"We Strive to 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.

T1 - Instructional Programs
(Academic Degree & Certificate Programs)

Three Year Program Review
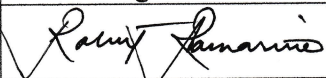
Degree / Certificate Program

Robert B. Rengiil

Period of Three Year Review

Fall 2015 – Summer 2018

Program Review <u>Completed</u> By:

Name	Title	Signature	Date
Robert Rengiil	Program Chair/Instructor		03/04/19

Program Review <u>Certified</u> By:

Name	Title	Signature	Date
Robert Ramarui	Dean of Academic Affairs		03/04/19

Program Review <u>Received</u> By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date
Ligaya T. Sara	Institutional Researcher		03/04/2019

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.

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Instructions for completing Program Review:

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.

2. Individual instructions are included before each section. Examples are in **green**, remove when you start writing.

3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research & Evaluation Office.

4. Required supporting documents must be included during submission.

    Appendix A: CLOs – PLOs – ILOs Mapping (e-copy only)

    Appendix B: Most Updated & Approved Outlines within this cycle (e-copy only)

    Appendix C: Most Updated Program Modification with PLOs within this cycle (e-copy only)

    Appendix D: FAMED grid of all course assessment data within review cycle
                 (e-copy in pdf only)

5. Be sure to keep both hard and electronic copies for your file.

Note: Other college plans may include the 15-Year Institutional Master Plan, the 5-Year Technology Plan, Institutional Learning Outcomes, Institutional-Set Standards for Student Achievement, or other plans, such as an approved department plan or committee plan.

I. Academic Degree Program Purpose (Program Description) and Relationship to the College Mission

1. State the purpose of this academic degree program below.

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.

2. How is the academic degree program supporting the overall mission of the College?

"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).

3. Provide a brief history of this academic degree program below. Include the updates of major changes and accomplishments since the last review.
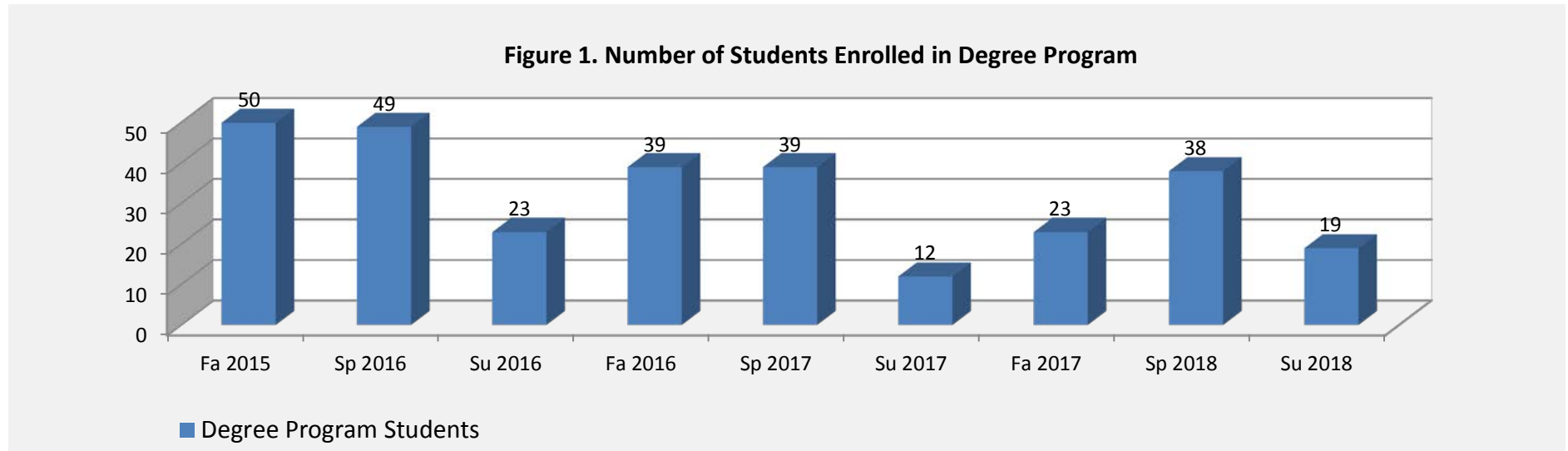
The Tourism and Hospitality certificate and an associate of science degree programs began in 1998. Several important factors became the underlying reasons for Palau Community College to undertake this important National Challenge. The Tourism and Travel Industry was fast growing and developing, while its infrastructures limited and local employment forces unable to meet the demands of the tourism and travel businesses.

