PALAU
COMMUNITY
COLLEGE

"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.

Instructional Programs
(Academic Degree & Certificate Programs)

Three Year Program Review

Degree / Certificate Program

Tourism & Hospitality Program

Period of Three Year Review

Fall 2018 – Summer 2021

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

Name	Title	Signature	Date
Jenelle Blesam	TH Instructor	*[signature]*	6/28/22

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

Name	Title	Signature	Date
Deikola Olikong	Dean of Academic Affairs	*for M ternaungl*	6/28/22

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

Name	Title	Signature	Date
Ligaya Sara	Institutional Research Analyst	*[signature]*	6/28/22

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.

ൟ ൟ ൟ ൟ

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 **<u>green</u>**, 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 tracks are designed to introduce students to career pathways in the Tourism and Travel Industry. The four tracks aim to train and equip students with a wide range of skills, knowledge and confidence needed by the growing industry. The TH tracks also offer options for students who wish to earn an Associate of Applied Science (AAS) and/or Associate of Science (AS) degree and some will continue to pursue higher education abroad.

Those wishing to terminate at PCC are exposed and trained to perform proficiently in entry level jobs and intermediate positions in hotels, restaurants, 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. The Tourism and Hospitality Program students are required to take at least two semesters of foreign language courses, which are Conversational Japanese I and II. Chinese (Mandarin) is being offered at the College and required for the Tour Services students. They are also expected to be computer literate equipped with telephone etiquette and basic office 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.

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

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 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. Moreover,
Tourism and Hospitality students are given opportunities such as internships and other club projects that includes, event planning, catering services, dinner functions, workshops and meetings. Other opportunities may include field trips to hotels and other places in the community as part of learning and gaining appropriate experience (i.e. Field trip to the Rock Islands, hosted by the Koror State Rangers and a field trip to Palau Pacific Resort to learn about each departments). This allows students to apply and integrate academic, technical, social, cultural and economic skills, which they witnessed and learned from the work sites. These enable students to gain personal experiences before completion of their course of studies here at the College. Upon graduation, the TH program students are adequately trained, prepared and ready to fulfill employment.

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 program was first offered in fall 1997. Three tracks, *Tour Services*, *Hotel Management*, and *Food and Beverage Management* offered Certificates of Achievements. Two of the tracks, Tour Services and Hotel/Restaurant Management offered Associate of Science degrees. The program opened with only two students. Since 1998, substantive revisions have been made to the requirements in both the Certificate and Associate of Science Degrees. The tourism and travel industry used to be a 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 clearly indicated that adequate hospitality-training programs were very much needed in Palau. 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. Furthermore, in spring 2000, the program was modified and the Certificates of Achievement tracks became *Hotel Operations*, *Food and Beverage Operations*, and *Tour Services*. The Associate of Science degrees were now in *Hospitality Management* and *Tour Services*. The courses were conducted in regular classrooms at this time with two full time faculty. The student's enrolment increased during this time.

In spring 2004, the Certificate of Achievement tracks (*Hotel Operations*, *Food and Beverage Operations*, and *Tour Services*) were developed into Associate of Applied Science (AAS) tracks and first offered in fall 2004. The two Associate of Science (AS) degree tracks remained the same, *Hospitality Management* and *Tour Services*. The classes continued to be offered in regular classrooms.

With the recognition that the tourism and hospitality industry was Palau Government's main source of economy, talk began among Palau Community College, Ministry of Education, and Belau Tourism Association to create a separate building to host the Tourism and Hospitality program. Although the project was first conceptualized 10 years ago plans did not take off until 2009. The idea became a reality when in spring 2011, the *Palau Tourism School of Excellence,* a joint effort between Palau Community College, Ministry of Education and Belau Tourism Association was completed.

In fall 2011, program courses began to be held in the new building. Each classroom is designed to

simulate a real hotel environment. There is a simulated reception/front desk room for front desk operation courses, a simulated hotel room for housekeeping related courses and a simulated restaurant with an industrial kitchen for food and beverage courses.

