficult to manage the program as there is only Instructor running the Program, teaching courses, maintaining in the interior and exterior of the building , we are unable to give more attention to students' personal and academic needs. With only one full-time Instructor who is also a Chair of the Department, it is difficult to teach three new courses on such short notice due to the resignation and death of our Instructors, it difficult to keep the program going and doing other tasks that three Instructors should be doing. As of the today, the Chair is involved in Committees on campus, the maintenance of the building (Interior and Exterior), teaching three courses, supporting the Adjunct Instructors, supervising the work-study students, administrative tasks and other tasks, we need more than one full-time Instructor. Work orders have been submitted to the Academic Affairs for repairs of the PTHSE building as there is a leak that could cause us liability of a slip and fall and other request, the gutter has been repair but is leaking again. There have been at least three work order requests and as of today, they have not repaired the new leak and other requests.

- d. What modifications do you plan to make to the program to improve student learning?

This could be a challenge for the program and has affected the program. The Tourism and Hospitality student enrollment has decreased not only because of the population in Palau decreasing but lack of Instructors and lack of support from the Academic Dean and his staff such as giving out memos, lack of communication, course supplies are delayed, short notices such as giving deadlines on such short notice. The major concern is lack of training/orienting new Instructors/Adjunct. No job description laid out of what is expected.

- e. Update major changes/accomplishments since the last review.

Since the last review, no major changes have been accomplished.

- **Summary of Program Major Strengths**

Strengths	Weakness
<ul style="list-style-type: none"> • Upgrades in facilities <i>including</i> newly renovated building for Tourism program, fully functioning state-of-the-art kitchen, and grounds design. • Experience and expertise of faculties have continuously provided positive learning environment, both in the classroom and outside through extracurricular activities. • Participation in local organizations and associations maintains the health of networking and assistance through network. • The program has enjoyed the support of the Belau Tourism Association to advise current trends, needs, and expectations in the industry. 	<ul style="list-style-type: none"> • Keeping up with facilities maintenance can affect instruction and learning levels as there is only one full-time Instructor. • Work requests on building maintenance have been sent to Academic Affairs and after many attempts, only a few has been repaired. • Technological advances (hardware and software) have not been fully integrated into the learning environment. • Student retention and completion rates are becoming prevalent issues to the program. Student turnover is increasing, which could be affected by, but not limited to, external activities, individual goals/objectives, financial situation and/or personal commitment. • Lacking quality communication between faculty and academic affairs on student status, progress, and failures. Lack of training new Instructors/Adjunct from Academic Affairs.

Opportunities	Threats
<ul style="list-style-type: none"> • Pending bills and legislations concerning tourism and hospitality industry standards could be beneficial to the programs in terms of certification. • Grant opportunities to enhance or improve learning and/or volunteer opportunities can provide may be utilized to support student learning outcomes. 	<ul style="list-style-type: none"> • Student retention and completion rates are becoming prevalent issues to the program. Student turnover is increasing, which could be affected by, but not limited to, external activities, individual goals/objectives, financial situation and/or personal commitment. • Economic downturn or funding availabilities always pose a threat to the number and quality of student learning opportunities.

- Recommendations for Improvements
 - a. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs supported by assessment data and/or any other college plan.
 - Student retention and completion rates are becoming prevalent issues to the program. Student turnover is increasing, which could be affected by, but not limited to, external activities, individual goals/objectives, financial situation and/or personal commitment.
 - Lacking quality communication between faculty and academic affairs on student status, progress, and failures.
 - Based from course assessments and program assessments, it has become evident that information and data accessibility exist to acquire consistent and accurate results. This will be our programs first area of improvement. Establishing a system or procedure with all program faculties (full-time, part-time, and/or adjunct), Assessment Office and the Academic Affairs Office to ensure accessibility of course assessments and instructor evaluations will be the starting point.
 - Another recommendation is to restructure the tour service programs to address the enrollment and graduation rates in these tracks. According to Figure 6 and Figure 7, student enrollment and graduation rates for the tour service programs have been inclined towards the AAS program, while the two-year AS program appears to be very low. Therefore, a restructure in the tour service program is highly recommended, to ensure effective and efficient use of resources in student learning.

According to data from the Office of the Registrar, that was provided upon request, a total of 26 Tour Service degrees have been awarded this cycle, no student graduated with an Associate of Sciences (AS) degrees and Nine (2) of the 21, or 9%, were Associate of Applied Science (AAS) degrees.

This information shows the low rate of graduates in the AS track in Tour Services. The critical issues remains that the industry needs skilled workers in this area of study, but the numbers in enrollment by students does not match the need. Belau Tourism Association's committee on Grant Education and Training suggests offering a certificate program which produces faster results to fill in the needs in the industry. The department is also working on coordinating efforts with Koror State Government to align with the needs of the Tour Guide Certification program to support this low turnout. This took effect in May of 2015. Thus, the department highly recommends restructuring its Tour Service program to fit stakeholder needs.

- Summary of Action Plans
 - Attitudinal survey.
An attitudinal survey tool is needed to assess the markets perspectives of our curriculum and graduates working experiences.
 - Continue to seek money through grants and fundraising opportunities to send instructors' on trainings at distinguished hospitality management schools and brand name hotels abroad. This plan will ensure that faculty keeps up with this dynamic and fluid industry business. The service and products are ever changing quickly, that industry players must maintain quality products and services in order to fulfill demands of international travelers. To do so, the instructors need to stay on top of their specialized areas, well read and keeping-up with

latest versions of hospitality textbooks, brochures and other resource and materials. Continue to search the web, so that they are knowledgeable with the latest equipment, products and markets locally and in the region. They stay in touch and interact with various market segments so that they can follow the international hotelier standards. Participate, involve and up-date their membership fees with the Belau Tourism Association.

- Hire additional two fulltime instructors and one assistant instructor. To fully staff the TH program with another General Instructor, Chef/Instructor and Assistant instructor will at least meet the initial dream stated in the business. The PTHSE facility and program will rise to meet the industry employment needs.

Currently, the facility is underutilized and some of the core courses are not taught at the standards set forth by tourism industry partners. We are unable to offer refresher courses to those working in the industry to up-grade knowledge and skills since we moved into the PTHSE two years ago.

As it has been mentioned, there are four tracks making up the TH program. Each track needs continual up-grade and modification of course learning outcomes to meet real needs of service industry. For example, Palau needs local guides and dive guides to name a few. Koror State has developed its own Tour Guide Certification. It was agreed between PCC and Koror State Government that CE will implement Tour Guide Certification. This action has been shelved away for over three years due to shortage of staff.

The bottom line is staffing is limited. In Figure 6: Student Enrollment by Track, it shows that the Food and Beverage track has the highest number of students enrolled. Refer to Figure 6: Student Enrollment by Track. Without Chef/Instructor, the kitchen and restaurant will continue to be underutilized. Every week we get inquiry from the community to use the facility for various functions, meetings, workshops, and seminars. We cannot accept requests or work orders again shortage of staff. As result opportunities where students can learn, create and apply knowledge and service skills are lost. As of today, Spring Semester has started and there are three Spring candidates graduating this Spring and have not taken their required courses due to the limited staffing.

- **Search, cultivate and develop partnerships with regional tourism college like Australia-Pacific Technical College (APTC), Hawaii, Guam and the Philippines. A branch of American International Hotel Management Schools (AHA) in the Philippines.**

In the PTHSE business plan, one of the tasks is to initiate and develop a “big sister relationship” with established colleges to help write grants and connect with faculty and students of possible exchange. There are conversations taking place between APTC and the AHA in Manila, Philippines about this significant task. To bring in new ideas, expertise, and teaching techniques to TH program is indeed a plus and we hope the administration will throw their supports behind it.

- Summary of Resource Request

<u>Resource</u>	<u>Description</u>	<u>Learning Outcome Justification</u>
Personnel	2 full-time faculty and 1 assistant instructor	Assist in ensuring quality student learning is provided. Address needs in all CLOs, PLOs, and ILOs in the program.
Facilities	PTHSE Outfitting.	Proper outfitting is needed to ensure the delivery of quality instruction and hands-on learning experience. Supports all CLOs, PLOs, and ILOs in the program.
Equipment	Front Office: 2-Computers 1-Network/Server 1-Network Printer 1-Fax/Scanner 1-Projector Screen Housekeeping: 1-Projector Screen Restaurant: 1-Projector 1-POS System 10-Aprons 1-Deep Fryer 1-Refridgerator 1-Standing Freezer	All five CLOs of TH 215 requires students to perform standard procedures. These equipment will support these CLOs plus PLOs 2 and 5, and ILO #3. Equipment will also help facilitate communication skills (PLO #2) and support students in concept application (PLO #5) for all courses taught in the Front Office classroom. Equipment for Housekeeping will accommodate the Housekeeping classroom to help support students in concept applications (PLO #5), Work Ethics (PLO # 2) Students will recognize, understand, & practice various aspects of workplace performances and will also help students understand the concept of Safety & Security (PLO # 4) Students will be able to identify & describe the Occupational Safety & Health Act (OSHA) regulations & demonstrate safety practices. Equipment for restaurant will accommodate the Food & Beverage courses taught in the restaurant area. Equipment will also aid in communication skills (PLO #2) and support students in concept application (PLO #5) for all courses taught in the Restaurant classroom.
Supplies	Food & Beverage resources and materials, Cleaning chemicals and proper tools. Uniforms and lockers. Microwave & Small Rice Cooker	PLO #5 (Application) is where students will utilize these supplies whether in classroom or under the work study program. PLO #4 (Safety & Security) students will demonstrate safe practices with chemicals. PLOs 2, 4, & 5—Work ethics, Safety & Security, and Applications. PLO #5 (Application) is where students will utilize these supplies whether in classroom or under the work study program.
Software	FOMS: Front Office Management Software	In TH 215, students will needs this software to address CLO 1-5, PLO 3 and PLO 5
Training	Faculty to be train in local hotels & restaurants.	To assure quality instruction PCC liaison with hotels, restaurants, and tour operator opportunities to gain personal experiences and professional development. Address needs in all CLOs, PLOs, and ILOs in the program.
Other	Physical structure	Maintain exterior outlook, include ground-keeping, solar panels, tree trimming, and curb appeal. Focus can be concentrated on quality instruction and learning.

*Note: Other college plans may include the 15-Year Institutional Master Plan, the 5 Year Technology Plan, or other plans such as an approved academic department plan or committee plan.

Appendix A: Program Review Assessment Data

1.0 Program Data

Figure 1. Number of Students Enrolled, Pass/Credit, Fail/No Credit, Audit and Withdraw