The Palau Visitors Authority conducted and assessed the Manpower and Training survey from 1993-1994.The Outcome of the survey showed a significant trend of recruiting and hiring foreigners over local labor   resources. The studies clea

very much needed in Palau's Tourism and Travel industry continues to promote the Republic of Palau as a tourism destination. Therefore, in December 2000 former President Kuniwo Nakamura signed an Executive Order 184, calling for a committee to review the National Tourism Policies and Action Plan of 1997. Then on September of 2001, a task force by the current President Tommy Remengesau Jr. finalized the Sustainable Tourism Policies and Action Plan. The plan has been approved as National Tourism Unit awaiting its implementation.

To adhere to the business community's high labor demands, PCC's Tourism and Hospitality division designed programs to prepare students to enter the workforce and or update the skills of those already employed. Since 1998, substantive revisions have been made to the requirements in both the Certificate and Associate of Science Degrees. These changes were intended to build good characters instill service value and provide practical and meaningful training opportunities to students, young people, and the business community. (For specific course modifications, course codes and numbers, review the curriculum handbook.)

II.   Program Data

Degree Program Students – Number of Students Enrolled in this Degree Program

Figure 1. Number of Students Enrolled in Degree Program

Provide summary of Figure 1 including its trends analysis.

The data indicates the total number of students registered as Tourism and Hospitality majors for each semester. For example, in Fall of 2015, a total of 50 students majoring in the Tourism and Hospitality tracks were enrolled during the semester.

While enrollment by students who major in Tourism and Hospitality started off high in the fall 2015 semester and remained high in spring 2016, problems with one of the Tourism instructors may have caused the numbers to drops in Fall 17 but the number remained the following spring semester. Persistence from fall to spring is good with enrollment in spring even higher.

Table 1a. Course Completion of Program Courses (Fall)

Course	Fa 2015				Course	Fa 2016				Course	Fa 2017			
	Passed	Failed	W	Enrolled		Passed	Failed	W	Enrolled		Passed	Failed	W	Enrolled
TH100	11	5	3	19	TH100	8	3	3	14	TH100	10	2	1	13
TH101	11	1	0	12	TH101	9	2	2	13	TH101	6	0	0	6
TH115	7	1	0	8	TH115	5	0	0	5	TH115	3	0	0	3
TH201	6	1	0	7	TH201	7	0	1	8	TH201	5	1	0	6
TH210	6	4	0	10	TH210	10	2	2	14	TH210	8	4	0	12
TH222	3	1	0	4	TH222	1	1	0	2	TH222	7	0	0	7

Table 1b. Course Completion of Program Courses
(Spring)

Course	SP 2016				Course	SP 2017				Course	SP 2018			
	Passed	Failed	W	Enrolled		Passed	Failed	W	Enrolled		Passed	Failed	W	Enrolled
TH100	11	4	2	17	TH100	4	1	1	6	TH100	3	2	1	6
TH101	6	10	4	20	TH101	2	0	0	2	TH101	3	0	0	3
TH110	8	0	2	10	TH104	10	0	0	10	TH110	8	0	0	8
TH115	8	0	0	8	TH110	4	0	0	4	TH115	3	2	1	6
TH118	9	3	3	15	TH115	4	1	0	5	TH118	3	1	0	4
TH217	4	2	0	6	TH118	3	0	0	3	TH215	2	0	1	3
TH218	6	3	0	9	TH206	5	0	0	5	TH217	9	0	0	9
TH219	3	0	0	3	TH215	7	2	0	9	TH218	5	0	1	6
TH220	4	0	0	4	TH217	1	0	0	1	TH219	7	0	0	7
					TH218	10	1	0	11	TH220	6	0	0	6
					TH223	2	0	1	3	TH225	1	0	0	1

Table 1c. Course Completion of Program Courses (Summer)