Currently, along with the AAS and AS degree tracks, under RPPL 9-22 and amended through RPPL 10-43, an act to invest in a skilled Palauan citizen workforce, the College also offers certificates of completion in *Food and Beverage*, *Basic Hotel Operations* and *Tour Services*. There are two full time faculty in charge of the program. From fall 2018 to summer 2021, enrolment has been as low as 17 students but as high as 39 with an overall average of 27 students. Low enrolment are the summer sessions when TH courses are not offered, except for the internship program so most TH students would be taking general education or other required course requirements. Twenty-five (25) students have graduated during this review period.

II. Program Data

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

Figure 1. Number of Students Enrolled in Degree Program
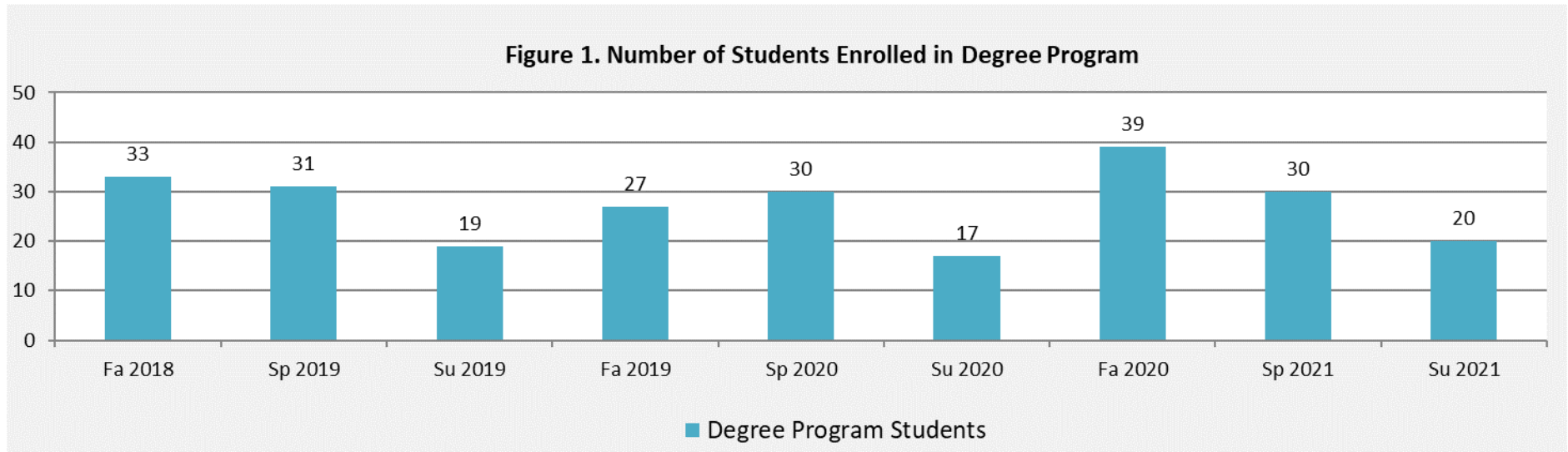
Provide summary of Figure 1 including its trends analysis.

The data indicates the total number of students registered as Tourism and Hospitality majors for each semester. For example, in fall 2018 to spring 2019 the number of student enrollment were almost the same in numbers. The enrollment dropped during the summer, which makes sense because there are always limited courses during the summer sessions. Comparing fall 2019 to Fall 2018, the enrollment dropped. The enrollment in spring 2020 was reduced by one student compared to the enrollment in spring 2019. Furthermore, the summer session was also reduced, and this time by 2 compared to the summer 2019 session. Throughout the three years, the fall 2020 semester was the year with the most enrollment which was upped by 6 more compared to fall 2018. This could be because of the Covid-19 pandemic, more students decided to stay in Palau for education during that time. In spring 2021 the number of student enrollment was the same as the previous spring semester 2020, moreover, summer 2021 session had an increase of 1 compared to summer 2020.