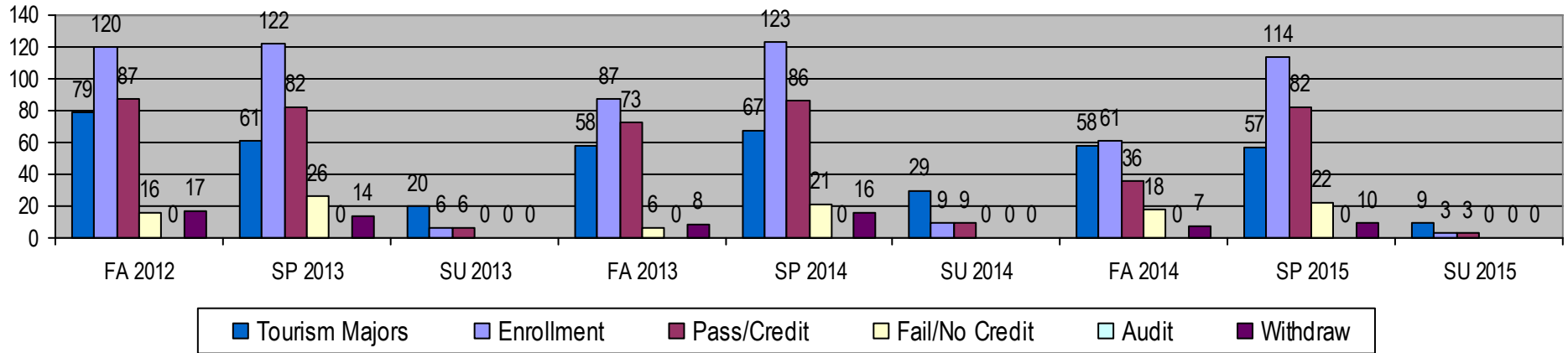


Figure 2. Number of Graduates

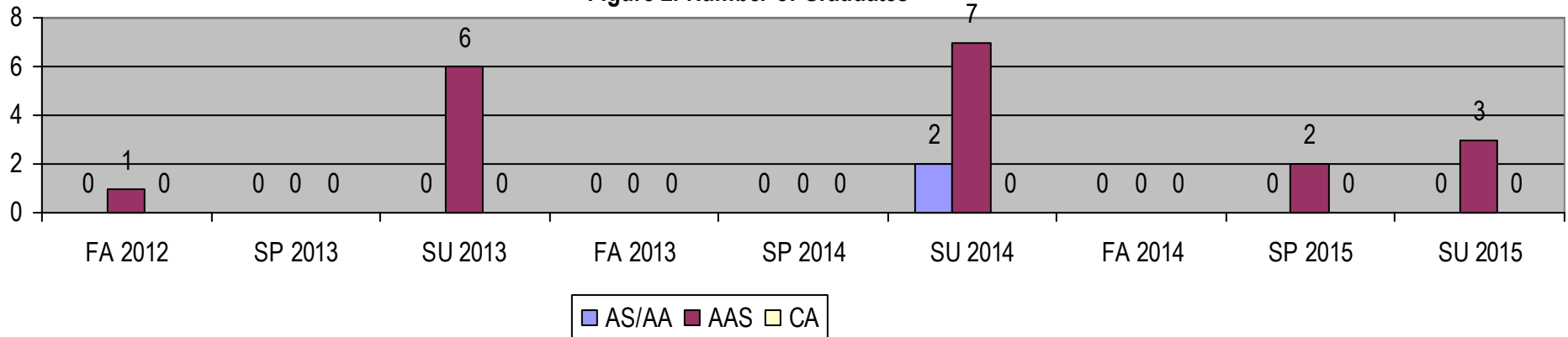


Figure 3. Number of Classes Based on Student Enrollment

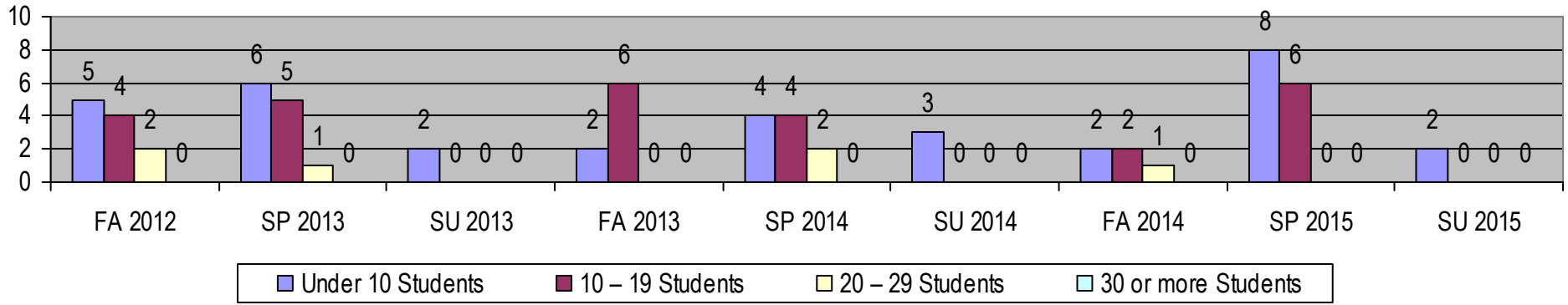


Figure 4. Class Offering

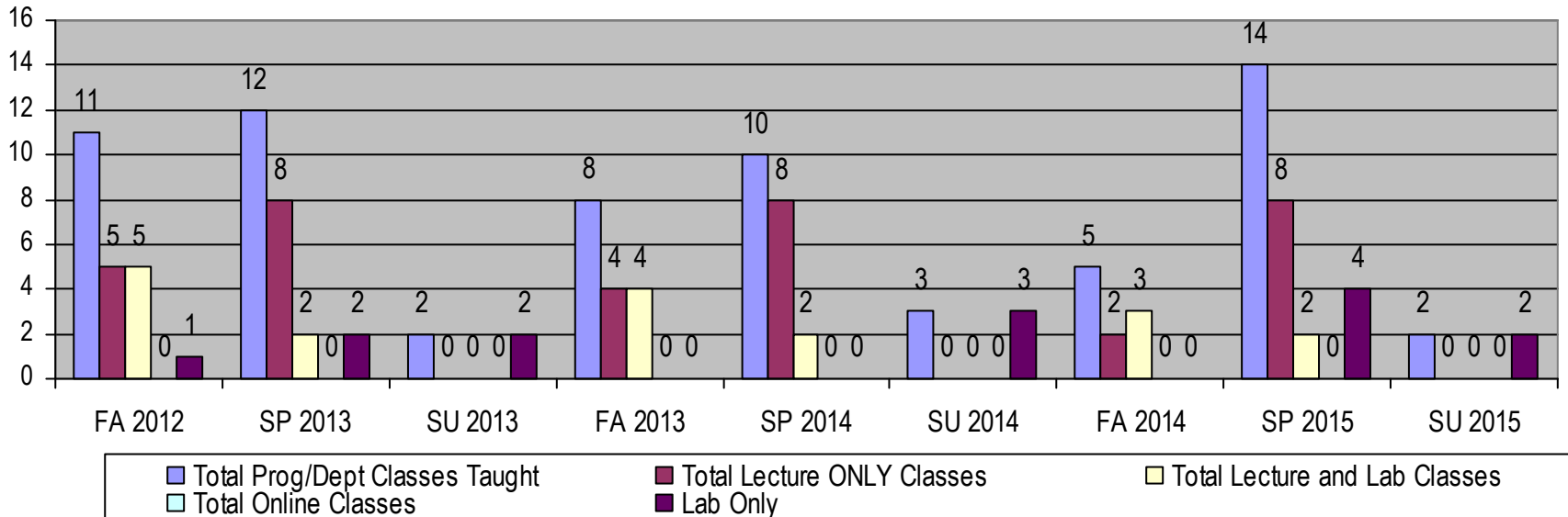
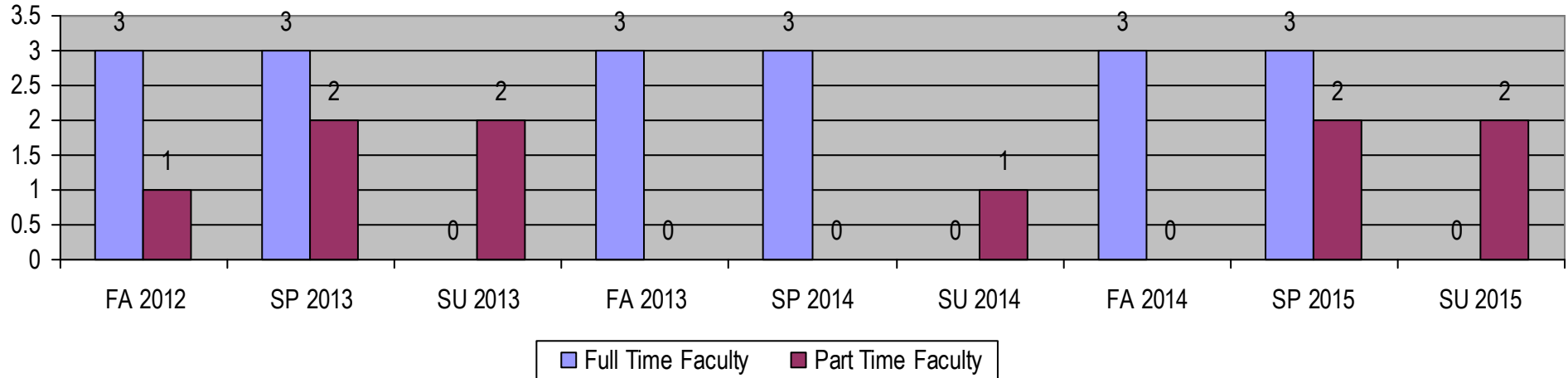


Figure 5. Faculty Head Count



NOTE: Full Time Faculty refers to full time faculty in the program/department. A Part Time Faculty includes adjuncts as well as Full Time Faculty that are teaching courses not within their program/department. These Full Time Faculty are assisting other programs outside of their own, therefore, are considered Part Time Faculty.

Table 1. Faculty to Class Size Ratio (Program Headcount).

Ratio	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
Full Time Faculty (F : S)	1:39	1:38	----	1:29	1:41	----	1:20	1:35	----
Part Time Faculty (F : S)	1:2	1:8	1:6	----	----	1:9	----	1:4.5	1:3

Figure 6. Student Enrollment by Track

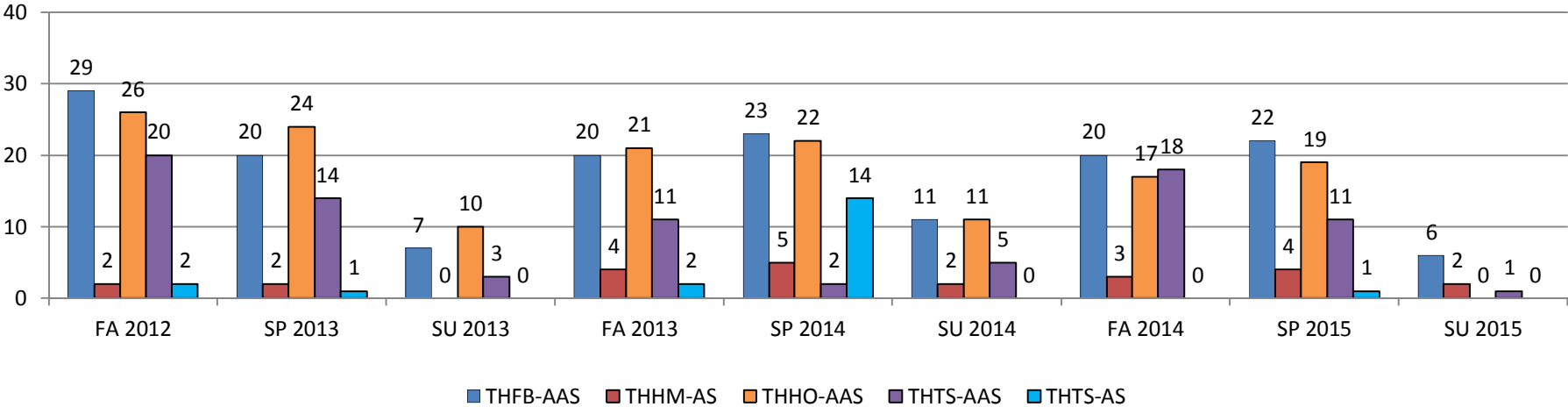
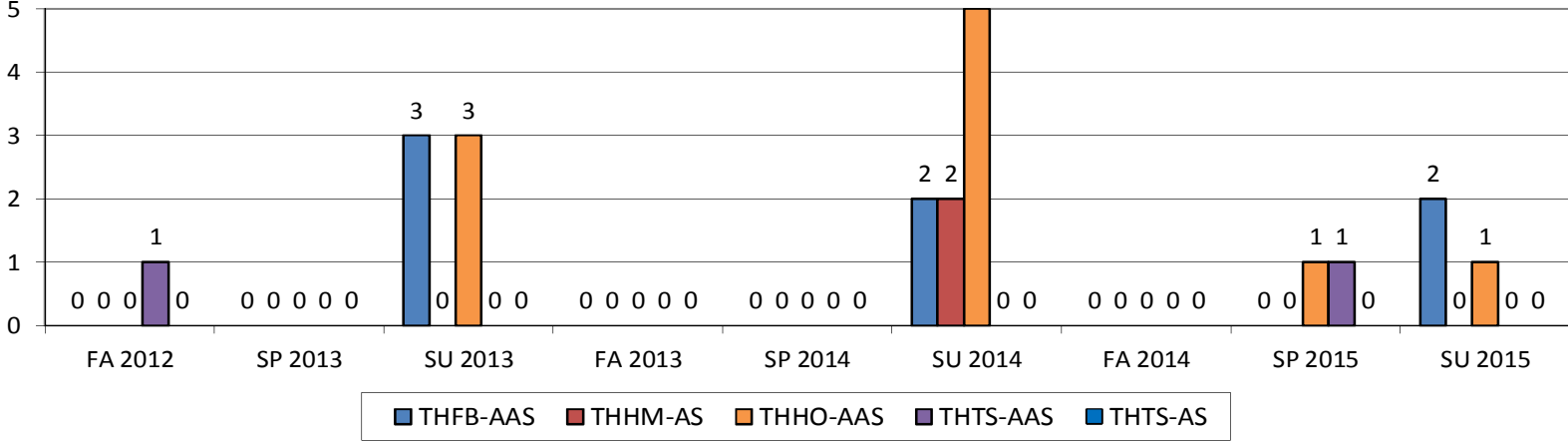


Figure 7. Student Graduation by Track



2.0 Student Learning and Curriculum

How many program courses are there? (refer to catalog)	%of courses with Identified CLOs	% of course outlines updated	% of courses whose Textbooks are updated (outline reflects change)	% of PLOs aligned with ILOs
20	100%	<i>Validation In progress</i>	25% of courses updated and submitted.	100%

3.0 Course Assessment Data

Year 1: School Year 2012-2013

Semester Assessed	Course Assessed	CLO - PLO Alignment	Results of Assessments
Fall 2012	TH 100	CLO 1,2,3,4-PLO 1 CLO 1,2,3,4,5-PLO 2 CLO 1,2,3,4,5-PLO3 CLO 1,2,3,4,5-PLO5	88% of students performed at proficiency level except CLOs 1-3: therefore, more time is needed to be spent in discussion on Career Search, Work ethics, and Communication.
Fall 2012	TH 101	CLO 4- PLO 1 CLO 1, 2, 3, 5, 6 – PLO 2 CLO 1,2,3,5,6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	73% of students performed at proficiency level except for CLO 1-3; therefore, more time is needed to be spent in discussion on Work Ethics, Safety & Security, and Application.
Fall 2012	TH 201	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	85.3% of students performed at proficiency level.
Fall 2012	TH 210	CLO 1, 2 – PLO 1 CLO 1, 2, 3, 4, 5 – PLO 2 CLO 3, 4, 5 – PLO 3 CLO 3, 4, 5 – PLO 4 CLO 1, 2, 3, 4, 5 – PLO 5	Assessment data not available.
Fall 2012	TH 225	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 1, 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	100 % of students performed at proficiency level for all CLOs.
Spring 2013	TH 104	CLO 1, 2, 3 – PLO 2 CLO 1, 2, 3 – PLO 4 CLO 1, 2, 3 0 PLO 5	Assessment data not available.
Spring 2013	TH 110	CLO 1, 2, 3, 4, 5 – PLO 2 CLO 1, 2, 3, 4, 5 – PLO 3 CLO 1, 2, 3, 4, 5 – PLO 4 CLO 1, 2, 3, 4, 5 – PLO 5	Assessment data not available.
Spring 2013	TH 118	CLO 1 – PLO 1 CLO 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	Assessment data not available.
Spring 2013	TH 206	CLO 4 – PLO 4 CLO 1, 2, 3, 4 – PLO 5	Assessment data not available.
Spring 2013	TH 215	CLO 3, 4, 5 – PLO 2 CLO 1, 2, 3, 4, 5 – PLO 3 CLO 3 – PLO 4	76.25% of students assessed at proficiency level except CLOs 1-3; therefore, the plan of action is to increase opportunities for students to

		CLO 1, 2, 3, 4, 5 – PLO 5	demonstrate or perform skills through in-class activities, direct more attention to student observations and performance, consider incorporating simulation software for student exercises, and incorporate more auditing exercises.
Spring 2013	TH 217	CLO 1, 3, 4, 5 – PLO 2 CLO 2, 4, 5 – PLO 3 CLO 2, 3, 4, 5 – PLO 4 CLO 2, 3, 4, 5 – PLO 5	Assessment data not available.
Spring 2013	TH 218	CLO 6 – PLO 1 CLO 1, 2, 3, 4, 5 – PLO 2 CLO 3, 4 – PLO 3 CLO 3, 4 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	Assessment data not available.
Spring 2013	TH 219	CLO 1, 2, 3, 4, 5 – PLO 2 CLO 1, 2, 3, 4 – PLO 3 CLO 5 – PLO 4 CLO 1, 2, 3, 4, 5 – PLO 5	Assessment data not available.
Spring 2013	TH 220	CLO 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 1, 2, 3, 4, 5, 6 – PLO 5	100% of students assessed performed at proficiency level for all CLOs.
Summer 2013	TH 223	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 1, 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	Assessment data not available.
Summer 2013	TH 224	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 1, 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	Assessment data not available.

Year 2: School Year 2013-2014

Semester Assessed	Course Assessed	CLO – PLO Alignment	Results of Assessments
Fall 2013	TH 100	CLO 1,2,3,4-PLO 1 CLO 1,2,3,4,5-PLO 2 CLO 1,2,3,4,5-PLO3 CLO 1,2,3,4,5-PLO5	<ul style="list-style-type: none"> • 87.99% of students performed at proficiency level. Therefore; • Continue to focus on course learning objectives as guidelines for discussions and tests. • Continue to focus on student projects and applications of knowledge will increase.
Fall 2013	TH 101	CLO 4- PLO 1 CLO 1, 2, 3, 5, 6 – PLO 2 CLO 1, 2, 3, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	Assessment data not available.
Fall 2013	TH 115	CLO 3, 4 – PLO 2 CLO 1, 2, 3, 4, 5 – PLO 3 CLO 1, 2, 3, 4, 5 – PLO 5	<ul style="list-style-type: none"> • 73% of students performed at proficiency level except CLO 4, therefore; Program Instructor needs to strengthen delivery of CLO #4 or revise method of assessment.