Course	SU 2016				Course	SU 2017				Course	SU 2018			
	Passed	Failed	W	Enrolled		Passed	Failed	W	Enrolled		Passed	Failed	W	Enrolled
TH223	1	0	0	1	TH223	2	0	0	2	TH224	1	0	0	1
TH224	1	0	0	1	TH224	1	0	0	1	TH226	1	0	0	1
TH226	1	0	0	1	TH227	2	0	0	2	TH227	1	1	0	2

Provide summary of tables 1a, 1b, and 1c including trends analysis

Fall 2015 and spring 2016 found enrollment into most courses as fairly high. In fall 2016 enrollment began to go down indicating less students going into the TH program. This trend continued to fall 2017 but in spring 2018 enrollment went back up. Usually more than half the students pass although the numbers failing and withdrawing remain a concern. TH101 in spring 2016 is especially a concern with only 6 of the 20 students passing. If it were an instructor-related factor, the instructor is no longer with the college. However, enrollment into that course dropped by a large number for the semesters following. The only courses offered over the summer are the internship courses where students do demonstrate competency at the job site if they complete their required hours. Over the period of three summers, only one student did not earn a passing grade.

The numbers of students completing and earning credits of courses during the semester ranges from a low of 73% (Fall 2015) to a high of 100% (Summer 2016), which averages out to about 81% for this cycle. The percentage of failures each semesters ranges from a low of 21% (Spring 2016) to a high of 29% (Fall 2017), making the failure rate average at 17%. Withdrawals vary each semester, ranging from a low of zero in both summer 2015 and 2016, to a high of 14% in fall 2015. The average withdrawal rate is at eleven percent (11%).

Program Courses Data
Course Completion Data of <u>ALL Students</u> in each Program Course
(Does not apply for LA and SD Programs)

You may insert more rows as needed

Table 2a. Course Completion of Program Courses (Fall)

Course	Fa 2015				Course	Fa 2016				Course	Fa 2017			
	%Passed	%Failed	%W	Enrolled		%Passed	%Failed	%W	Enrolled		%Passed	%Failed	%W	Enrolled
TH100	11	5	5	21	TH100	10	3	5	18	TH100	10	2	1	13
TH101	12	2	1	15	TH101	9	2	2	13	TH101	6	0	0	6
TH115	14	1	0	15	TH115	13	0	2	15	TH115	7	0	1	8
TH201	6	1	0	7	TH201	8	0	1	9	TH201	6	1	0	7
TH210	6	4	0	10	TH210	10	2	2	14	TH210	8	4	0	12
TH222	3	1	0	4	TH222	1	1	0	2	TH222	7	0	0	7

Table 2b. Course Completion of Program Courses (Spring)

Course	SP 2016				Course	SP 2017				Course	SP 2018			
	%Passed	%Failed	%W	Enrolled		%Passed	%Failed	%W	Enrolled		%Passed	%Failed	%W	Enrolled
TH100	12	4	2	18	TH100	5	1	1	7	TH100	5	3	1	9
TH101	6	10	4	20	TH101	3	0	0	3	TH101	5	0	0	5
TH110	8	0	2	10	TH104	10	0	0	10	TH110	8	0	0	8
TH115	16	0	2	18	TH110	4	0	0	4	TH115	4	4	2	10
TH118	9	3	3	15	TH115	15	2	1	18	TH118	3	1	0	4
TH217	5	2	0	7	TH118	3	0	0	3	TH215	2	0	1	3
TH218	6	3	0	9	TH206	5	0	0	5	TH217	9	0	0	9
TH219	6	1	1	8	TH215	7	2	0	9	TH218	5	0	1	6
TH220	10	0	0	10	TH217	1	0	0	1	TH219	17	1	0	18
					TH218	10	1	0	11	TH220	18	0	1	19
					TH219	8	0	0	8	TH225	1	0	0	1
					TH220	8	0	0	8					
					TH223	2	0	1	3					

Table 2c. Course Completion of Program Courses (Summer)

Course	SU 2016				Course	SU 2017				Course	SU 2018			
	%Passed	%Failed	%W	Enrolled		%Passed	%Failed	%W	Enrolled		%Passed	%Failed	%W	Enrolled
TH223	1	0	0	1	TH223	2	0	0	2	TH224	1	0	0	1
TH224	2	0	0	2	TH224	1	0	0	1	TH226	1	0	0	1
TH226	1	0	0	1	TH227	2	0	0	2	TH227	1	1	0	2

Provide summary of Tables 2a, 2b & 2c including its trends analysis.