Program Courses Data
(Course Completion Data of Program Students in each Program Course)

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

FA 2018_				FA 2019				FA 2020			
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled

Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled
TH100	6	3	3	12	TH100	11	2	3	16	TH100	7	0	2	9
TH101	9	0	1	10	TH101	10	0	0	10	TH101	4	0	2	6
TH115	8	0	2	10	TH115	6	0	3	9	TH201	10	0	0	10
TH201	8	1	1	10	TH201	5	0	0	5	TH210	10	0	0	10
TH210	5	0	1	6	TH210	1	0	0	1	TH222	10	0	0	10
TH222	6	0	2	8	TH222	1	0	0	1	TH223	1	0	0	1
TH223	1	0	0	1										

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

SP 2019					SP 2020					SP 2021				
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Fail0ed	Withdraw	Enrolled
TH100	2	0	4	6	TH100	8	0	1	9	TH100	1	0	0	1
TH101	1	0	2	3	TH101	2	0	0	2	TH101	1	0	0	1
TH104	3	0	0	3	TH104	3	1	1	5	TH110	6	1	0	7
TH110	2	0	0	2	TH110	2	0	1	3	TH118	3	0	1	4
TH115	0	1	3	4	TH115	9	0	0	9	TH215	7	0	0	7
TH118	3	0	0	3	TH206	3	0	0	3	TH217	3	0	0	3
TH206	3	0	0	3	TH215	5	0	1	6	TH218	9	0	0	9
TH215	4	0	1	5	TH217	6	0	0	6	TH224	1	0	0	1
TH217	4	0	1	5	TH218	3	0	1	4	TH225	1	0	0	1
TH218	5	0	1	6	TH219	1	0	1	2					
TH219	5	0	0	5	TH220	0	0	1	1					

Course					Course				
TH220	7	0	0	7	TH223	1	0	0	1
TH226	1	0	0	1					
TH227	1	0	0	1					

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

SU 2019					SU 2020					SU 2021				
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled
TH223	2	0	0	2	TH227	1	0	0	1	TH224	1	0	0	1
TH224	1	0	0	1						TH225	1	0	0	1
TH226	2	0	0	2						TH226	3	0	0	3
TH227	3	0	0	3						TH227	7	0	0	7

Provide summary of Tables 1a, 1b & 1c including its trends analysis.

The number of courses decreased throughout the three years. Some courses were removed from the TH program and added to the Business Program. i.e. The TH115 Customer Service was renamed to OA105 Customer Service Skills and transferred to the BU program in Spring 2021.From fall 2018 to fall 2019 there were more withdrawals and fails; moreover, the years after that the number of withdraw and fail was reduced and students were passing the courses with good grades.

Program Courses Data
Course Completion Data of ALL Students 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)

FA 2018				FA 2019				FA 2020			
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled
TH100	7	5	4	16	TH100	11	3	3	17	TH100	8	0	2	
TH101	10	0	1	11	TH101	10	1	0	11	TH101	5	0	2	
TH115	13	1	3	17	TH115	9	0	3	12	TH201	10	0	0	
TH201	8	1	1	10	TH201	5	0	0	5	TH210	10	0	0	
TH210	5	0	1	6	TH210	1	0	0	1	TH222	10	0	0	
TH222	6	0	2	8	TH222	1	0	0	1	TH223	1	0	0	
TH223	1	0	0	1										

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

SP 2019				SP 2020				SP 2021			
Course	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled	**Course**	Passed	Failed	Withdraw	Enrolled
TH100	2	0	4	6	TH100	8	0	1	9	TH100	1	0	1	
TH101	1	0	2	3	TH101	2	0	0	2	TH101	1	0	1	
TH104	3	0	0	3	TH104	4	1	1	6	TH110	6	0	7	
TH110	2	0	0	2	TH110	2	0	1	3	TH118	3	1	4	
TH115	5	1	3	9	TH115	13	1	0	14	TH215	7	0	7	
TH118	3	0	0	3	TH206	4	0	0	4	TH217	4	0	4	
TH206	3	0	0	3	TH215	5	0	1	6	TH218	9	0	9	
TH215	4	0	1	5	TH217	6	0	0	6	TH224	1	0	1	
TH217	4	0	1	5	TH218	3	0	1	4	TH225	1	0	1	
TH218	5	0	1	6	TH219	12	0	2	14					

Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
TH219	13	0	0	13	TH220	12	0	1	13
TH220	14	1	1	16	TH223	1	0	0	1
TH226	1	0	0	1					
TH227	1	0	0	1					

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

SU 2018					SU 2019					SU 2021				
Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled	Course	Passed	Failed	Withdraw	Enrolled
TH223	2	0	0	2	TH227	1	0	0	1	TH224	1	0	0	1
TH224	1	0	0	1						TH225	1	0	0	1
TH226	2	0	0	2						TH226	3	0	0	3
TH227	3	0	0	3						TH227	7	0	0	7

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

The TH219 was moved to the Business program.

Figure 2. Number of Graduates
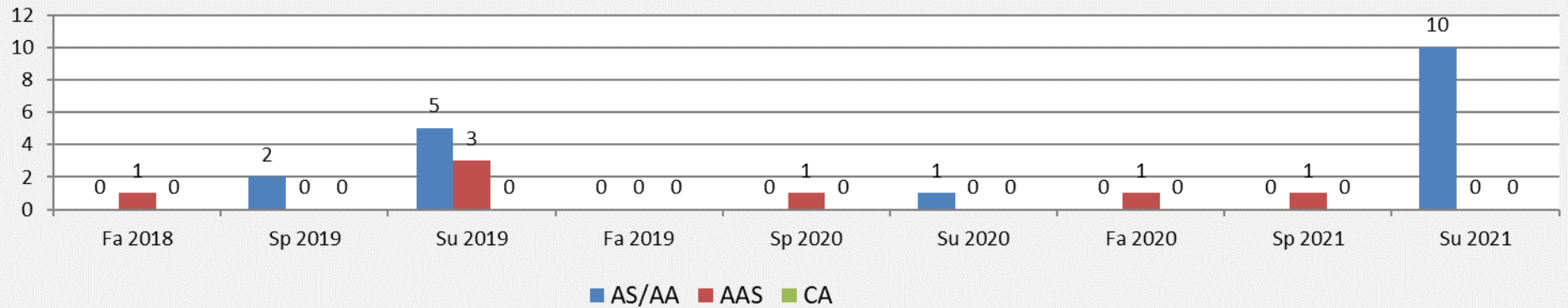
Provide summary of Figure 2 including its trends analysis.

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

Graduates were very low from Fall 2018 – Spring 2021 and then rose in Summer 2021.

Figure 3. Faculty Head Count

Figure 3. Faculty Head Count

	Fa 2018	Sp 2019	Su 2019	Fa 2019	Sp 2020	Su 2020	Fa 2020	Sp 2021	Su 2021
Full Time Faculty	2	2	2	2	3	1	2	2	1
Part Time Faculty	0	0	3	0	1	0	0	0	0

■ Full Time Faculty   ■ Part Time Faculty
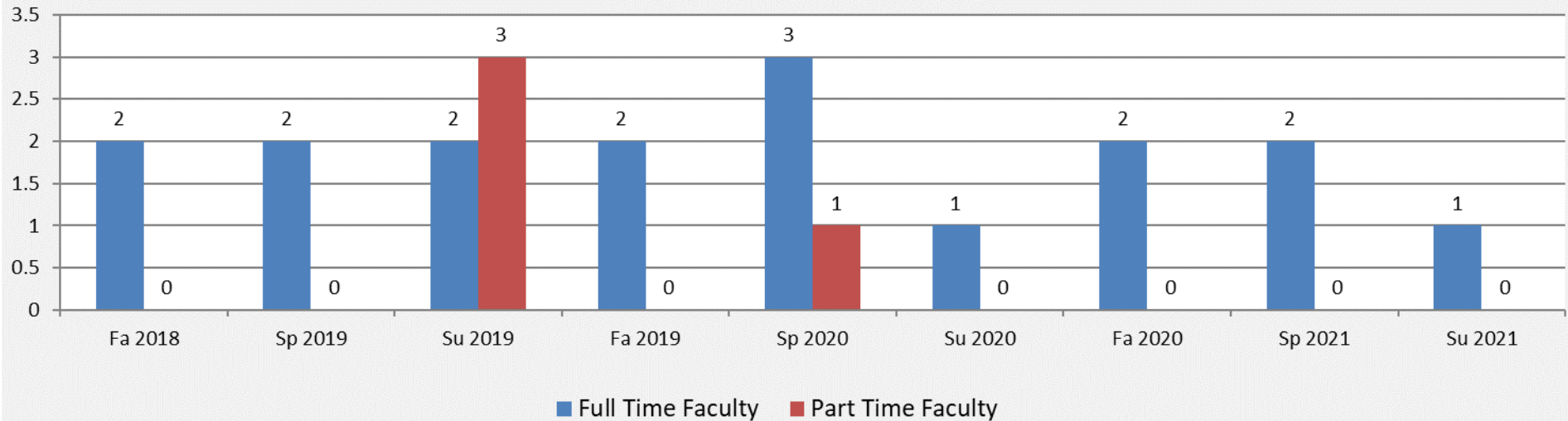
Provide summary of Figure 3 including its trends analysis.