Fall 2013	TH 201	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	Assessment data not available.
Fall 2013	TH 210	CLO 1, 2 – PLO 1 CLO 1, 2, 3, 4, 5 – PLO 2 CLO 3, 4, 5 – PLO 3 CLO 3, 4, 5 – PLO 4 CLO 1, 2, 3, 4, 5 – PLO 5	89% of students assessed performed at proficiency level for all CLOs.
Fall 2013	TH 222	CLO 1, 2, 3, 4 – PLO 2 CLO 1, 2, 3, 4 – PLO 3 CLO 3, 4 – PLO 4 CLO 1, 2, 3, 4 – PLO 5	100 % of students assessed performed at proficiency level for all CLOs.
Spring 2014	TH 110	CLO 1, 2, 3, 4, 5 – PLO 2 CLO 1, 2, 3, 4, 5 – PLO 3 CLO 1, 2, 3, 4, 5 – PLO 4 CLO 1, 2, 3, 4, 5 – PLO 5	100 % of students assessed performed at proficiency level for all CLOs.
Spring 2014	TH 215	CLO 3, 4, 5 – PLO 2 CLO 1, 2, 3, 4, 5 – PLO 3 CLO 3 – PLO 4 CLO 1, 2, 3, 4, 5 – PLO 5	100% of students performed at proficiency level all CLOs.
Spring 2014	TH 217	CLO 1, 3, 4, 5 – PLO 2 CLO 2, 4, 5 – PLO 3 CLO 2, 3, 4, 5 – PLO 4 CLO 2, 3, 4, 5 – PLO 5	80% of students performed at proficiency level all CLOs.
Spring 2014	TH 218	CLO 6 – PLO 1 CLO 1, 2, 3, 4, 5 – PLO 2 CLO 3, 4 – PLO 3 CLO 3, 4 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	83% of students performed at proficiency level all CLOs. Program Instructor needs to strengthen delivery of PLO #5 or revise method of assessment.
Spring 2014	TH 219	CLO 1, 2, 3, 4, 5 – PLO 2 CLO 1, 2, 3, 4 – PLO 3 CLO 5 – PLO 4 CLO 1, 2, 3, 4, 5 – PLO 5	84% of students performed at proficiency level for all CLOs.
Spring 2014	TH 220	CLO 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 1, 2, 3, 4, 5, 6 – PLO 5	73% of students assessed performed at proficiency level for all CLOs.
Summer 2014	TH 223	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 1, 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	Assessment data not available.
Summer 2014	TH 224	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 1, 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	Assessment data not available.
Summer 2014	TH 225	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 1, 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	100 % of students assessed performed at proficiency level for all CLOs.
Summer 2014	TH 227	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 1, 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	Assessment data not available.

Year 3: School Year 2014-2015

Semester Assessed	Course Assessed	CLO – PLO Alignment	Results of Assessments
Fall 2014	TH 100	CLO 1,2,3,4-PLO 1 CLO 1,2,3,4,5-PLO 2 CLO 1,2,3,4,5-PLO3 CLO 1,2,3,4,5-PLO5	74.5% of students assessed performed at proficiency level for all CLOs.
Fall 2014	TH 101	CLO4- PLO 1 CLO 1, 2, 3, 5, 6–PLO2 CLO 1,2,3,5,6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	96.5% of students assessed performed at proficiency level for all CLOs.
Fall 2014	TH 115	CLO 3, 4 – PLO 2 CLO 1, 2, 3, 4, 5 – PLO 3 CLO 1, 2, 3, 4, 5 – PLO 5	74.5% of students assessed performed at proficiency level for all CLOs.
Fall 2014	TH 201	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	Assessment data not available.
Fall 2014	TH 210	CLO 1, 2 – PLO 1 CLO 1, 2, 3, 4, 5 – PLO 2 CLO 3, 4, 5 – PLO 3 CLO 3, 4, 5 – PLO 4 CLO 1, 2, 3, 4, 5 – PLO 5	93% of students assessed performed at proficiency all CLOs.
Spring 2015	TH 104	CLO 1, 2, 3 – PLO 2 CLO 1, 2, 3 – PLO 4 CLO 1, 2, 3 0 PLO 5	Assessment data not available.
Spring 2015	TH 118	CLO 1 – PLO 1 CLO 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	36% of students assessed performed at proficiency level for all CLOs. This course needs to revise the Midterm and Project to increase passing rate. Encourage student’s hands on activities.
Spring 2015	TH 206	CLO 4 – PLO 4 CLO 1, 2, 3, 4 – PLO 5	Assessment data not available.
Spring 2015	TH 215	CLO 3, 4, 5 – PLO 2 CLO 1, 2, 3, 4, 5 – PLO 3 CLO 3 – PLO 4 CLO 1, 2, 3, 4, 5 – PLO 5	88.4% of students performed at proficiency level all CLOs.
Spring 2015	TH 217	CLO 1, 3, 4, 5 – PLO 2 CLO 2, 4, 5 – PLO 3 CLO 2, 3, 4, 5 – PLO 4 CLO 2, 3, 4, 5 – PLO 5	89% of students performed at proficiency level all CLOs.
Spring 2015	TH 218	CLO 6 – PLO 1 CLO 1, 2, 3, 4, 5 – PLO 2 CLO 3, 4 – PLO 3 CLO 3, 4 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	43% of students performed at proficiency level. All CLOs 1-6. The course needs to revise Midterm and Project to increase passing rate. Program Instructor needs to strengthen delivery of PLO # 5 (Application) and revise method of assessment.
Spring 2015	TH 219	CLO 1, 2, 3, 4, 5 – PLO 2 CLO 1, 2, 3, 4 – PLO 3 CLO 5 – PLO 4 CLO 1, 2, 3, 4, 5 – PLO 5	83% of students performed at proficiency level all CLOs.
Spring 2015	TH 220	CLO 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 1, 2, 3, 4, 5, 6 – PLO 5	100% of students assessed performed at proficiency level for all CLOs.
Spring 2015	TH 222	CLO 1, 2, 3, 4 – PLO 2	100% of students performed at proficiency level

		CLO 1, 2, 3, 4 – PLO 3 CLO 3, 4 – PLO 4 CLO 1, 2, 3, 4 – PLO 5	all CLOs.
Spring 2015	TH 224	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 1, 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	100% of students assessed performed at proficiency level for all CLOs.
Spring 2015	TH 225	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4, 5, 6 – PLO 3 CLO 1, 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	100% of students assessed performed at proficiency level for all CLOs.

4.0 Program Learning Outcomes (PLOs) Assessment

List PLOs	Proficiency Level	Results of Assessments
TH PLO #1 (Career Search)	TH 100—CLO 1- 4—83.5% TH 101—CLO 4—84.75% TH 118—CLO 1—36% TH 201—CLO 1-6—85.3% TH 210—CLO 1, 2—91% TH 218—CLO 6—63% TH 223— CLO 1, 2, 3, 4, 5, 6 –100% TH 224— CLO 1, 2, 3, 4, 5, 6 –100% TH 225— CLO 1, 2, 3, 4, 5, 6 –100% TH 226— CLO 1, 2, 3, 4, 5, 6 –100% TH 224— CLO 1, 2, 3, 4, 5, 6 –100%	85.59% of the students performed at proficiency level for PLO # 1.
TH PLO #2 (Work Ethics)	TH 100—CLO 1-5—83.5% TH 101—CLO 1-3, 5,6—84.75% TH 104—CLO 1-3—N/A TH 110—CLO 1-5—N/A TH 115—CLO 3, 4—73.75% TH 118—CLO 2-6—36% TH 201—CLO 1-6—85.3% TH 210—CLO 1-5—91% TH 215—CLO 3-5—88.22% TH 217—CLO 1, 3-5—84.5% TH 218—CLO 1-5— 63% TH 219—CLO 1-5— 83.5% TH 220—CLO 3-6— 100% TH 222-CLO 1-4— 100% TH 223— CLO 1, 2, 3, 4, 5, 6 –100% TH 224— CLO 1, 2, 3, 4, 5, 6 –100% TH 225— CLO 1, 2, 3, 4, 5, 6 –100% TH 226— CLO 1, 2, 3, 4, 5, 6 –100% TH 224— CLO 1, 2, 3, 4, 5, 6 –100%	77.55% of the students performed at proficiency level for PLO # 2. Courses that did not have assessment data were not included in the assessment (TH 104 & TH 110).
TH PLO #3 (Communication Skills)	TH 100—CLO 1-5— 83.5% TH 110—CLO 1-5— N/A TH 115—CLO 1-5—73.75% TH 118—CLO 1-6—36% TH 201—CLO 1-6—85.3% TH 210—CLO 3-5—91% TH 215—CLO 1-5— 88.22% TH 217—CLO 2, 4, 5— 84.5%	86.79% of the students performed at proficiency level for PLO # 3. Course that did not have assessment data were not included in the assessment (TH 110).

	<p>TH 218—CLO 3, 4— 63%</p> <p>TH 219—CLO 1-4— 83.5%</p> <p>TH 220—CLO 1-6— 100%</p> <p>TH 222—CLO 1-4— 100%</p> <p>TH 223— CLO 1, 2, 3, 4, 5, 6 –100%</p> <p>TH 224— CLO 1, 2, 3, 4, 5, 6 –100%</p> <p>TH 225— CLO 1, 2, 3, 4, 5, 6 –100%</p> <p>TH 226— CLO 1, 2, 3, 4, 5, 6 –100%</p> <p>TH 224— CLO 1, 2, 3, 4, 5, 6 –100%</p>	
<p>TH PLO #4</p> <p>(Safety & Security)</p>	<p>TH 101—CLO 1-3, 5, 6—84.75%</p> <p>TH 104—CLO 1-3— N/A</p> <p>TH 110—CLO 1-5— N/A</p> <p>TH 118—CLO 2-6—36%</p> <p>TH 201—CLO 2-6—85.3%</p> <p>TH 206—CLO 4— N/A</p> <p>TH 210—CLO 3-5—89%</p> <p>TH 215—CLO 3— 88.22%</p> <p>TH 217—CLO 2-5— 84.5%</p> <p>TH 218—CLO 3, 4—63%</p> <p>TH 219—CLO 5— 83.5%</p> <p>TH 222—CLO 3, 4— 100%</p> <p>TH 223— CLO 1, 2, 3, 4, 5, 6 –100%</p> <p>TH 224— CLO 1, 2, 3, 4, 5, 6 –100%</p> <p>TH 225— CLO 1, 2, 3, 4, 5, 6 –100%</p> <p>TH 226— CLO 1, 2, 3, 4, 5, 6 –100%</p> <p>TH 224— CLO 1, 2, 3, 4, 5, 6 –100%</p>	<p>71.5% of the students performed at proficiency level for PLO #4.</p> <p>Courses that did not have assessment data were not included in the assessment (TH 104, TH 110 & TH 206).</p>
<p>TH PLO #5</p> <p>(Application)</p>	<p>TH 100—CLO 1-5— 83.5%</p> <p>TH 101—CLO 1-6—84.75%</p> <p>TH 104—CLO 1-3— N/A</p> <p>TH 110—CLO 1-5— N/A</p> <p>TH 115—CLO 1-5—73.75%</p> <p>TH 118—CLO 1-6—36%</p> <p>TH 201—CLO 1-6—85.3%</p> <p>TH 206—CLO 1-4— N/A</p> <p>TH 210—CLO 1-5—91%</p> <p>TH 215—CLO 1-5— 88.22%</p> <p>TH 217—CLO2-5— 84.5%</p> <p>TH 218—CLO 1-6—63%</p> <p>TH 219—CLO 1-5— 83.5%</p> <p>TH 220—CLO 1-6— 100%</p> <p>TH 222—CLO 1-4— 100%</p> <p>TH 223— CLO 1, 2, 3, 4, 5, 6 –100%</p> <p>TH 224— CLO 1, 2, 3, 4, 5, 6 –100%</p> <p>TH 225— CLO 1, 2, 3, 4, 5, 6 –100%</p> <p>TH 226— CLO 1, 2, 3, 4, 5, 6 –100%</p> <p>TH 224— CLO 1, 2, 3, 4, 5, 6 –100%</p>	<p>77.67% of the students performed at proficiency level for PLO # 5.</p> <p>Courses that did not have assessment data were not included in the assessment (TH 104, TH 110 & TH 206).</p>

5.0 Evaluation of Previous Program Review Action Plans

Indicate the status of the previous program review action plans

Action Plan Activity/Objectives	Status Complete/ Ongoing/Incomplete	Remarks
Purchase an attitudinal survey questionnaire to assess the market perspectives of the program and graduates working experiences.	<i>Incomplete</i>	From 2005 Program Review Set for June 2008. This is still incomplete as the College was not able to allocate the funds. Three full-time Program Instructors are no longer with the college and to my knowledge, it was never purchased.
Training opportunity of current market trends, changes in traveler's and guest needs, and expectations at brand name hotel chains abroad.	<i>Incomplete</i>	From 2009 Program Review Set for June 2012. This is still incomplete as the College was not able to allocate the funds. Three full-time Program Instructors are no longer with the college and to my knowledge, it was never purchased.
Hire additional faculty with major concentration in international tourism or potential PCC graduate to be groomed and work towards a BS degree.	Incomplete	In Fall of 2013, a full-time Professor retired. In Spring of 2013, a full-time Professor took time off for medical leave as she was diagnosed with cancer, taught in Spring 2015 and passed away December 2015. Even though her status was full-time, she used her sick leave, leaving one full-time Instructor and one part-time behind teaching a few courses. In Fall of 2014, an additional full-time Instructor was hired. In Fall of 2015, another Instructor resigned leaving one left. As of today Spring 2015, there is only one full-time Instructor teaching 3 courses, running the program, assisting and orienting the 2 adjunct Instructors. With the loss of 2 full-time Instructors, this has affected the program as well as not getting support from Academic Affairs. The Chairperson of the Program had to recruit an additional adjunct to help with the heavy workload of the program, the courses, and maintenance of the PTHSE building as we maintain our own building (Interior & Exterior).

To collaborate and strengthen partnerships with stakeholders (MOE, BTA, PHS, PVA) and align tourism and hospitality curriculum between the two organizations.	Ongoing	To enhance collaboration and partnerships with stakeholders of Tourism and Hospitality Program, an Advisory Committee called Grant Education and Training (GET), sub-committee of BTA was created to assist PCC and PHS in modification and alignment of tourism curricula between these two institutions to meet the industry standard.
In-house technology training of equipment and computer and video (digital camera) to support classroom activities.	<i>Incomplete</i>	From 2005 Program Review This was set to being in 2007 but with the College was unable to allocate funds.
Faculty members continue review and develop Course Learning Outcomes.	On-Going	Program Chair and Assistant Associate Dean are working on it.

6.0 Action Plans

Based on this program review results, describe the program action plan for the next three (3) academic years. Include necessary resources.