Some of the TH courses are also for other programs which accounts for higher enrollment in those courses. For example, TH219 is also required for Business Administration majors. TH115 is required for Office Administration majors as well as Small Engine and Marine Outboard Technology majors. However, the majority of students in these course still are successfully completing the courses.
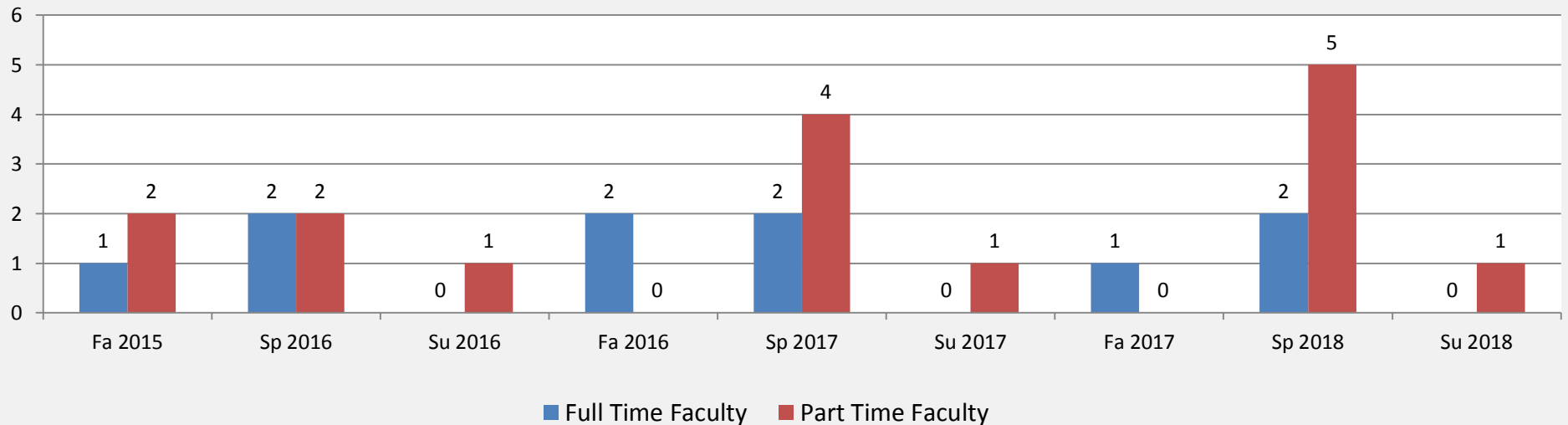
Figure 2. Number of Graduates

	Fa 2015	Sp 2016	Su 2016	Fa 2016	Sp 2017	Su 2017	Fa 2017	Sp 2018	Su 2018
AS/AA	0	0	1	0	0	0	2	0	2
AAS	0	0	3	0	4	3	0	1	1
CA	0	0	0	0	0	0	0	0	0

■ AS/AA ■ AAS ■ CA
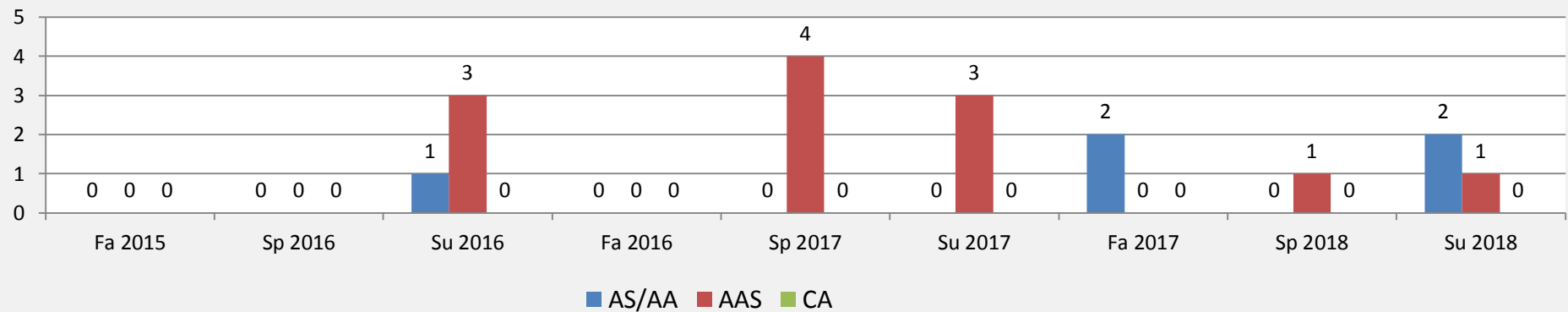
Provide summary of Figure 2 including its trends analysis.