In Figure 3, the data shows the number of faculty employed during each respective semester between fall 2018 and summer 2021. Prior to fall 2018, there had only been two full-time faculty in the Tourism and Hospitality program. In spring 2019, one full-time faculty resigned. In spring of 2019, there was only one full-time faculty, and a newly hired F&B instructor assistant. During the spring 2019 the full-time instructor resigned and left the program one Instructor assistant. In fall of 2019, one full-time Instructor was hired. During fall of 2019 and summer of 2021, there were 2 full-time instructors and 2 Adjunct during this period.

A total of three instructors, two full-time, taught the 11 classes offered in fall 2018 semester. During the summer months, when internship courses are offered, a single faculty is listed as the instructor for the course.

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
Fa18-Su19	18	100%	None	100%
Fa19-Su20	18	100%	None	100%
Fa20-Su21	18	100%	TH115	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 18 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.

As of the writing of this program review, the program is in the process of reviewing its course outlines and making necessary changes. The course outlines have been submitted for review. There have been 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 will be reflected in the next program review cycle.

This validation process shall be submitted to the CPC for final approval by the end of the year 2022. 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.

III. Course Assessment Data

Year 1: School Year Fall 2018-19

Semesters Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2018	TH100	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	CLO 1: 100% of students performed at proficiency level. CLO 2: 75% of the students performed proficiency level. CLO 3: 71.4% of the students performed proficiency level. CLO 4: 71.43% of the students performed proficiency level.

Fall 2018	TH101	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	CLO 1: No data available CLO 2: 88.9% of the students performed proficiency level. CLO 3: 88.9 of the students performed proficiency level. CLO 4: 80% of the students performed proficiency level. CLO 5: 80% of the students performed proficiency level. CLO 6: 80% of the students performed proficiency level.
Fall 2018	TH115	CLO 3, 4 – PLO 2, CLO 1, 2, 3, 4, 5 – PLO 3 CLO 1, 2, 3, 4, 5 – PLO 5	No data found
Fall 2018	TH201	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	CLO 1: 88.89% of students performed at proficiency level. CLO 2: 66.67% of the students performed proficiency level. CLO 3: 66.67% of the students performed proficiency level. CLO 4: 100% of the students performed proficiency level. CLO 5: 100% of the students performed proficiency level.
Fall 2018	TH210	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	No data found
Fall 2018	TH222	CLO 1, 2, 3, 4, – PLO 1 CLO 1, 2, 3, 4, – PLO 2 CLO 1, 2, 3, 4, – PLO 3 CLO 1, 2, 3, 4 – PLO 4 CLO 1, 2, 3, 4, – PLO 5	CLO 1: 100% of students performed at proficiency level for all CLOs. CLO 2: 100% of the students performed proficiency level. CLO 3: 100% of the students performed proficiency level. CLO 4: 100% of the students performed proficiency level.
Fall 2018	TH223	CLO 1 & 2	CLO 1: 100% of students performed at proficiency level for all CLOs. CLO 2: 100% of the students performed proficiency level. Starting in 2016, there are only two CLOs for internship.