Action Plan Activity/Objectives	How will this action plan improve student learning outcomes? (CLO, PLO, ILO)	Needed Resources (if any)	Timeline
A. Purchase an attitudinal survey questionnaire to assess the market perspectives of the program and graduates working experiences.	An attitudinal survey tool is needed to assess the markets perspectives of our curriculum and graduates working experiences.	\$ 2,500.00 (or more) Survey tool, survey hours, communication or transportation, analysis, and report.	Fall 2017
B. Training opportunities in teaching strategies, industry trends, guest needs, eco-tourism, and hospitality management.	Training will provide up-to-date information and develop skills to improve student learning and provide better opportunities for student engagement. ILOs targeted include #1, #2, #4, and #5.		June 2016 to August 2017
C. Hire two additional full-time faculty one with emphasis in hospitality management and other in culinary arts (chef/instructor)	In preparation of retirement of long-standing faculties, candidates can have adequate time for preparation and transition. This will ensure level and quality of program and learning outcomes—CLOs, PLOs, and ILOs.	\$ 33,000.00 per annum 2 entry-level instructors.	February 2016 to January 2017
D. Hire additional full-time assistant instructor to assist full-time and adjunct faculty in classroom	Assistant instructor can provide essential support to share the workload, especially on routine activities. This will ensure level and quality of program and learning outcomes—CLOs, PLOs,	\$12,000.00 per annum Assistant Instructor or Teacher Assistant	February 2016 to February 2017

management, instruction, activities coordination, and others.	and ILOs.		
E. Devise and implement bidding process for outsourcing courses partly or in whole. (Diving courses and other upper level courses, which may include internships)	Fair bidding practices may ensure quality of instruction, competitive prices, and procedures to provide consistency and efficiency in student learning.	\$ 2,500.00 (or more) Research, communication or transportation, comparative analysis, contract development and report.	November 2018
F. Others: Partnerships and Funding Opportunities	See description below.		Fall 2017

7.0 Resource Requests

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel	2 full-time faculty and 1 assistant instructor	\$ 33,000.00 per annum 2 entry-level instructors.	All courses of TH tracks will be taught by qualified faculty who has the proper education and credentials. Kitchen and restaurant will be able to open at least twice a month to the general public. Students to prepare meals and apply service skills to customers. Accommodation suit will be able to practice dressing-up the guestroom, strip it down and set-it up, and apply proper cleaning skills in public area. Front office will learn to do reservations on line, process of check-in and check-out guests.
Facilities	PTHSE Outfitting.		Proper outfitting is needed to ensure the delivery of quality instruction and hands-on learning experience.
Equipment	Front Office: 2-Computers 1-Network/Server 1-Network Printer 1-Fax/Scanner 1-Projector 1-Projector Screen 1-Cash Register Restaurant: 1-Projector 1-Projector Screen	\$ 6, 700.00 \$2,000.00 \$ 500.00 \$ 500.00 \$ 300.00 \$ 700.00 \$ 500.00 \$ 500.00 \$ 500.00 \$ 700.00 \$ 500.00	Facility is not properly equipped to facilitate higher learning in TH 215 Front Office Operations course. This course requires practical application and experience in order to achieve appropriate proficiency levels in CLOs 2-5, PLOs 2 and 5, and ILO #3. Equipment will also help facilitate communication skills (PLO #2) and support students in concept application (PLO #5) for all courses taught in the Front Office classroom. Equipment for restaurant will accommodate the Food & Beverage courses taught in the restaurant area. Equipment will also aid in communication skills (PLO #2) and support students in concept application (PLO #5) for all courses taught in the Front Office classroom.

		Amount will vary on increase of price & shipping & handling. (Depending on what we have on island).	
Supplies	Food & Beverage resources and materials, Cleaning chemicals and proper tools. Uniforms and lockers.	This amount will vary depending on student enrollment. \$ 200.00/student \$ 2,000.00 \$2,500.00	In hotels and restaurants, daily produce or create products and services which are consumed daily. Most of the supplies are expensive in the beginning, but in the long run, various activities/events done can generate revenues to be used in supplies and equipment repairs or replace old tools. PLO #5 (Application) is where students will utilize these supplies whether in classroom or under the work study program. Maintain cleanliness inside and outside the building. Uniforms are needed once restaurant opens for public service. Lockers for students to store their things while working.
Software	FOMS: Front Office Management Software	\$ 2,000.00 Amount will vary on increase of price & shipping & handling.	Reservation system for the front office – students applies knowledge and skills of making reservations, check-in and check-out guests. In TH 215, students will needs this software to address CLO 1-5, PLO 3 and PLO 5
Training	Faculty to be train in local hotels & restaurants.		Local hotels to offer opportunities for faculty to spend time in the hotels and restaurants in the summer months or during spring break to learn and relate to movers and shakers of the industry. (PLOs 1 to 5)
Other	Physical structure		Maintain exterior outlook, include ground-keeping, solar panels, tree trimming, and curb appeal. Focus can be concentrated on quality instruction and learning.
Total			

Appendix B: Provide Program Learning Outcomes (PLOs)

PLO 1 (Career Search)

Students will identify career paths & positions leading to his/her choice of major in the tourism & hospitality industry.

PLO 2 (Work Ethics)

Students will recognize, understand, & practice various aspects of workplace performances. Students will perform individual tasks, manage a range of different tasks; respond to contingencies or breakdowns, & deal with typical responsibilities of the workplace, including working with others & be able to apply relevant skills, knowledge, & attitudes consistently.

PLO 3 (Communication Skills)

Students will demonstrate the importance of excellent customer service skills & communication skills required to interact & communicate effectively with customers.

PLO 4 (Safety & Security)

Students will be able to identify & describe the Occupational Safety & Health Act (OSHA) regulations & demonstrate safety practices.

PLO 5 (Application)

Students will practice & demonstrate knowledge & skills of accommodations with hoteliers, catering & hosting meetings, functions & events

Appendix C: Program Mapping –Alignment of CLOs-PLOs-ILOs

Track	Course	PLO 1 (Career Search) Students will identify career paths and positions leading to his/her choice of major in the tourism and industry. (Food & Beverage, Hotel Management, Hotel Operations, and Tour Services)	PLO 2 (Work Ethics) Students will recognize, understand, and practice all aspects of workplace performance; will be involved in performing individual tasks, managing a range of different tasks, responding to contingencies or breakdowns, and dealing with responsibilities of the workplace, including working with others; and be able to apply relevant skills, knowledge, and attitudes consistently—such skills are learned over time and are required in the workplace environment.	PLO 3 (Communication Skills) Students will demonstrate an understanding of importance of excellent customer service skills; describe communication process, and the skills required to interact and communicate effectively with customers.	PLO 4 (Safety & Security) Students will be able to identify and describe the Occupational Health and Safety Act (OSHA) regulations and demonstrate safety practices.	PLO 5 (Application) Students will practice and demonstrate knowledge and skills of accommodations with hoteliers, catering and hosting meetings, functions, and events. Students will also plan and design tours based on nature, culture, and historical activities in Palau for tourists.	<i>Institutional Learning Outcomes (ILOs)</i>
THFB, THHO, THTS, THHM	TH 100	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5	N/A	1, 2, 3, 4, 5	ILO: 1, 2, 4
THFB, THHO, THHM	TH 101	4	1, 2, 3, 5, 6	-	1, 2, 3, 5, 6	1, 2, 3, 4, 5, 6	ILO: 1-4
THTS	TH 104		1, 2, 3		1, 2, 3	1, 2, 3	ILO: 1- 3
THTS	TH110		1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	ILO: 1, 2, 4
THFB, THHO, THTS, THHM	TH 115	-	3, 4	1, 2, 3, 4, 5	-	1, 2, 3, 4, 5	ILO: 1, 2, 4
THFB	TH 118	1	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	ILO: 1- 4
THFB, THHO, THHM	TH 201	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	ILO: 1- 4
THTS	TH 206				4	1, 2, 3, 4	ILO: 1, 2, 4
THHO, THHM	TH 210	1, 2	1, 2, 3, 4, 5	3, 4, 5	3, 4, 5	1, 2, 3, 4, 5	ILO: 1, 2, 4
THHO, THHM	TH 215	-	3, 4, 5	1, 2, 3, 4, 5	3	1, 2, 3, 4, 5	ILO: 1- 4
THHO, THHM	TH 217		1, 3, 4, 5	2, 4, 5	2, 3, 4, 5	2, 3, 4, 5	ILO: 1, 2, 4

THFB, THHO, THHM	TH 218	6	1, 2, 3, 4, 5	3, 4	3, 4	1, 2, 3, 4, 5, 6	ILO: 1- 4
THTS, THHM	TH 219	-	1, 2, 3, 4, 5	1, 2, 3, 4	5	1, 2, 3, 4, 5	ILO: 1, 2, 4, 5
THTS, THHM	TH 220	-	3, 4, 5, 6	1, 2, 3, 4, 5, 6	-	1, 2, 3, 4, 5, 6	ILO: 1- 4
THTS, THHM	TH 222	-	1, 2, 3, 4	1, 2, 3, 4	3, 4	1, 2, 3, 4	ILO: 1, 2, 4
THFB	TH223	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	ILOs 1 – 6
THHO	TH 224	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	ILOs 1 – 6
THTS	TH 225	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	ILOs 1 – 6
THTS	TH 226	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	ILOs 1 – 6
THHM	TH 227	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	ILOs 1 – 6

**Appendix D: Signature Assignment Forms
Tourism & Hospitality Program Courses**

Course Number:	Course Title:	Semester Credit:	Signature Assignments:
TH 100	Intro to Tourism & Hospitality	3	Midterm Exam Final Exam Reaction Paper
TH 101	Food Production & Sanitation	3	Midterm Exam Final Exam
TH 104	Open Water Dive	3	Final Exam
TH 110	Tour Guiding & Travel Planning	3	Test Midterm Exam Lab Journal
TH 115	Interpersonal Relations & Customer Service	2	Midterm Exam Final Exam
TH 118	Baking	3	Midterm Exam Final Exam
TH 201	Dining Room & Beverage Operations	3	Midterm Exam Final Exam Project
TH 206	Advanced Open Water Dive	3	Final Exam PADI Certification
TH 210	Housekeeping Management	3	Test Mini Project
TH 215	Front Office Operations	3	Tests Project
TH 217	Hotel Securities & Facilities Management	3	Tests Final Exam
TH 218	F & B Cost Control & Purchasing	3	Chapter Tests Midterm Final Exam Project
TH 219	Human Resources Management	3	Tests Midterm Final Projects
TH 220	Marketing	3	Tests Projects
TH 222	Managing for Quality in the Hospitality Industry	3	Tests Projects
TH 224	Internship-Hotel Operations	4	Internship Training Rating Sheet
TH 225	Internship-Tour Services (AAS)	4	Internship Training Rating Sheet
TH 226	Internship-Tour Services (AS)	4	Internship Training Rating Sheet
TH 227	Internship-Hospitality Management	4	Internship Training Rating Sheet

Tourism & Hospitality: Hospitality Management (AS)

Course Number:	Course Title:	Semester Credit:	Signature Assignments:
TH 100	Intro to Tourism & Hospitality	3	Midterm Exam Final Exam Reaction Paper
TH 101	Food Production & Sanitation	3	Midterm Exam Final Exam
TH 115	Interpersonal Relations & Customer Service	2	Midterm Exam Final Exam
TH 201	Dining Room & Beverage Operations	3	Midterm Exam Final Exam Project
TH 210	Housekeeping Management	3	Tests Project
TH 215	Front Office Operations	3	Tests Project
TH 217	Hotel Securities and Facilities Management	3	Tests Project
TH 218	Food and Beverage Cost Control and Purchasing	3	Midterm Exam Final Exam Project
TH 219	Human Resources Management	3	Tests Project
TH 220	Marketing	3	Tests Project/Presentation
TH 222	Managing for Quality in the Hospitality Industry	3	Tests Project
TH 227	Internship Hospitality Management	4	Internship Training Rating Sheet

Tourism & Hospitality: Tour Services (AS)

Course Number:	Course Title:	Semester Credit:	Signature Assignments:
TH 100	Introduction to Hospitality and Tourism	3	Midterm Exam Final Exam Reaction Paper
TH 104	Open Water Dive	2	Tests PADI Certification
TH 110	Tour Guiding and Travel Planning	3	Midterm Exam Final Exam Project
TH 115	Interpersonal Relations and Customer Service	2	Midterm Exam Final Exam
TH 206	Advanced Open Water Dive	2	Tests PADI Certification
TH 219	Human Resources Management	3	Midterm Exam Final Exam Project
TH 220	Marketing	3	Tests Project/Presentation
TH 222	Managing for Quality in the Hospitality Industry	3	Midterm Exam Final Exam Project
TH 226	Internship Tour Services (AS)	4	Internship Training Rating Sheet

Tourism & Hospitality: Food & Beverage (AAS)

Course Number:	Course Title:	Semester Credit:	Signature Assignments:
TH 100	Intro to Tourism & Hospitality	3	Midterm Exam Final Exam Reaction Paper
TH 101	Food Production & Sanitation	3	Midterm Exam Final Exam
TH 115	Interpersonal Relations & Customer Service	2	Midterm Exam Final Exam
TH 118	Baking	3	Midterm Exam Final Exam
TH 201	Dining Room & Beverage Operations	3	Midterm Exam Final Exam Project
TH 218	F&B Cost Control & Purchasing	3	Midterm Exam Final Exam Project
TH 223	Internship (Food & Beverage)	4	Internship Training Rating Sheet

Tourism & Hospitality: Hotel Operations (AAS)

Course Number:	Course Title:	Semester Credit:	Signature Assignments:
TH 100	Intro to Tourism & Hospitality	3	Midterm Exam Final Exam
TH 101	Food Production & Sanitation	3	Midterm Exam Final Exam
TH 115	Interpersonal Relations & Customer Service	2	Midterm Exam Final Exam
TH 201	Dining Room & Beverage Operations	3	Midterm Exam Final Exam
TH 210	Housekeeping Management	3	Tests
TH 215	Front Office Operations	3	Tests
TH 217	Hotel Securities and Facilities Management	3	Tests
TH 218	F&B Cost Control & Purchasing	3	Midterm Exam Final Exam
TH 224	Internship Hotel Operations	4	Internship Training Rating Sheet

Tourism & Hospitality: Tour Services (AAS)

Course Number:	Course Title:	Semester Credit:	Signature Assignments:
TH 100	Introduction to Hospitality and Tourism	3	Midterm Exam Final Exam Reaction Paper
TH 104	Open Water Dive	2	Tests PADI Certification
TH 110	Tour Guiding and Travel Planning	3	Midterm Exam Final Exam Project
TH 115	Interpersonal Relations and Customer Service	2	Midterm Exam Final Exam
TH 206	Advanced Open Water Dive	2	Tests PADI Certification
TH 225	Internship Tour Services (AAS)	4	Internship Training Rating Sheet

Appendix E: Provide all supporting evidence for this review.

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Tourism and Hospitality

Course#/ Title: TH 100

Sem./ Yr.: Fall 2012

Prep. by: L.H. Fritz

Assessment Summary at a Glance

How many students were enrolled in this course? 50
 How many students were included in this assessment? 35
 How many sections of the course were included? 3
 What was the number of full-time faculty? 3

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC (PTHSE)

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Institutional Goal Statement: Palau Community College is an accessible public educational institution helping to meet technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Program Description: The Tourism and Hospitality Program is designed to provide students with knowledge, skills, and proper working habits necessary in this field. The program prepares students to perform proficiently in entry/intermediate positions or management in the areas of Tour Services, Food & Beverage Operations, Hotel Operations, and Hospitality Management.</p> <p>Course Description:</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>	<p style="text-align: center;">Summary of data collected</p>	<p style="text-align: center;">Use of Results / Additional Comments</p>
	<p>Upon completion of this course, the student will be able with 65% accuracy to:</p> <ol style="list-style-type: none"> 1. Discuss general overview of tourism and hospitality industry. 2. Explain the diverse aspects of lodging operations. 3. Discuss and give examples of traveler's needs and interests. 4. Explain the back of the house operations. 5. Examine the relationship of the industry to the community around it. 6. Set goals for his/her future consideration of the tourism industry and its employment opportunities. 	<p>Signature Assignments used</p> <ul style="list-style-type: none"> • Mid-Term Exam – CLO 1-3, 5-6 • Final Exam – CLO 1, 4, 6 • Reaction Paper – CLO 1,5, 6 	<p>Course Learning Objective (expected percentage)</p> <p>70% of students will be performing at proficiency level or higher at the end of this course.</p>	<p>Actual results</p> <p>50 students were enrolled. 9 students withdrew course. 10 students did not complete.</p> <ul style="list-style-type: none"> • 90%-100%: 10 students • 80%-89%: 9 students • 70%-79%: 10 students • 65%-69%: 2 students • Below 65%: 10 students <p>– 31 of 41 students, (or 76%), passed course with at least 65% or higher.</p> <p>– 29 of 70.73% of those students who completed course received a final grade of 70% or higher.</p> <p>– Discounting 10 students who did not complete course: 29 of 31 students, or 94%,</p>	<p>Plan of Action / Additional Comments</p> <ul style="list-style-type: none"> • Frequency of assignments and assessments may be increased. • Focus on student projects and applications of knowledge will increase.