In Figure 2. Number of Graduates, the chart illustrates the number and frequency of students graduating from the 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 2016 and Summer of 2017.

A total of 17 students graduated from the Tourism and Hospitality program during the period being assessed, Fall 2015 to Summer 2018.

Figure 3. Faculty Head Count

	Fa 2015	Sp 2016	Su 2016	Fa 2016	Sp 2017	Su 2017	Fa 2017	Sp 2018	Su 2018
Full Time Faculty	1	2	0	2	2	0	1	2	0
Part Time Faculty	2	2	1	0	4	1	0	5	1

Provide summary of Figure 3 including its trends analysis.

In Figure 3, the data shows the number of faculty employed during each respective semester between Fall 2015 and Summer 2018. Prior to Summer 2016, there had only been two full-time faculty in the Tourism and Hospitality program. In Fall of 2016, one full-time faculty retired. In Spring of 2017, there was only one part-time faculty, while the other two full time Instructors either resigned or had retired. In Fall of 2017, one full-time Instructor was hired. During Fall of 2017 and Spring of 2018, there were 2 full-time instructors and five Adjunct or Part-time Instructor during this period.

A total of three instructors, two full-time and two part-time or adjunct faculty, taught the 11 classes offered in Fall 2016 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 2017, there were four part-time or adjunct instructors.

III. Student Learning and Curriculum

School Year	How many program courses are there? (refer to catalog or recent approval by CPC)	% of courses with Identified CLOs	List all revised program courses outlines or proposed new courses that received CPC approval within this review cycle	% of PLOs aligned with ILOs
Fa15 – Su16	F&B AAS (7)	100	TH223, 224, 225, 226, & 227	100
Fa15-Su18	Hotel Op. AAS (9)	100	None	100
Fa15-Su18	Tours Service AAS (6)	100	None	100
Fa15-Su18	Tours Service AS (9)	100	None	100
Fa15-Su18	Hosp. Mngt. AS (12)	100	None	100

Provide Summary of Student Learning and Curriculum in the box below. Summary should include reasons for course revisions and course proposals. If any course and/or the degree or the certificate program went through the validity process, include the information here.

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. None of the course outlines have been submitted for review. There may 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 2019. All CLOs have been aligned with Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). The list of these PLOs is found in Appendix A: Program Mapping. Program Mapping shows alignment of CLOs – PLOs – ILOs.

Signature assignments used in course assessments for Fall 2015 to Summer 2018 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 for assessment information.

IV. Course Assessment Data

Year 1: School Year 2015- 2016

Semesters Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2015	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 2015	TH 101	CLO4- PLO1 CLO1,2,3,5,6–PLO2 CLO 1,2,3,5,6 – PLO 4 CLO 1-6 – 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 2015	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 2015	TH 210	CLO 1, 2 – PLO 1 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 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 performed at proficiency level for all CLOs.
Spring 2016	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 2016	TH 110 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. Assessment data not available.
Spring 2016	TH 118	CLO 1– PLO 1 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 2016	TH 206	CLO 4 – PLO 4 2, 3, 4 –PLO 5	Assessment data not available
Spring 2016	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	76.25% of students assessed at proficiency level except CLOs 1-3; therefore, the plan of action is to increase opportunities for students to demonstrate or perform skills through in-class

Spring 2016	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.
			activities, direct more attention to student observations and performance, consider incorporating simulation software for student exercises, and incorporate more auditing exercises.
Spring 2016	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 2016	TH 218	CLO 6 – PLO 1 2, 3, 4, 5 – PLO 2 CLO 3, 4 – PLO 3 –CL(PLO 4 6 – PLO 5	Assessment data not available.
Spring 2016	TH 219	CLO 1, 2, 3, 4, 5 – PLO 2 CLO 1, 2, 3, 4 – PLO 3 CLO 5 – PLO 4 2, 3, 4, 5 – PLO 5	Assessment data not available.
Spring 2016	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 2016	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.
Spring 2016	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 2016 - 2017

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2016	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	87.99% of students assessed performed at the proficiency level.