Spring 2019	TH100	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	No data found
Spring 2019	TH101	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	Assessment not done.
Spring 2019	TH104	CLO 1, 2, 3 –PLO 2 CLO 1, 2, 3 – PLO 4 CLO 1, 2, 3 0 PLO 5	100% of students performed at proficiency level for all CLOs.
Spring 2019	TH110	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	CLO 1: 100% of students performed at proficiency level for all CLOs. CLO 2: 100% of the students performed proficiency level. CLO 3: 100% of students performed at proficiency level for all CLOs. CLO 4: 100% of the students performed proficiency level. CLO 5: 100% of students performed at proficiency level
Spring 2019	TH115	CLO 3, 4 – PLO 2, CLO 1, 2, 3, 4, 5 – PLO 3 CLO 1, 2, 3, 4, 5 – PLO 5	No data found.
Spring 2019	TH118	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	No assessment done.
Spring 2019	TH206	CLO 4 – PLO 4, CLO 1, 2, 3, 4 –PLO 5	100% of students performed at proficiency level for all CLOs.
Spring 2019	TH215	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	CLO 1: 75% of students assessed at proficiency level. CLO 2: 100% of students performed at proficiency level. CLO 3: 75% of the students performed proficiency level. CLO 4: 25% of students performed at proficiency level for all CLOs. therefore, the plan of action is to 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, and incorporate more auditing exercises. CLO 5: 75% of the students performed proficiency level.
Spring 2019	TH217	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	No data found.
Spring 2019	TH218	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 not done.
Spring 2019	TH219	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	CLO 1: 90.19% of students assessed at proficiency level. CLO 2: 92.31% of students performed at proficiency level. CLO 3: 84.62% of the students performed proficiency level. CLO 4: 100% of students performed at proficiency level. CLO 5: 72.72% of students performed at proficiency level.
Spring 2019	TH220	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	73.3% of students assessed performed at proficiency level for all CLOs.
Spring 2019	TH226	CLO 1 - 2	100% of students assessed performed at proficiency level for CLO 1&2 Starting in 2016, there are only two CLOs for internship.
Spring 2019	TH227	CLO 1&2	100% of students performed at proficiency level for both CLOs.
Summer 2019	TH223	CLO 1 & 2	100% of students assessed performed at proficiency level for CLO 1&2

Semester	Course	CLO-PLO-ILO Mapping	Results of Assessments
			Starting in 2016, there are only two CLOs for internship.
Summer 2019	TH224	CLO 1-2	100% of students assessed performed at proficiency level for all CLOs. Starting in 2016, there are only two CLOs for internship.
Summer 2019	TH226	CLO 1-2	100% of students assessed performed at proficiency level for all CLOs. Starting in 2016, there are only two CLOs for internship.
Summer 2019	TH227	CLO 1-2	100% of students assessed performed at proficiency level for all CLOs. Starting in 2016, there are only two CLOs for internship.

Year 2: School Year 2019-2020

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2019	TH100	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	No assessment done
Fall 2019	TH101	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	No assessment done
Fall 2019	TH115	CLO 3, 4 – PLO 2, CLO 1, 2, 3, 4, 5 – PLO 3 CLO 1, 2, 3, 4, 5 – PLO 5	No assessment done
Fall 2019	TH201	CLO 1, 2, 3, 4, 5, 6 – PLO 1 CLO 1, 2, 3, 4, 5, 6 – PLO 2 CLO 1, 2, 3, 4,	No assessment done