<p>This course will provide general overviews into the tourism and hospitality industry. The students will explore different segments of tourism and hospitality including lodging, restaurants and services, and convention management. It will examine and compare careers and operational areas in the hospitality industry. It will also examine the relationship between the hospitality industry and the community around it. This may include employment in supporting industries, the impact on infrastructures, and the pressures on the natural environment.</p>				<p><i>passed with 70% grade or higher.</i></p>	
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Tourism & Hospitality

Course#/ Title: TH101 Food Production and Sanitation

Sem./ Yr.: Fall 2012

Prep. by: S. Garcia

Assessment Summary at a Glance

How many students were enrolled in this course?	29
How many students were included in this assessment?	21
How many sections of the course were included?	2
What was the number of full-time faculty?	1

What was the number of adjunct faculty?	0
How many online sections were included?	0
On which campuses were the courses taught?	0

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p align="center">F</p> <p align="center"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p align="center">A</p> <p align="center"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p align="center">M</p> <p align="center"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p align="center">E</p> <p align="center"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p align="center">D</p> <p align="center"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p>	<p align="center">COURSE INTENDED LEARNING OUTCOMES</p>	<p align="center">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p align="center">EXPECTED STUDENT PERFORMANCE</p>	<p align="center">Summary of data collected</p>	<p align="center">Use of Results / Additional Comments</p>
<p>Institutional Learning Outcomes: ILOs #1-6</p> <p>Program Description: The Tourism and Hospitality program is designed to provide students with knowledge skills and proper work habits necessary in this field. The program prepares students to perform proficiently in entry/intermediate position on management on the areas of Tour Services, Food and Beverage, Hotel Operations and Hospitality Management.</p> <p>Course Description: This course will study the basics in food preparation, storage and sanitation. Students will learn the basics in preparing menus featuring breakfast,</p>	<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the basics of safe food handling practices. 2. Identify the different types of knives with their various uses. 3. Sharpen set of knives to cut vegetables in a variety of styles. 4. Demonstrate the basic knowledge necessary for understanding culinary preparation. 5. Demonstrate proficiency in hot/cold and appetizer preparation. 6. Prepare a complete five course meal. 	<p>Signature Assignments used</p> <p>(CLO 1-3) Mid Term evaluation</p> <p>(CLO 1-6) Major project</p> <p>(CLO 1-6) Final Exam</p>	<p>70% of students will score at least C or higher.</p>	<p>21 Student are included in this assessment.</p> <p>MIDTERM EXAM: 57% of students were performing at the proficiency level.</p> <p>MAJOR PROJECT: 81% of students were performing at the proficiency level.</p> <p>FINAL EXAM : 81% of students were performing at the proficiency level.</p>	<p>70% of students performing at the proficiency level was not meet, or achieve; however there are no major changes in the course, the course will still be offered as is. The result of students failure is due to absences, and poor performance of tasks. Students were regularly referred to the counselor for counseling purposes and follow-up, progress report was given to the students,. Also the instructor clearly explain to the students about the attendance policy and the advantage and the disadvantage of it.</p> <p>Below is the breakdown of students attendance in class.</p> <p>13 or 62% has been regularly attending class .</p> <p>4 or 19% has been taking time on and off nor not attending class regularly.</p> <p>4 or 19% got a perfect attendance.</p> <p>This is both lecture and laboratory class so most of the time we focus on lectures,</p>

<p>lunch and dinner entrees. The proper service of these menus will be demonstrated. Menu planning, costing, and catering will be addressed.</p>					<p>laboratory demonstration, problem solving with students participation and presentation of the results of their assigned work .</p> <p>Comment:</p> <p>The student was informed of the final project ahead of time to give them more time to do and prepare. Was informed also the quality of their work be as a college student not an elementary student. Yet still 4 out of 21 or 19% did not use their time productively . Resources such as sample project, computer and printer is available for student information and use..</p> <p>Suggestion:/Comment</p> <p>Additional computer and printer is needed for students use instead of students using instructor computers. This is because of the distance from the upper campus to use the available resources for our students. We value time so much that walking back and forth to the upper campus is not a priority.</p>
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: TOURISM & HOSPITALITY **Course#/ Title:** TH 201 – Dining Room and Beverage Operations

Sem./ Yr.: Fall 2012

Prep. by: S. Garcia

Assessment Summary at a Glance

How many students were enrolled in this course? 10
 How many students were included in this assessment? 9
 How many sections of the course were included? 2
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i>	A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i>	M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i>	E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i>	D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i>
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Use of Results / Additional Comments
<p>Institutional Learning Outcomes: ILOs #1-6</p> <p>Program Description: The Tourism and Hospitality program is designed to provide students with knowledge skills and proper work habits necessary in this field. The program prepares students to perform proficiently in entry/intermediate position on management on the areas of Tour Services, Food and Beverage, Hotel Operations and Hospitality Management.</p> <p>Course Description: Study of the principles and practices of dining room service and beverage operations. Dining operations include the study of service techniques and procedures used in most dining rooms. Bar operations include the</p>	<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Research general information on the importance of the restaurant industry. 2. Demonstrate safety and sanitation. 3. Plan and prepare menus for breakfast, lunch, dinner and buffets. Apply "Mise en Place" in food preparation. 4. Prepare dining room for service. 5. Welcome guests, customers and take and process orders. 6. Serve and clear food and beverages. Legal issues in serving alcoholic drinks to minors must be emphasized. 	<p>Signature Assignments used</p> <p>(CLO 1-3) Midterm Evaluation..</p> <p>CLO(1-6) Major Project.</p> <p>CLO (1-6) Final Exam</p>	<p>Course Learning Objective (expected percentage)</p> <p>70% of students will reach the proficiency level on all CLOs.</p>	<p>9 Student are included in this assessment.</p> <p>MIDTERM EXAM: 78% of students were performing at the proficiency level.</p> <p>MAJOR PROJECT: 89% of students were performing at the proficiency level.</p> <p>FINAL EXAM: 89% of students were performing at the proficiency level.</p>	<p>70% of students performing at the proficiency level was not meet, or achieve, however there are no major changes in the course, the course will still be offered as is, the result of students failure is due to absences. Students were referred to the counselor for counseling purposes and follow-up. .progress report was given to the students, also the instructor clearly explain to the students about the attendance policy the advantage and the disadvantage of it.</p> <p>Below is the breakdown of students attendance in class.</p> <p>6 or 67% has been regularly attending class .</p> <p>1 or 11% has been taking time on and off nor not attending class regularly.</p> <p>2 or 22% got a perfect</p>

study of product knowledge, the service of drinks, bar set-up and basic mixology. The course content also includes menu planning techniques, loss prevention, and legal issues. Grooming, hygiene, interpersonal communications and work skills will be discussed.

attendance.

This is both lecture and laboratory class so most of the time we focus on lectures, demonstration, problem solving with students participation and presentation of the results of their assigned work .

Comment:

The student was informed of the final project ahead of time to give them more time to do and prepare. Was informed also the quality of their work be as a college student not an elementary student. Yet still 1 out of 9 or 11% did not use their time productively . Resources such as sample project, computer and printer is available for student information and use..

Suggestion:/Comment

Additional computer and printer is needed for students use instead of students using instructor computers. This is because of the distance from the upper campus to use the available resources for our students.

We value time so much that walking back and forth to the upper campus is not a priority.

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Tourism & Hospitality

Course#/ Title: Housekeeping Management TH 210

Sem./ Yr.: Fall Semester 2012

Prep. by: V. Maui

Assessment Summary at a Glance

How many students were enrolled in this course? 06
 How many students were included in this assessment? 06
 How many sections of the course were included? 01
 What was the number of full-time faculty? 01

What was the number of adjunct faculty? N/A
 How many online sections were included? N/A
 On which campuses were the courses taught? PCC

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Institutional Goal Statement: ILOs #1-6</p> <p>Program Description: The Tourism and Hospitality Program is designed to provide students with knowledge, skills, and proper work habits necessary in the field. The program prepares students to perform proficiently in entry/intermediate positions or management in the areas of Tour Services, Food and Beverage, Hotel Operations and management.</p> <p>Course Description: This course presents a systematic approach to managing housekeeping operations in the hospitality or hotel industry. The various areas of responsibilities will be presented both in managerial and technical skills demonstrated and practiced.</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>	<p style="text-align: center;">Summary of data collected</p>	<p style="text-align: center;">Use of Results / Additional Comments</p>
	<p>CLO-1 Describe the scope of the lodging industry, assess the vital role the housekeeping department plays in the success of all lodging establishments, identify various classifications of products, types of ownership and explains how these product types and ownership structures affect housekeeping operations.</p> <p>CLO-2 Diagram organizational chart in housekeeping and thoroughly explain the hierarchy of the property, the chain of commands and career paths.</p> <p>CLO-3 Identify, explain and perform tasks, skills and knowledge required to prepare, clean and ready guestroom including bathrooms, and all public areas.</p> <p>CLO-4 Identify, explain and perform knowledge, skills and tasks required to launder linens and guest clothing.</p> <p>CLO-5 Identify and define key roles and responsibilities of the Professional Housekeeper and integrate nine performance objectives for the course.</p>	<p>Signature Assignments used</p> <p>(CLO-1) Read & study chapter one, answer questions, interview local hotel employee, preview a video and take test.</p> <p>(CLO-2) Read and study chapter two (2), answer questions, complete project 1 assignment and take test.</p> <p>(CLO-3) Read and study chapters 5, 6, 7 and complete questions for these chapters and take tests. Developed and present a major project in class where peers with instructor help evaluated each presentation.</p> <p>(CLO-4) Read and study chapters ten and eleven, completed study questions and took test.</p> <p>(CLO-5) Read and study chapters one & fifteen. Complete study questions and take test. A final presentation by individual student and a team of two students.</p>	<p>Course Learning Objective (expected percentage)</p> <p>70% of students will perform at the proficiency level for all CLOs.</p>	<p>Actual results</p> <p>90% of the students passed and earned a score of 70% and better on CLO #1. (Six (6) students were evaluated with successful rating of 90% embedded questions and objectives on the test.)</p> <p>80% of the students reached the proficiency level for CLO#2</p> <p>80% of the students reached the proficiency level for CLO #3. 80% of students also completed their laboratory hours and fulfilled over 44 hours of first hand observations and practical work experiences both at the PTHSE facility and hotel sites.</p> <p>80% of the students reached the proficiency level for CLO #4.</p> <p>80% of the students reached the proficiency level for CLO #5.</p>	<p>Plan of Action / Additional Comments</p> <p>No action needed at this time. The course remains as it is.</p>

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Tourism and Hospitality

Course#/ Title: TH 104 Open Water Dive

Sem./ Yr.: SPRING 2013

Prep. by: L.H. Fritz

Assessment Summary at a Glance

How many students were enrolled in this course? 4
 How many students were included in this assessment? 2
 How many sections of the course were included? 1
 What was the number of full-time faculty? 0

What was the number of adjunct faculty? 1
 How many online sections were included? 0
 On which campuses were the courses taught? PCC(PTHSE)/Fish N' Fins

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center; font-size: 2em; color: green;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center; font-size: 2em; color: green;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center; font-size: 2em; color: green;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center; font-size: 2em; color: green;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center; font-size: 2em; color: green;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Institutional Goal Statement: ILO #1—Critical Thinking and Problem Solving ILO #2—Communication ILO #3—Quantitative and Technological Competence</p> <p>Program Description: The Tourism and Hospitality Program is designed to provide students with knowledge, skills, and proper working habits necessary in this field. The program prepares students to perform proficiently in entry/intermediate positions or management in the areas of Tour Services, Food & Beverage Operations, Hotel Operations, and Hospitality Management.</p> <p>Course Description: This course is designed to introduce the students to the aquatic world, specifically to the sport of scuba diving. The student will learn the theoretical knowledge</p>	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Use of Results / Additional Comments
	Upon completion of this course, the student will be able with 65% accuracy to: 7. Plan and conduct safe scuba dives based on a sound theoretical knowledge. 8. Demonstrate a mastery of all basic scuba diving techniques in a confined water setting and later on in an open water.	Signature Assignments used <ul style="list-style-type: none"> • PADI Certification – CLO 1 and 2 	Course Learning Objective (expected percentage) 70% of students will be performing at proficiency level or higher at the end of this course.	Actual results 4 students were enrolled. 1 student did not complete course.. PADI Certification 100% of students included in this assessment demonstrated proficiency in both CLO 1 and CLO 2. 100% of students were certified upon completion of this course.	Plan of Action Additional Comments: Students may be required to get clearance from doctor before enrolling in course.

necessary for safe diving and will achieve mastery of the required skills and techniques in open water. It is performance based whereby students must demonstrate mastery of each step before proceeding to the next step. For all "in water" portions of the course, there is no grading system as practice continues until mastery is achieved. Prerequisite: HP 181 or a Valid First Aid and CPR card. (2 credits lab)

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Tourism and Hospitality

Course#/ Title: TH 215 Front Office Operations

Sem./ Yr.: SPRING 2013

Prep. by: L.H. Fritz

Assessment Summary at a Glance

How many students were enrolled in this course? 12
 How many students were included in this assessment? 10
 How many sections of the course were included? 1
 What was the number of full-time faculty? 3

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC (PTHSE)

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center; color: green; font-size: 2em;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center; color: green; font-size: 2em;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center; color: green; font-size: 2em;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center; color: green; font-size: 2em;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center; color: green; font-size: 2em;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Institutional Goal Statement: Palau Community College is an accessible public educational institution helping to meet technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Program Description: The Tourism and Hospitality Program is designed to provide students with knowledge, skills, and proper working habits necessary in this field. The program prepares students to perform proficiently in entry/intermediate positions or management in the areas of Tour Services, Food & Beverage Operations, Hotel Operations, and Hospitality Management.</p> <p>Course Description: This course will be a practical guide to the operations of the front of the house and accounting practices. Reservations, check-in, check-out, and night auditor functions will be covered in role play, case studies, and practical applications. Both manual and computer reservations and front desk operations will be presented.</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>	<p style="text-align: center;">Summary of data collected</p>	<p style="text-align: center;">Use of Results / Additional Comments</p>
	<p>Upon completion of this course, the student will be able with 65% accuracy to:</p> <ol style="list-style-type: none"> 9. Explain and perform the standard procedures to operate and manage the front office. 10. Discuss and perform the procedures in receiving and documenting reservations. 11. Prepare and perform the hotel standard procedures of guests' arrival/departure (check-in and check-out) guests. 12. Prepare and monitor the proper methods to conduct night audit report. 13. Discuss and use both manual and computer reservations systems. 	<p>Signature Assignments used</p> <ul style="list-style-type: none"> • Test 1(Ch. 2 & 3) – CLO 1 • Test 2 (Ch. 4 & 5) – CLO 2 • Test 3 (Ch 6) – CLO 1, 2 • Test 4 (Ch 7) – CLO 1, 3 • Test 5 (Ch 8) – CLO 3, 4 • Midterm Exam – CLO 1-3 • Final Exam – CLO 1-5 • Projects – CLO 1-5 	<p>Course Learning Objective (expected percentage)</p> <p>70% of students will be performing at proficiency level or higher at the end of this course.</p>	<p>Actual results</p> <p>12 students were enrolled. 2 students did not complete the course.</p> <ul style="list-style-type: none"> • Test 1(Ch. 2 & 3) – 50% of students achieved proficiency, average score of 69%. • Test 2 (Ch. 4 & 5) – 50% of students achieved proficiency, average score of 55%. • Test 3 (Ch 6) – 60% of students achieved proficiency, average score of 62%. • Test 4 (Ch 7) – 80% of students achieved proficiency, average score of 79%. • Test 5 (Ch 8) – 90% of students achieved proficiency, average score of 78%. • Midterm Exam – 100% of students achieved proficiency, average score of 79%. • Final Exam – 80% of students achieved proficiency, average score of 75%. • Projects – 100% of students achieved proficiency, average score of 90%. 	<p>Plan of Action</p> <ul style="list-style-type: none"> • Increase opportunities for students to demonstrate or perform skills through in-class activities. • Direct more attention to student observations and performance. • Consider incorporating simulation software for student exercises. • Incorporate more auditing exercises. <p>Additional Comments:</p> <p>Students need opportunities for real exposure and experience. Need to incorporate and partner up with lodging establishments.</p>