Fall 2016	TH 101	CLO4- PLO1 CLO1,2,3,5,6– PLO2 –CLO PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	Assessment data not available.
Fall 2016	TH 115	CLO 3, 4 – PLO 2 1, 2, 3, 4, 5 – PLO 3 CLO 1, 2, 3, 4, 5 – PLO 5	73% of students assessed performed at proficiency level except CLO 4, therefore; Program Instructor needs to strengthen delivery of CLO #4 or revise method of assessment.
Fall 2016	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 2016	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 2016	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 2017	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 2017	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 assessed performed at proficiency level all CLOs.
Spring 2017	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 assessed performed at proficiency level all CLOs.
Spring 2017	TH 218	CLO 6 – PLO 1 CLO 1, 2, 3, 4, 5 – PLO 2 CLO 3, 4 – PLO 3 CLO 3, 4 –	83% of students performed at proficiency level all CLOs. Program Instructor needs to strengthen delivery of PLO #5 or revise method of

Semester	Course	CLO-PLO-ILO Mapping	Results of Assessments
		PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	assessment.
Spring 2017	TH 219	CLO 1, 2, 3, 4, 5 – PLO 2 CLO 1, 2, 3, 4 – PLO 3 CLO 5 – PLO 4 2, 3, 4, 5 – PLO 5	84% of students assessed performed at proficiency level for all CLOs.
Spring 2017	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 2017	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 2017	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 2017	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 2017	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 2017 - 2018

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2017	TH 100	CLO 1,2,3,4-PLO 1 CLO 1,2,3,4,5-PLO 2 CLO	74.5% of students assessed performed at proficiency level for all CLOs.

		1,2,3,4,5-PLO3 CLO 1,2,3,4,5-PLO5	
Fall 2017	TH 101	CLO4- PLO1 CLO1,2,3,5,6–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 2017	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 2017	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 2017	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 2018	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 2018	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 2018	TH 206 TH 215	CLO 4 – PLO 4 2, 3, 4 –PLO 5 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	Assessment data not available. 88.4% of students assessed performed at proficiency level all CLOs.
Spring 2018	TH 217	CLO 1, 3, 4, 5 – PLO 2 CLO 2, 4, 5 – PLO 3 CLO 2, 3, 4, 5 – PLO 4 CLO 2,	89% of students assessed performed at proficiency level all CLOs.

		3, 4, 5 – PLO 5	
Spring 2018	TH 218	CLO 6 – PLO 1 2, 3, 4, 5 – PLO 2 CLO 3, 4 – PLO 3 –CLO PLO 4 6 – PLO 5	43% of students assessed 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 2018	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 2018	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 2018	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 2018	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 2018	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.

Provide Summary of Course Assessment Data with analysis results in the box below. Summary should include how assessment results have led to improvement of course and program learning outcomes, student learning and student achievement.

Assessment of course-level student learning outcomes has led the department to better   u
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.

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.

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.

V. Program Learning Outcomes (PLOs) Assessment

Year Assessed	PLO Assessed	Proficiency Levels	Results of Assessments **(Do not combine PLO results; report individual PLO result.)**
2015 -2018	PLO 1	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.

	PLO 2	TH 100—CLO 1-5—83.5% TH 10[...] CLO 1-3, 5,6—84.75% TH 104—CLO 1-3—N/A T[...] 110—CLO 1-5—N/A TH 115 CLO [...]3, 4—73.75% TH 118—CLO 2-6—36% TH 201 1-6—85.3% TH 210—CLO 1-5—91% TH 215 3-5—88.22% TH 217—CLO 1, 3-5—84.5% TH 21[...] CLO 1-5— 63% 219—CLO 1-5—83.5% TH 220—CLO 3-6—100% TH 222 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).
	EPLO 3	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% T[...] 201—CLO 1-6—85.3% TH 210—CLO 3-5—91% TH [...] CLO 1-5— 88.22% TH 217—CLO 2, 4, 5— 84.5% TH 218—CLO 3, 4—63% TH 219 1-4— 83.5% TH 220—CLO 1-6—100% TH 222 CLO 1-4—100% TH 223 CLO 1, 2, 3, 4, 5, 6 –	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).