		5, 6 – PLO 3 CLO 2, 3, 4, 5, 6 – PLO 4 CLO 1, 2, 3, 4, 5, 6 – PLO 5	
Fall 2019	TH210	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	No assessment done
Fall 2019	TH222	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	No assessment done
Spring 2020	TH100	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	100 % of students assessed performed at proficiency level for all CLOs.
Spring 2020	TH101	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	100 % of students assessed performed at proficiency level for all CLOs.
Spring 2020	TH104	CLO 1, 2, 3 –PLO 2 CLO 1, 2, 3 – PLO 4 CLO 1, 2, 3 0 PLO 5	100 % of students assessed performed at proficiency level for all CLOs.
Spring 2020	TH110	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 2020	TH115	CLO 3, 4 – PLO 2, CLO 1, 2, 3, 4, 5 – PLO 3 CLO 1, 2, 3, 4, 5 – PLO 5	100 % of students assessed performed at proficiency level for all CLOs.
Spring 2020	TH206	CLO – PLO4 CLO1-4 – PLO5	No assessment found.
Spring	TH215	CLO 3, 4, 5 – PLO 2	100 % of students assessed performed at

2020		CLO 1, 2, 3, 4, 5 – PLO 3 CLO 3 – PLO 4, CLO 1, 2, 3, 4, 5 – PLO 5	proficiency level for all CLOs.
Spring 2020	TH217	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	100 % of students assessed performed at proficiency level for all CLOs.
Spring 2020	TH218	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	100 % of students assessed performed at proficiency level for all CLOs.
Spring 2020	TH219	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 2020	TH220	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.
Spring 2020	TH223	CLO 1-2	100 % of students assessed performed at proficiency level for both CLOs. Starting in 2016, there are only two CLOs for internship.
Summer 2020	TH227	CLO 1, 2	100 % of students assessed performed at proficiency level for both CLOs. Starting in 2016, there are only two CLOs for internship.

Year 3: School Year 2020-2021

Semester Assessed	Course Assessed	CLO-PLO-ILO Mapping	Results of Assessments
Fall 2020	TH100	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 2020	TH101	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 2020	TH201	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 file will not open.
Fall 2020	TH210	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.
Fall 2020	TH222	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.
Fall 2020	TH223	CLO 1 & 2	No assessment data found. Starting in 2016, there are only two CLOs for internship.
Spring 2021	TH100	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	100 % of students assessed performed at proficiency level for all CLOs.
Spring 2021	TH101	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	100 % of students assessed performed at proficiency level for all CLOs.

Spring 2021	TH110	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 2021	TH118	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	100 % of students assessed performed at proficiency level for all CLOs.
Spring 2021	TH215	CLO 4 – PLO 4, CLO 1, 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	100% of students performed at proficiency level all CLOs.
Spring 2021	TH217	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	100% of students performed at proficiency level all CLOs.
Spring 2021	TH218	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	100 % of students assessed performed at proficiency level for all CLOs.
Spring 2021	TH224	CLO 1-2	100% of students assessed performed at proficiency level for all CLOs. Starting in 2016, there are only two CLOs for internship.
Spring 2021	TH225	CLO 1-2	100% of students assessed performed at proficiency level for all CLOs. Starting in 2016, there are only two CLOs for internship.
Summer 2021	TH224	CLO 1- 2	100% of students assessed performed at

			proficiency level for all CLOs. Starting in 2016, there are only two CLOs for internship.
Summer 2021	TH225	CLO 1-2	100% of students assessed performed at proficiency level for all CLOs. Starting in 2016, there are only two CLOs for internship.
Summer 2021	TH226	CLO 1-2	100% of students assessed performed at proficiency level for all CLOs. Starting in 2016, there are only two CLOs for internship.
Summer 2021	TH227	CLO 1-2	100% of students assessed performed at proficiency level for all CLOs. Starting in 2016, there are only two CLOs for internship.

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 understand 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.