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Tourism and Hospitality

Course#/ Title: TH 220 Marketing

Sem./ Yr.: SPRING 2013

Prep. by: L.H. Fritz

Assessment Summary at a Glance

How many students were enrolled in this course? 4
 How many students were included in this assessment? 4
 How many sections of the course were included? 1
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC (PTHSE)

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center; font-size: 2em; color: green;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center; font-size: 2em; color: green;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center; font-size: 2em; color: green;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center; font-size: 2em; color: green;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center; font-size: 2em; color: green;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Institutional Goal Statement: ILO #1—Critical Thinking and Problem Solving ILO #2—Communication ILO #3—Quantitative and Technological Competence ILO #4--Diversity</p> <p>Program Description: The Tourism and Hospitality Program is designed to provide students with knowledge, skills, and proper working habits necessary in this field. The program prepares students to perform proficiently in entry/intermediate positions or management in the areas of Tour Services, Food & Beverage Operations, Hotel Operations, and Hospitality Management.</p> <p>Course Description: Basic marketing concepts will be covered including market segments, demographics and promotion. The various instruments of marketing will be presented. The specific challenges of marketing to the world, nation, and community will be discussed with regard to the tourism and hospitality industry.</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>	<p style="text-align: center;">Summary of data collected</p>	<p style="text-align: center;">Use of Results / Additional Comments</p>
	<p>Upon completion of this course, the student will be able with 65% accuracy to:</p> <p>14. Define and recognize applicability of "Marketing."</p> <p>15. Explain the principles and theories of marketing with the discussion on the marketing plan.</p> <p>16. Recognize and apply basic consumer analysis</p> <p>17. Develop and apply product promotion and advertising techniques.</p> <p>18. Identify and apply basic pricing strategies.</p> <p>19. Identify and apply personal selling methods and techniques</p>	<p>Signature Assignments used</p> <ul style="list-style-type: none"> • Test 1 – CLO 1, 2 • Test 2 – CLO 1, 2 • Pricing Exercises – CLO 2, 5 • Midterm Exam – CLO 1-3 • Project – CLO 1-6 	<p>Course Learning Objective (expected percentage)</p> <p>70% of students will be performing at proficiency level or higher at the end of this course.</p>	<p>Actual results</p> <p>4 students were enrolled.</p> <ul style="list-style-type: none"> • Test 1 – 100% of students achieved proficiency. • Test 2 – 100% of students achieved proficiency. • Pricing Exercises – 100% of students achieved proficiency. • Midterm Exam – 100% of students achieved proficiency. • Project – 100% of students achieved proficiency. <p>Research Objectives and Plans SWOT Analysis Research Tool (Survey) Final Drafts of Proposal PowerPoint Presentation</p>	<p>Plan of Action</p> <ul style="list-style-type: none"> • Incorporate more exercises on pricing strategies and selling techniques. • Continue using actual projects with existing organizations. • Start project before midterms and have some deliverable due before midterm. • Have teams compete with each other. <p>Additional Comments:</p> <p>Students need opportunities for real exposure and experience. Need to incorporate and partner up with organizations and businesses.</p>

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Tourism and Hospitality

Course#/ Title: TH 100

Sem./ Yr.: Fall 2013

Prep. by: I. H. Fritz

Assessment Summary at a Glance

How many students were enrolled in this course? 34
 How many students were included in this assessment? 16
 How many sections of the course were included? 2
 What was the number of full-time faculty? 3

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC (PTHSE)

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.	COURSE INTENDED LEARNING OUTCOMES	MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS	EXPECTED STUDENT PERFORMANCE	Summary of data collected	Use of Results / Additional Comments
<p>Institutional Goal Statement: Palau Community College is an accessible public educational institution helping to meet technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Program Description: The Tourism and Hospitality Program is designed to provide students with knowledge, skills, and proper working habits necessary in this field. The program prepares students to perform proficiently in entry/intermediate positions or management in the areas of Tour Services, Food & Beverage Operations, Hotel Operations, and Hospitality Management.</p>	<p>Upon completion of this course, the student will be able with 65% accuracy to:</p> <p>20. define and give examples of various forms of tourism</p> <p>21. define and give examples of hospitality in its varied forms.</p> <p>22. chart the organizational structure of hotels, restaurants, and tour based companies</p> <p>23. examine the relationship of the industry with the community around it.</p> <p>24. set goals for his/her future with consideration of the tourism industry and its employment opportunities.</p>	<p>Signature Assignments used</p> <ul style="list-style-type: none"> - CLO 1: Identify and discuss the five sectors of tourism & hospitality. Identify the different purpose or reasons for travelling. Describe the history of tourism. (Midterm, Final Exam, and Reaction Paper) - CLO 2: Identify examples of hospitality (lodging) establishments. Compare/Contrasts the different forms hotels or levels of services available. Identify the forms of food and beverage services. (Midterm, Final Exam, Reaction Paper) - CLO 3: Discuss the purpose and functions of hotel divisions/departments, restaurants, and/or organizations that provide recreations activities. (Final Exam, Reaction Paper) - CLO 4: Identify and discuss the positive effects of tourism (industry) on a community—its infrastructure, economy, culture, lifestyle, people, and environment. 	<p>Course Learning Objective (expected percentage)</p> <p>70% of students will be performing at proficiency level or higher at the end of this course.</p>	<p>Actual results</p> <p>34 students enrolled course. 3 students withdrew course. 2 students did not complete.</p> <p>CLO 1:</p> <ul style="list-style-type: none"> • 100% of students assessed demonstrated proficiency. • Average rating: 3.25 • 53% exceed expectations with a rating score of 4. • 47% meet expectations with a rating score of 3. <p>CLO 2:</p> <ul style="list-style-type: none"> • 86.67% of students assessed demonstrated proficiency. • Average rating: 3.25 • 60% exceed expectations with a rating score of 4. • 26.67% meet expectations with a rating score of 3. • 13.33% have yet to fully develop skills to meet proficiency. 	<p>Plan of Action / Additional Comments</p> <ul style="list-style-type: none"> • Continue to focus on course learning objectives as guidelines for discussions and tests. • Continue to focus on student projects and applications of knowledge will increase. • Textbook is yet to be updated, but continue to use other texts as references to support knowledge and learning. •

<p>Course Description: This course will provide general overviews into the tourism and hospitality industry. The students will explore different segments of tourism and hospitality including lodging, restaurants and services, and convention management. It will examine and compare careers and operational areas in the hospitality industry. It will also examine the relationship between the hospitality industry and the community around it. This may include employment in supporting industries, the impact on infrastructures, and the pressures on the natural environment.</p>		<p>Identify the negative effects and discuss potential solutions to minimize, control, or manage these effects on a community. (Final Exam, Reaction Paper)</p> <p>CLO 5: Identify goals for his/her future—academic, vocational, and/or career goals, with consideration of how they can be achieved, how the careers fit in the tourism industry, and/or how careers can affect his/her personal life, family, community, and the tourism industry. (Reaction Paper)</p> <p>Assessment Ratings</p> <p>4—The student consistently tasks completely and adequately</p> <p>3—The student does the tasks with mixed quality, yet most or many are complete and adequate.</p> <p>2—The student fails to do most the tasks with quality, most or many are incomplete and/or inadequate.</p> <p>1—The student consistently does poorly or fails on almost all or many of the above tasks.</p>		<p>CLO 3:</p> <ul style="list-style-type: none"> • 73.33% of students assessed demonstrated proficiency. • Average rating: 3.06 • 53.33% exceed expectations with a rating score of 4. • 20% meet expectations with a rating score of 3. • 26.67% have yet to fully develop skills to meet proficiency. <p>CLO 4:</p> <ul style="list-style-type: none"> • 86.67% of students assessed demonstrated proficiency. • Average rating: 3.44 • 73.33% exceed expectations with a rating score of 4. • 13.33% meet expectations with a rating score of 3. • 13.33% have yet to fully develop skills to meet proficiency. <p>CLO 5:</p> <ul style="list-style-type: none"> • 93.33% of students assessed demonstrated proficiency. • Average rating: 3.56 • 80% exceed expectations with a rating score of 4. • 13.33% meet expectations with a rating score of 3. • 6.67% have yet to fully develop skills to meet proficiency. 	
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Tourism and Hospitality

Course#/ Title: TH 115

Sem./ Yr.: Fall 2013

Prep. by: L. H. Fritz

Assessment Summary at a Glance

How many students were enrolled in this course? 10
 How many students were included in this assessment? 8
 How many sections of the course were included? 1
 What was the number of full-time faculty? 3

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC (PTHSE)

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>	<p style="text-align: center;">Summary of data collected</p>	<p style="text-align: center;">Use of Results / Additional Comments</p>
<p>Institutional Goal Statement: Palau Community College is an accessible public educational institution helping to meet technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Program Description: The Tourism and Hospitality Program is designed to provide students with knowledge, skills, and proper working habits necessary in this field. The program prepares students to perform proficiently in entry/intermediate positions or management in the areas of Tour Services, Food & Beverage Operations, Hotel Operations, and Hospitality Management.</p>	<p>Upon completion of this course, the student will be able with 65% accuracy to:</p> <p>25. describe customers and identify factors that could influence customer service.</p> <p>26. identify and discuss the basic needs and expectations of a customer(s).</p> <p>27. identify and discuss skills for success involved in the relationships between the customer, service provider, and the business organization.</p> <p>28. describe signs of difficult customer encounters and how to handle them effectively.</p> <p>29. identify and discuss basic principles of good customer service.</p>	<p>Signature Assignments used</p> <ul style="list-style-type: none"> - CLO 1: Identify and describe customers. Identify and describe factors that influence customer service, including, but not limited to attitudes, social and economic changes, transformations in customer expectations, and components of customer service. (Midterm, Final Exam) - CLO 2: Identify and discuss basic needs and expectations of customers. Identify the elements of a customer friendly system. Discuss the elements of service culture. Identify the basics of Maslow's Hierarchy of or the psychological elements of customer needs. (Midterm, Final Exam) - CLO 3: Identify and discuss the skills for success in establishing and maintaining customer relationships. Describe the elements and importance of 	<p>Course Learning Objective (expected percentage)</p> <p>70% of students will be performing at proficiency level or higher at the end of this course.</p>	<p>Actual results</p> <p>10 students enrolled course. 1 students withdrew course.</p> <p>CLO 1:</p> <ul style="list-style-type: none"> • 77% of students demonstrated proficiency. • Average rating: 3.22 • 44% exceed expectations with a rating score of 4. • 33% meet expectations with a rating score of 3. • 23% have yet to develop skills to meet proficiency. <p>CLO 2:</p> <ul style="list-style-type: none"> • 77% of students demonstrated proficiency. • Average rating: 3.11 • 44% exceed expectations with a rating score of 4. • 33% meet expectations with a rating score of 3. • 33% have yet to develop skills to meet proficiency. 	<p>Plan of Action / Additional Comments</p> <ul style="list-style-type: none"> • Only one student purchased the latest edition of the textbook. Used both editions during class sessions. • Took students out to local restaurant to observe customer service and used that experience as a reference to connect principles in the text. • Attendance was not as serious as last spring. • Need to strengthen delivery of CLO #4 or revise method of assessment. <p>Additional Comments:</p>

<p>Course Description: A look into how people interact with each other and the factors that influence individual preferences will take place. The relationships between the customer and the business entity will be discussed. Customer expectations and dealing with a difficult guest likewise will be covered. The basics of good customer service will be presented along with problem-solving techniques. The students will participate in field observations/studies.</p>		<p>appropriate communication skills—verbal, nonverbal, and listening skills. Discuss characteristics of customer behaviors/types. (Final Exam)</p> <p>- CLO 4: Identify signs of service problems and describe possible service recovery solutions. Recognize and describe difficult customers and plan for service. (Final Exam)</p> <p>- CLO 5: Identify and discuss the basics of customer service. Describe ways to encourage or support customer loyalty. Discuss the seven S's of customer service. Describe basic etiquettes. Assess the cost of losing customers. (Final Exam).</p> <p>Assessment Ratings</p> <p>4—The student consistently tasks completely and adequately</p> <p>3—The student does the tasks with mixed quality, yet most or many are complete and adequate.</p> <p>2—The student fails to do most the tasks with quality, most or many are incomplete and/or inadequate.</p> <p>1—The student consistently does poorly or fails on almost all or many of the above tasks.</p>		<p>CLO 3:</p> <ul style="list-style-type: none"> • 89% of students assessed demonstrated proficiency. • Average rating: 3.22 • 55% exceed expectations with a rating score of 4. • 34% meet expectations with a rating score of 3. • 11% have yet to fully develop skills to meet proficiency. <p>CLO 4:</p> <ul style="list-style-type: none"> • 44% of students assessed demonstrated proficiency. • Average rating: 2.33 • 44% meet expectations with a rating score of 3. • 66% have yet to fully develop skills to meet proficiency. <p>CLO 5:</p> <ul style="list-style-type: none"> • 78% of students assessed demonstrated proficiency. • Average rating: 3.22 • 44% exceed expectations with a rating score of 4. • 34% meet expectations with a rating score of 3. • 22% have yet to fully develop skills to meet proficiency. 	
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Tourism & Hospitality

Course#/ Title: Housekeeping Management TH 210

Sem./ Yr.: Fall Semester 2013

Prep. by: V. Maui

Assessment Summary at a Glance

How many students were enrolled in this course? 12
 How many students were included in this assessment? 11
 How many sections of the course were included? 01
 What was the number of full-time faculty? 01

What was the number of adjunct faculty? N/A
 How many online sections were included? N/A
 On which campuses were the courses taught? PCC

<p align="center">EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE</p>	<p align="center">F <i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p align="center">A <i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p align="center">M <i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p align="center">E <i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p align="center">D <i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p>	<p align="center">COURSE INTENDED LEARNING OUTCOMES</p>	<p align="center">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p align="center">EXPECTED STUDENT PERFORMANCE</p>	<p align="center">Summary of data collected</p>	<p align="center">Use of Results / Additional Comments</p>
<p>Institutional Goal Statement: Train and develop students of the following knowledge and skills: critical thinking and problem solving, communication skills, quantitative and technological competence, diversity, civic responsibility and aesthetics.</p> <p>Program Description: The Tourism and Hospitality Program is designed to provide students with knowledge, skills, and proper work habits necessary in the field. The program prepares students to perform proficiently in entry/intermediate positions or management in the areas of Tour Services, Food and Beverage, Hotel Operations and management.</p> <p>Course Description: This course presents a systematic</p>	<p>CLOs</p> <p>CLO-1 Describe these:</p> <ul style="list-style-type: none"> • Scope of the lodging industry, • Assess the vital role the housekeeping department plays in the success of all lodging establishments, • Identify various classifications of products, types of ownership and explains how these product types and ownership structures affect housekeeping operations. <p>CLO-2 Diagram organizational chart of housekeeping department and thoroughly explain the hierarchy of the property, the chain of commands and career paths.</p>	<p>Signature Assignments used</p> <ul style="list-style-type: none"> • Test 1 - (CLO-1) • Test 2 - (CLO 2) • Test 3 & 6 - (CLO-3) 	<p>Course Learning Objective (expected percentage)</p> <p>70% of students will be performing at proficiency level or higher at the end of this course.</p>	<p>Actual results: 12- students enrolled in course, 11- students were assessed 01-student withdrew/cleared</p> <ul style="list-style-type: none"> • Test 1 - 100% of students achieved proficiency. • Test 2 - 90% of the students passed and earned a score of C and better. • Test 3 & 6 -80% of the students passed and earned a score of "C" and/or better. <p>-80% of students also</p>	<p>Plan of Action / Additional Comments:</p> <p>The course remains as it is. Increase more hands on tasks in the guestrooms and public areas like strip and make beds and clean the bathrooms.</p>