		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%	
	PLO 4	TH 101—CLO 1-3, 5, 6—84.75% TH 104—CLO 1-3— N/A 110—CLO 1-5— N/A TH 118 CLO 2-6—36% TH 201—CLO 2-6— 85.3% TH 20 CLO 4— N/A TH 210—CLO 3-5— 89% TH 215 3— 88.22% TH 217—CLO 2-5— 84.5% TH 21 CLO 3, 4—63% 219—CLO 5— 83.5% TH 22 CLO 3, 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%	71.5% of the students performed at proficiency level for PLO #4. Courses that did not have assessment data were not included in the assessment (TH 104, TH 110 & TH 206).
	PLO 5	TH 100—CLO 1-5— 83.5% TH 101—CLO 1-6— 84.75% TH CLO 1-3— N/A TH 11 CLO 1-5— N/A TH 11 CLO 1-5— 73.75% TH CLO 1-6— 36% TH 20	77.67% of the students performed at proficiency level for PLO # 5. Courses that did not have assessment data were not included in the assessment (TH 104, TH 110 & TH 206).

		CLO 1-6— 85.3% —TH 2	
		CLO 1-4— N/A —TH 21	
		CLO 1-5— 91% —TH 21	
		CLO 1-5— 88.22% —TH	
		CLO2-5— 84.5% —TH 2	
		CLO 1-6— 63% —TH 21	
		CLO 1-5— 83.5% —TH 2	
		CLO 1-6— 100% —TH 2	
		CLO 1-4— 100% —TH 2	
		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%	

Provide Summary of Program Learning Outcomes Assessments and analysis results in the box below. Summary should include analysis of this cycle with previous cycles; how assessment results have led to major decisions made to support the improvement of program's student learning and student achievement.

What measurable outcomes were achieved due to the actions completed?

Only three of the identified action plans in the first program review was completed,   ite and #5 from above.

. #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.

. #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.

. #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

. #4-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- 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 BTA's monthly meeting on January 18, 2016.

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.

Update major changes/accomplishments since the last review. Since the last review, no major changes have been accomplished.

VI. Evaluation of Previous Program Review Action Plan(s)

Indicate the status of the previous program review action plans below. (Include all previous action plans.) Indicate the cycle and years of the previous program review.

Cycle: Fall – Summer	Years: 2012 - 2015

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan/s (Report action plan individually.)
Purchase an attitudinal survey questionnaire	Incomplete	College was unable to allocate funds for the program
Training for current market trend	Incomplete	College was unable to allocate funds for training ventures outside the college
Hire additional faculty	Ongoing	Hire additional faculty to conduct classes and training

Provide Summary of the Evaluation of Previous Program Review Action Plans and analysis results in the box below. Summary should include what measurable outcomes were achieved due to the actions completed; were the completed action plans led to improvement of student learning and student achievement; and provide detailed explanation of action plans that are ongoing and plans that are incomplete.

Most of the program action plans were not met due to lack of funding.

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   lates 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 five 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 six years due to shortage of staff.

The bottom line is staffing is limited. 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.

VII. 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
Purchase an attitudinal survey questionnaire to assess the market perspectives of the program and graduates working experience	By giving ideas about the guests perspectives and the current trends and so that the program can improve its individual tracks	Monetary funds	
Training opportunities for current market trends, changes in travelers and guests need, and expectations at brand name hotel chains abroad	By adapting and complying with the new trends and improving the program and its tracks	Monetary funds	
Hire additional faculty with major concentration in international tourism and a potential PCC graduate to be groomed and work towards a BS degree	Having more instructors will help with the work load and improves communication between instructor and student		

Provide Summary of <u>Action Plans</u> in the box below. Summary should include program major strengths; program needs and any recommendations for improvements based on assessment results, data and/or other college major plans. The summary needs to indicate overall program needs that may require financial support from the institution.

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   lates 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 five 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 six years due to shortage of staff.

The bottom line is staffing is limited. 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.

VIII. Resource Requests

Itemize resource request below to include resource requests that will support action plans and are data-driven (e.g. program enrollment, course needs, student needs). This section should provide a clear representation of the program's annual budget request.

Type of Resource	Detailed 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 Amount will vary on increase of price & shipping	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.

			& handling. (Depending on what we have on island).	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

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.