<p>approach to managing housekeeping operations in the hospitality or hotel industry. The various areas of responsibilities will be presented both in managerial and technical skills demonstrated and practiced.</p>	<p>CLO-3 Identify, explain and perform tasks, skills and knowledge required to prepare, clean and ready guestroom including bathrooms, and all public areas.</p> <p>CLO-4 Identify, explain and perform knowledge, skills and tasks required to launder linens and guest clothing.</p> <p>CLO-5 Identify and define key roles and responsibilities of the Professional Housekeeper and integrate nine performance objectives for the course.</p>	<ul style="list-style-type: none"> • Test 5 - (CLO-4) • Final Exam - (CLOs 1-5) 		<p>completed their laboratory hours and fulfilled over 44 hours of first hand observations and practical work experiences both at the PTHSE facility and hotel sites.</p> <ul style="list-style-type: none"> • 90% of students achieved proficiency. • 80% of the students passed and earned a score of C and better. 	
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Tourism and Hosnitaliv

Course#/ Title: TH 222

Sem./ Yr.: Fall 2013

Prep. by: I. H Fritz

Assessment Summary at a Glance

How many students were enrolled in this course? 2
 How many students were included in this assessment? 2
 How many sections of the course were included? 1
 What was the number of full-time faculty? 3

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC (PTHSE)

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>	<p style="text-align: center;">Summary of data collected</p>	<p style="text-align: center;">Use of Results / Additional Comments</p>
<p>Institutional Goal Statement: Palau Community College is an accessible public educational institution helping to meet technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Program Description: The Tourism and Hospitality Program is designed to provide students with knowledge, skills, and proper working habits necessary in this field. The program prepares students to perform proficiently in entry/intermediate positions or management in the areas of Tour Services, Food & Beverage Operations, Hotel Operations, and Hospitality Management.</p> <p>Course Description:</p>	<p>Upon completion of this course, the student will be able with 65% accuracy to:</p> <ol style="list-style-type: none"> 1. Identify and describe the principles for Managing Guest Experience. 2. Use the principles learned to guide in diagramming hospitality organization, setting the scene and examine staffing guide and training including motivation and empowerment. 3. Identify and describe effective communication skills and how important they are in managing and delivering quality products and service excellence to guest. 4. Define the hospitality culture and discuss the impacts it will have on the employees', operations and atmosphere of work where everyone serves. 	<p>Signature Assignments used</p> <ul style="list-style-type: none"> - CLO 1: Test, Project/Presentation - CLO 2: Test, Project/Presentation - CLO 3: Test, Project/Presentation - CLO 4: Test, Project/Presentation - <p>Assessment Ratings</p> <p>4—The student consistently tasks completely and adequately</p> <p>3—The student does the tasks with mixed quality, yet most or many are complete and adequate.</p> <p>2—The student fails to do most the tasks with quality, most or many are incomplete and/or inadequate.</p> <p>1—The student consistently does poorly or fails on almost all or many of the above tasks.</p>	<p>Course Learning Objective (expected percentage)</p> <p>70% of students will be performing at proficiency level or higher at the end of this course.</p>	<p>Actual results</p> <p>2 students enrolled course.</p> <p>CLO 1: • 100% demonstrated proficiency.</p> <p>CLO 2: • 100% demonstrated proficiency.</p> <p>CLO 3: • 100% demonstrated proficiency.</p> <p>CLO 4: • 100% demonstrated proficiency.</p>	<p>Plan of Action / Additional Comments</p> <ul style="list-style-type: none"> • Only one student purchased the latest Additional Comments:

A look into how people interact with each other and the factors that influence individual preferences will take place. The relationships between the customer and the business entity will be discussed. Customer expectations and dealing with a difficult guest likewise will be covered. The basics of good customer service will be presented along with problem-solving techniques. The students will participate in field observations/studies.

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Tour Guiding & Travel Planning TH 110

Prog./Dept. Name: Tourism & Hospitality

Course#/ Title: _____

Sem./ Yr.: Spring 2014 Prep. by: V. Maui

Assessment Summary at a Glance

How many students were enrolled in this course? 20
 How many students were included in this assessment? _____
 How many sections of the course were included? _____
 What was the number of full-time faculty? 3

What was the number of adjunct faculty? 1
 How many online sections were included? _____
 On which campuses were the courses taught? _____

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center; font-size: 2em; color: green;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center; font-size: 2em; color: green;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center; font-size: 2em; color: green;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center; font-size: 2em; color: green;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center; font-size: 2em; color: green;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Institutional Goal Statement: Palau Community College is an accessible public educational institution helping to meet technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Program Description: The Tourism and Hospitality Program is designed to provide students with knowledge, skills, and proper working habits necessary in this field. The program prepares students to perform proficiently in entry/intermediate positions or management in the areas of Tour Services, Food & Beverage Operations, Hotel Operations, and Hospitality Management.</p> <p>Course Description: This course covers the basic principles and information of tour guiding, tour packaging and travel plans. It will expose students to environmental concerns, cultural product diversity, and safety factors on land and at sea. In addition to carrying out a successful tour, students will also develop and arrange a tour package and tour itineraries. Segments of the course will help students set up rooms, flights and other means of transportation services for the purpose of contributing to memorable business/leisure activities</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>	<p style="text-align: center;">Summary of data collected</p>	<p style="text-align: center;">Use of Results / Additional Comments</p>
	<p>Upon completion of this course, the student will be able with 65% accuracy to:</p> <p>CLO 1: Identify and explain the basic principles, guidelines and techniques of tour guiding that guides need to gather/collect information to plan, create package and guide tours.</p> <p>CLO 2: Identify and explain environmental concerns, for which guides follow to preserve, conserve and protect environment including historical and cultural sites.</p> <p>CLO 3: Identify and discuss common needs of travelers' and offer such needs to ensure guests/visitors satisfactions.</p> <p>CLO 4: Generate profile listing of characteristics of a great tour guide, duties, and tasks of a guide and the basic communication skills needed to succeed in guiding.</p> <p>CLO 5: Develop, organize and effectively conduct a guided tour including the four (4) main parts of a tour and use important skills for each component or part.</p>	<p>Signature Assignments used</p> <ul style="list-style-type: none"> • Test #1 • Test #2 • Midterm • Trip Reports/Journals • Final Project: Itinerary • Tour Assessments 	<p>Course Learning Objective (expected percentage)</p> <p>70% of students will be performing at proficiency level or higher at the end of this course.</p>	<p>Actual results</p> <p>Test #1 measured CLO #1 100% of students are able to identify or explain the basic principles and key information guides need to plan, package, and guide tours.</p> <p>Test #2 measured CLO #2 100% of students are able to identify and briefly explain current or important environmental concerns which they should be aware of, existing policies or practices to follow to protect and conserve resources in or around historical and/or cultural sites.</p> <p>Midterm Exam CLO #1-4 100% of students are able to: -</p>	<p>Plan of Action</p>

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Tourism and Hosnitaliv

Course#/ Title: TH 215 Front Office Operations

Sem./ Yr.: SPRING 2014

Prep. by: I. H Fritz

Assessment Summary at a Glance

How many students were enrolled in this course? 5
 How many students were included in this assessment? 4
 How many sections of the course were included? 1
 What was the number of full-time faculty? 1

What was the number of adjunct faculty? 1
 How many online sections were included? 0
 On which campuses were the courses taught? PCC (PTHSE)

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center; color: green; font-size: 2em;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center; color: green; font-size: 2em;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center; color: green; font-size: 2em;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center; color: green; font-size: 2em;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center; color: green; font-size: 2em;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Institutional Goal Statement: Palau Community College is an accessible public educational institution helping to meet technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Program Description: The Tourism and Hospitality Program is designed to provide students with knowledge, skills, and proper working habits necessary in this field. The program prepares students to perform proficiently in entry/intermediate positions or management in the areas of Tour Services, Food & Beverage Operations, Hotel Operations, and Hospitality Management.</p> <p>Course Description: This course will be a practical guide to the operations of the front of the house and accounting practices. Reservations, check-in, check-out, and night auditor functions will be covered in role play, case studies, and practical applications. Both manual and computer reservations and front desk operations will be presented.</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>	<p style="text-align: center;">Summary of data collected</p>	<p style="text-align: center;">Use of Results / Additional Comments</p>
	<p>Upon completion of this course, the student will be able with 65% accuracy to:</p> <ol style="list-style-type: none"> 5. Explain and perform the standard procedures to operate and manage the front office. 6. Discuss and perform the procedures in receiving and documenting reservations. 7. Prepare and perform the hotel standard procedures of guests' arrival/departure (check-in and check-out) guests. 8. Prepare and monitor the proper methods to conduct night audit report. 9. Discuss and use both manual and computer reservations systems. 	<p>Signature Assignments used</p>	<p>Course Learning Objective (expected percentage)</p> <p>70% of students will be performing at proficiency level or higher at the end of this course.</p>	<p>Actual results</p>	<p>Plan of Action</p>

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Spring 2015

Soledad Garcia

Food and Beverage Cost

Course Name: Control and Purchasing Course#/Section: TH218-1

Sem./ Yr.: _____

Prep. By: _____

Mission: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

How many students were enrolled in this course? 11

How many students were included in this assessment? 10

<p>ILOs:</p> <p><input checked="" type="checkbox"/> ILO 1 – Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> ILO 2 – Communication</p> <p><input checked="" type="checkbox"/> ILO 3 – Quantitative and Technological Competence</p> <p><input checked="" type="checkbox"/> ILO 4 – Diversity</p> <p><input type="checkbox"/> ILO 5 – Civic Responsibility</p> <p><input type="checkbox"/> ILO 6 – Aesthetics</p> <hr/> <p>Program Learning Outcomes:</p> <p>PLO 1: Students will identify career paths and positions leading to his/her choice of major in the tourism and</p>	<p style="text-align: center;">F</p> <p>Formulate – Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.</p>	<p style="text-align: center;">A</p> <p>Assess - Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.</p>	<p style="text-align: center;">M</p> <p>Measure – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.</p>	<p style="text-align: center;">E</p> <p>Evaluate – Analyze and interpret standards/learning outcomes/goals/objectives collected data for congruence between expected and actual outcomes.</p>	<p style="text-align: center;">D</p> <p>Develop – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness.</p>
	<p>COURSE LEARNING OUTCOMES</p>	<p>MEANS OF COURSE ASSESSMENT</p>	<p>EXPECTED STUDENT PERFORMANCE</p>	<p>Summary of data collected</p>	<p>Analyzed Results / Action Plans based on Results</p>

<p>industry. (Food & Beverage, Hotel Management, Hotel Operations, and Tour Services)</p> <p>PLO 2: Students will recognize, understand, and practice all aspects of workplace performance; will be involved in performing individual tasks, managing a range of different tasks, responding to contingencies or breakdowns, and dealing with responsibilities of the workplace, including working with others; and be able to apply relevant skills, knowledge, and attitudes consistently—such skills are learned over time and are required in the workplace environment.</p> <p>PLO 3: Students will demonstrate an understanding of importance of excellent customer service skills; describe communication process, and the skills required to interact and communicate effectively with customers.</p> <p>PLO 4: Students will be able to identify and describe the Occupational Health and Safety Act (OSHA) regulations and demonstrate safety practices.</p> <p>PLO 5: Students will practice and demonstrate knowledge and skills of accommodations with hoteliers, catering and hosting meetings, functions, and events. Students will also plan and design tours based on nature, culture, and historical activities in Palau for tourists.</p>	<p>CLO 1: Explain the importance of control in the management system its purpose and applications of standard costs and the use of standard cost, tools, with emphasis on management resources and management process.</p> <p>CLO 2: Discuss the methods of estimating allowable food and beverage costs based on forecasted sales level and recognized the importance of the menu as both a control and marketing tool with emphasis on menu engineering analysis.</p> <p>CLO 3: Apply principles and procedures in purchasing and receiving processes and recognized the need to incorporate quality requirements in purchasing and receiving activities such as:</p> <ol style="list-style-type: none"> Suppliers selection Quality standard Ordering system Receiving procedures Security concerns <p>CLO 4: Discuss the importance of storage and issuing procedure with emphasis on the following:</p> <ol style="list-style-type: none"> Goals of effective storage and issuing controls. Physical and perpetual inventory system Accurate inventory records keeping system. Security concerns in the storage area. <p>CLO 5: Calculate cost of sales using the standard formula and identify sources of information for each component of the formula.</p> <p>CLO 6: Discuss the factors that affect work performance and examine the labor control process from the employee perspective with emphasis on staffing, recruitment, selection and training.</p>	<p>CLO 1 – 2 : Midterm/ Project</p> <p>CLO 3 – 6 : Project</p>	<p>70% of the students assessed will perform at the proficiency level.</p>	<p>CLO 1 : 63% of the students assessed will perform at the proficiency level.</p> <p>CLO 2: 37% of the students assessed will perform at the proficiency level.</p> <p>CLO 3: 0 % of the students assessed will perform at the proficiency level.</p> <p>CLO 4: 22% of the students assessed will perform at the proficiency level.</p> <p>CLO 5: 0% of the students assessed will perform at the proficiency level.</p> <p>CLO 6: 56% of the students assessed will perform at the proficiency level.</p>	<p>Revise Midterm and Project to increase passing rate.</p> <p>Improve on lecture and provide more activities.</p> <p>Again, why revise the exams? And make them easier for students to pass?</p> <p>How many students were in the course and how many were assessed? I cannot put those numbers in for TH1118 or this course.</p>
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Course Name: Human Resources Management

Course#/Section: TH 219—1

Sem./ Yr.: FRONT OFFICE

Prep. by: Stenhanie N.

Mission: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

How many students were enrolled in this course? 5

How many students were included in this assessment? 5

<p>ILOs:</p> <p>[x] ILO 1 – Critical Thinking and Problem Solving</p> <p>[x] ILO 2 – Communication</p> <p>[] ILO 3 – Quantitative and Technological Competence</p> <p>[x] ILO 4 – Diversity</p> <p>[x] ILO 5 – Civic Responsibility</p> <p>[] ILO 6 – Aesthetics</p>	<p align="center">F</p> <p>Formulate – Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.</p>	<p align="center">A</p> <p>Assess - Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.</p>	<p align="center">M</p> <p>Measure – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.</p>	<p align="center">E</p> <p>Evaluate – Analyze and interpret standards/learning outcomes/goals/objectives collected data for congruence between expected and actual outcomes.</p>	<p align="center">D</p> <p>Develop – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness.</p>																																							
<p>Program Learning Outcomes:</p>	<p align="center">COURSE LEARNING OUTCOMES</p>	<p align="center">MEANS OF COURSE ASSESSMENT</p>	<p align="center">EXPECTED STUDENT PERFORMANCE</p>	<p align="center">Summary of data collected</p>	<p align="center">Analyzed Results / Action Plans based on Results</p>																																							
<p>Students will recognize, understand, and practice all aspects of workplace performance; will be involved in performing individual tasks, managing a range of contingencies or breakdowns, and dealing with responsibilities of the workplace, including working with others; and be able to apply relevant skills, knowledge, and attitudes consistently—such skills are learned over time and are required in the workplace environment.</p>	<p>A. Study, discuss and compare the ROP labor laws to that of USA Civil Rights Laws. In addition, identify and understand techniques that businesses and hospitality industry follow to hire foreign or guest workers.</p> <p>B. Explain the importance of Job analysis and Job design, and describe the process of planning, recruiting, selecting, orienting and socializing new employees.</p> <p>C. Identify and explain the importance of employee training, incentive and benefits disciplinary methods and termination policy.</p> <p>D. Identify and describe performance appraisals, its functions, characteristics of effective appraisals, pitfalls to avoid, methods used in</p>	<p>CLO # 1 CH. 1 TEST</p> <p>CLO #2 CH. 1 TEST</p> <p>CLO #3 CH. 2 TEST</p> <p>CLO # 1-3 MIDTERM</p> <p>CLO # 4 CH. 7 TEST</p> <p>CLO # 4 FINAL PROJECT</p> <p>CLO #5 FINAL PROJECT</p> <p>CLO # 1-5 FINAL EXAM</p>	<p>70% of the students assessed will perform at the proficiency level.</p> <p><i>(The 70% is the approved expected student performance by Academic Affairs; this statement is not to be changed or removed. The 70% does not equate to a C grade. It is the 70% of students who will do the actual assessment and will be performing at the proficiency level.)</i></p>	<p align="center">FOR FAMED</p> <table border="1"> <tr><td>CLO # 1</td><td>CH. 1 TEST</td><td>70%</td></tr> <tr><td>CLO #2</td><td>CH. 1 TEST</td><td>88%</td></tr> <tr><td>CLO #3</td><td>CH. 2 TEST</td><td>77%</td></tr> <tr><td>CLO # 1-3</td><td>MIDTERM</td><td>82%</td></tr> <tr><td></td><td>CLO # 1</td><td>90%</td></tr> <tr><td></td><td>CLO # 2</td><td>84%</td></tr> <tr><td></td><td>CLO # 3</td><td>70%</td></tr> <tr><td>CLO # 4</td><td>CH. 7 TEST</td><td>100%</td></tr> <tr><td>CLO # 4</td><td>FINAL PROJECT</td><td>49%</td></tr> <tr><td>CLO #5</td><td>FINAL PROJECT</td><td>100%</td></tr> <tr><td>CLO # 1-5</td><td>FINAL EXAM</td><td>84%</td></tr> <tr><td></td><td>CLO # 1</td><td>90%</td></tr> <tr><td></td><td>CLO # 2</td><td>75%</td></tr> </table>	CLO # 1	CH. 1 TEST	70%	CLO #2	CH. 1 TEST	88%	CLO #3	CH. 2 TEST	77%	CLO # 1-3	MIDTERM	82%		CLO # 1	90%		CLO # 2	84%		CLO # 3	70%	CLO # 4	CH. 7 TEST	100%	CLO # 4	FINAL PROJECT	49%	CLO #5	FINAL PROJECT	100%	CLO # 1-5	FINAL EXAM	84%		CLO # 1	90%		CLO # 2	75%	<p>My next plan would to spend more time and give these students more time working on the final projects and involving more guest speakers or going on field trips. This year, due to the class time, it was hard to schedule field trips and there would be a conflict due to the students' class schedules.</p>
CLO # 1	CH. 1 TEST	70%																																										
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	<p>appraisals, and legal issues relating to performance appraisals.</p> <p>E. Review and compare Standard Operating Procedures (SOP), which guide the establishment and staff to accomplish their goals and improve attitudes toward work and each other.</p>			<table border="1"> <tr> <td data-bbox="1409 42 1520 87"></td> <td data-bbox="1520 42 1669 87">CLO # 3</td> <td data-bbox="1669 42 1789 87">85%</td> </tr> <tr> <td data-bbox="1409 87 1520 133"></td> <td data-bbox="1520 87 1669 133">CLO # 4</td> <td data-bbox="1669 87 1789 133">78%</td> </tr> <tr> <td data-bbox="1409 133 1520 177"></td> <td data-bbox="1520 133 1669 177">CLO # 5</td> <td data-bbox="1669 133 1789 177">93%</td> </tr> </table>		CLO # 3	85%		CLO # 4	78%		CLO # 5	93%	
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	CLO # 5	93%												

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Course Name: Internship Course#/Section: TH223-1 Sem./ Yr.: Summer 2015 Prep. by: M. Temaungil

Mission: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

How many students were enrolled in this course? 2

How many students were included in this assessment? 2

<p>ILOs:</p> <p><input checked="" type="checkbox"/> ILO 1 – Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> ILO 2 – Communication</p> <p><input checked="" type="checkbox"/> ILO 3 – Quantitative and Technological Competence</p> <p><input checked="" type="checkbox"/> ILO 4 – Diversity</p> <p><input checked="" type="checkbox"/> ILO 5 – Civic Responsibility</p> <p><input type="checkbox"/> ILO 6 – Aesthetics</p>	<p>F</p> <p><i>Formulate – Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.</i></p>	<p>A</p> <p><i>Assess - Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.</i></p>	<p>M</p> <p><i>Measure – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.</i></p>	<p>E</p> <p><i>Evaluate – Analyze and interpret standards/learning outcomes/goals/objectives collected data for congruence between expected and actual outcomes.</i></p>	<p>D</p> <p><i>Develop – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness.</i></p>
<p>Program Learning Outcomes:</p>	<p>COURSE LEARNING OUTCOMES</p>	<p>MEANS OF COURSE ASSESSMENT</p>	<p>EXPECTED STUDENT PERFORMANCE</p>	<p>Summary of data collected</p>	<p>Analyzed Results / Action Plans based on Results</p>
<p>PLO 1: Students will identify career paths and positions leading to his/her choice of major in the tourism and industry. (Food & Beverage, Hotel Management, Hotel Operations, and Tour Services)</p> <p>PLO 2: Students will recognize, understand, and practice all aspects of workplace performance; will be involved in performing individual tasks, managing a range of different tasks, responding to contingencies or breakdowns, and dealing with responsibilities of the workplace, including working with others; and be able to apply relevant skills, knowledge, and attitudes consistently—such skills are learned over time and are required in the workplace environment.</p> <p>PLO 3: Students will demonstrate an understanding of importance of excellent customer service skills; describe communication process, and the skills required to interact and communicate effectively with customers.</p>	<p>CLO 1: Demonstrate proper employee behaviors and work habits.</p> <p>CLO 2: Perform tasks in the field of tourism and hospitality-food and beverage- as assigned by a site supervisor.</p>	<p>Internship Training Rating Sheet</p>	<p>70% of the students assessed will perform at the proficiency level.</p>	<p>CLO 1: 100% of the students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of the students assessed performed at the proficiency level.</p>	<p>This course has not been assessed in several semesters as there have not been any interns for this track. However, the CLOs were revised and are now two instead of six. The specific tasked assigned by the supervisors will be assessed.</p> <p>Two students enrolled in the course this summer and were assessed. The students assessed this semester were able to show proficiency for the assigned tasks while at the job site.</p>

<p>PLO 4: Students will be able to identify and describe the Occupational Health and Safety Act (OSHA) regulations and demonstrate safety practices.</p> <p>PLO 5: Students will practice and demonstrate knowledge and skills of accommodations with hoteliers, catering and hosting meetings, functions, and events. Students will also plan and design tours based on nature, culture, and historical activities in Palau for tourists.</p>					
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PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

M. Temaungil

Course Name: Internship

Course#/Section: TH224-1

Sem./ Yr.: Summer 2015

Prep. by: _____

Mission: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

How many students were enrolled in this course? 1

How many students were included in this assessment? 1

<p align="center">ILOs:</p> <p>[x] ILO 1 – Critical Thinking and Problem Solving</p> <p>[x] ILO 2 – Communication</p> <p>[x] ILO 3 – Quantitative and Technological Competence</p> <p>[x] ILO 4 – Diversity</p> <p>[x] ILO 5 – Civic Responsibility</p> <p>[x] ILO 6 – Aesthetics</p>	<p align="center">F</p> <p><i>Formulate – Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.</i></p>	<p align="center">A</p> <p><i>Assess - Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.</i></p>	<p align="center">M</p> <p><i>Measure – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.</i></p>	<p align="center">E</p> <p><i>Evaluate – Analyze and interpret standards/learning outcomes/goals/objectives collected data for congruence between expected and actual outcomes.</i></p>	<p align="center">D</p> <p><i>Develop – Document results and make decisions to develop, revise or continue services/programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/programs for overall institutional effectiveness.</i></p>
<p>Program Learning Outcomes:</p>	<p align="center">COURSE LEARNING OUTCOMES</p>	<p align="center">MEANS OF COURSE ASSESSMENT</p>	<p align="center">EXPECTED STUDENT PERFORMANCE</p>	<p align="center">Summary of data collected</p>	<p align="center">Analyzed Results / Action Plans based on Results</p>
<p>PLO 1: Students will identify career paths and positions leading to his/her choice of major in the tourism and industry. (Food & Beverage, Hotel Management, Hotel Operations, and Tour Services)</p> <p>PLO 2: Students will recognize, understand, and practice all aspects of workplace performance; will be involved in performing individual tasks, managing a range of different tasks, responding to contingencies or breakdowns, and dealing with responsibilities of the workplace, including working with others; and be able to apply relevant skills, knowledge, and attitudes consistently—such skills are learned over time and are required in the workplace environment.</p> <p>PLO 3: Students will demonstrate an understanding of importance of excellent customer service skills; describe communication process, and the skills required to interact and communicate effectively with customers.</p>	<p>CLO 1: Demonstrate proper employee behaviors and work habits.</p> <p>CLO 2: Perform tasks in the field of tourism and hospitality-hotel management as assigned by a site supervisor.</p>	<p>Internship Training Rating Sheet</p>	<p>70% of the students assessed will perform at the proficiency level.</p>	<p>CLO 1: 100% of the students assessed performed at the proficiency level.</p> <p>CLO 2: 100% of the students assessed performed at the proficiency level.</p>	<p>One student enrolled and was assessed this summer. Compared to last semester, the expected student performance was again 100% for both CLOs assessed.</p>

PLO 4: Students will be able to identify and describe the Occupational Health and Safety Act (OSHA) regulations and demonstrate safety practices.

PLO 5: Students will practice and demonstrate knowledge and skills of accommodations with hoteliers, catering and hosting meetings, functions, and events. Students will also plan and design tours based on nature, culture, and historical activities in Palau for tourists.

PALAU COMMUNITY COLLEGE COURSE ASSESSMENT GRID

Prog./Dept. Name: Tourism and Hospitality

Course#/ Title: TH 115 Customer Service

Sem./ Yr.: Fall 2014

Prep. by: S.B. Nakamura

Assessment Summary at a Glance

How many students were enrolled in this course? 7
 How many students were included in this assessment? 5
 How many sections of the course were included? 1
 What was the number of full-time faculty? 3

What was the number of adjunct faculty? 0
 How many online sections were included? 0
 On which campuses were the courses taught? PCC (PTHSE)

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	<p style="text-align: center; color: green; font-size: 2em;">F</p> <p style="text-align: center;"><i>Formulate and establish goals/objectives/learning outcomes (LOs) aligned to PCC mission.</i></p>	<p style="text-align: center; color: green; font-size: 2em;">A</p> <p style="text-align: center;"><i>Assess criteria for achievement of goals/objectives/learning outcomes and develop assessment strategy.</i></p>	<p style="text-align: center; color: green; font-size: 2em;">M</p> <p style="text-align: center;"><i>Measure service provider and service receiver's performance/satisfaction using qualitative and quantitative methods via assessment instruments</i></p>	<p style="text-align: center; color: green; font-size: 2em;">E</p> <p style="text-align: center;"><i>Evaluate, analyze review, and interpret results for congruence between expected and actual outcomes. Use result to improve goals/objectives/LOs.</i></p>	<p style="text-align: center; color: green; font-size: 2em;">D</p> <p style="text-align: center;"><i>Develop/improve programs and services based from the results. Strengthen services by continuously evaluating, planning, allocating resources, and implementing new approaches.</i></p>
<p>Mission Statement: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Institutional Goal Statement: Palau Community College is an accessible public educational institution helping to meet technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.</p> <p>Program Description: The Tourism and Hospitality Program is designed to provide students with knowledge, skills, and proper working habits necessary in this field. The program prepares students to perform proficiently in entry/intermediate positions or management in the areas of Tour Services, Food & Beverage Operations, Hotel Operations, and Hospitality Management.</p> <p>Course Description:</p>	<p style="text-align: center;">COURSE INTENDED LEARNING OUTCOMES</p>	<p style="text-align: center;">MEANS OF COURSE ASSESSMENT AND CRITERIA FOR SUCCESS</p>	<p style="text-align: center;">EXPECTED STUDENT PERFORMANCE</p>	<p style="text-align: center;">Summary of data collected</p>	<p style="text-align: center;">Use of Results / Additional Comments</p>
	<p>Upon completion of this course, the student will be able with 65% accuracy to:</p> <p>30. discuss general overview of tourism and hospitality industry.</p> <p>31. explain the diverse aspects of lodging operations.</p> <p>32. discuss and give examples of traveler's needs and interests.</p> <p>33. explain the back of the house operations.</p> <p>34. examine the relationship of the industry to the community around it.</p> <p>35. set goals for his/her future consideration of the tourism industry and its employment opportunities.</p>	<p>Signature Assignments used</p> <ul style="list-style-type: none"> • Mid-Term Exam – CLO 1-3 • Final Exam – CLO 1, 4, 6 • Reaction Paper – CLO 1,5, 6 	<p>Course Learning Objective (expected percentage)</p> <p>% of students will be performing at proficiency level or higher at the end of this course.</p>	<p>Actual results</p> <p>7 students were enrolled. 0 students withdrew course. 2 students did not complete.</p> <ul style="list-style-type: none"> • 90%-100%: 2 students • 80%-89%: 2 students • 70%-79%: 1 students • 65%-69%: 0 student • Below 65%: 2 students <p>– 5 of 7 students, (or 76%), passed course with at least 65% or higher.</p> <p>– 5 of 70.73% of those students who completed course received a final grade of 70% or higher.</p> <p>– Discounting 2 students who did not complete course: 5 of 7 students, or 62%, passed</p>	<p>Plan of Action / Additional Comments</p> <ul style="list-style-type: none"> • Frequency of assignments and assessments may be increased. • Focus on student projects and applications of knowledge will increase. • I would give them fewer assignments and use the class time to focus on their projects. More in-class activities. • After numerous calls and speaking with advisor, we both tried to motivate these students, some passed and some failed.

<p>This course will provide general overviews into the tourism and hospitality industry. The students will explore different segments of tourism and hospitality including lodging, restaurants and services, and convention management. It will examine and compare careers and operational areas in the hospitality industry. It will also examine the relationship between the hospitality industry and the community around it. This may include employment in supporting industries, the impact on infrastructures, and the pressures on the natural environment.</p>				<p><i>with 70% grade or higher.</i></p>	
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