V. Program Learning Outcomes (PLOs) Assessment

Years Assessed	PLO Assessed	Proficiency Levels	Results of Assessments <mark>(Do not combine PLO results; report individual PLO result.)</mark>
2018-2021	TH PLO 1	TH 100-CLO 1- 4 100% TH101-CLO 4 No Data TH 118--CLO 1-3 No Data TH201-CLO 1-6 88.89% TH210-CLO 1,2 No Data TH218-CLO 6- No Data TH223-CLO 1, 2 100% TH 224-CLO 1, 2 100% TH 225-CLO 1,2 100% TH226- CO 1, 2 100% TH 224-CLO 1, 2 100%	98.4% of the students performed at proficiency level for PLO # 1.
	TH PLO 2	TH 100-CLO 1-5 75% TH101-CLO 1-3, 5,6 88.89% TH 104-CLO 1-3 No Data TH110-CLO 1-5 100% TH115-CLO 3. 4 No Data TH118-CLO 2-6 No Data TH 201-CLO 1-6 66.67% TH210-CLO 1-5 No data TH215-CLO 3-5 100% TH217-CLO 1. 3-5 No data TH218-CLO 1-5 No Data TH 219-CLO 1-5 92.3% TH 220-CLO 3-6 73.3% TH 222-CLO 1-4 100% TH 223-CLO 1, 2 100% TH 224-CLO 1, 2 100% TH225-CLO 1, 2 100% TH 226- CLO 1, 2 100% TH224-CLO 1, 2 100%	92% of the students performed at proficiency level for PLO #2
	TH PLO 3	TH 100-CLO 1-5 71.4% TH110-CLO 1-5 100% TH115-CLO 1-5 No data TH118-CLO 1-6 No data TH201-CLO 1-6 66.67% TH210-CLO 3-5 No data TH215-CLO 1-5 75% TH217-CLO 2, 4, 5 No Data TH218-CLO 3,4 No Data TH219- CLO1-4 84.62% TH 220-CLO 1-6 73.3% TH222-CLO 1-4 100% TH 223-CLO 1, 2 100% TH 224-CLO 1, 2 100% TH 225-CLO 1, 2 100% TH226-CLO 1, 2 100% TH 224-CLO 1. 2 100%	89.2% of the students performed at proficiency level for PLO #3

| | TH PLO 4 | TH101-CLO 1-3, 5, 6 80%
TH 104-CLO 1-3 100%
TH110-CLO 1-5 100%
TH 118-CLO 2-6 No Data
TH201-CLO 2-6 100%
TH 206- CLO 4 100%
TH210-CLO 3-5 No Data
TH215-CLO 3 25%
TH217-CLO 2-5 No Data
TH218-CLO 3-4 No Data
TH 219-CLO 5 No Data
TH222-CLO 3,4 100%
TH 223-CLO 1, 2 100%
TH 224-CLO 1, 2 100%
TH 225-CLO 1, 2 100%
TH226-CLO 1, 2 100%
TH 224-CLO 1, 2 100% | 92% of the students performed at proficiency level for PLO #4 |
| | TH PLO 5 | TH100-CLO 1-5 71.43%
TH101-CLO 1-6 80%
TH104-CLO 1-3 100%
TH110-CLO 1-5 100%
TH115-CLO 1-5 No data
TH 118-CLO 1-6 No Data
TH201-CLO 1-6 100%
TH206-CLO 1-4 100%
TH210-CLO 1-5 No Data
TH215-CLO 1-5 75%
TH217-CLO2-5 No Data
TH218-CLO 1-6 No data
TH210-CLO 1-5 No data
TH220-CLO 1-6 73.3%
TH222-CLO 1-4 100%
TH223-CLO 1, 2 100%
TH 224-CLO 1, 2 100%
TH 225- CLO 1, 2 100%
TH 226-CLO 1, 2 100%
TH224- CLO 1. 2 100% | 92.83% % of the students performed at proficiency level for PLO #5 |

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.

Program Learning Outcome Assessments and analysis results shows that the PLO's got better compared to the last cycle.

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: 2015-2018

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan/s (Report action plan individually.)
#1. Purchase an attitudinal survey questionnaire to assess the market perspectives of the program and graduates working experience	Incomplete	Seeking Monetary funds
#2. Training opportunities for current market trends, changes in travelers and guests need, and expectations at brand name hotel chains abroad	Incomplete	N/A
#3. Hire additional faculty with major concentration in international tourism and a potential PCC graduate to be groomed and work towards a BS degree	Complete	2 New Instructors were hired

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.

What measurable outcomes were achieved due to the actions completed?
Only one of the previous action plan was fulfilled. However, the instructor that was hired had different credentials as the plan.
. #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 TH - Tour Services, a Bachelors

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
Update resources and books used to teach TH courses.	Need to order updated textbooks.	New books	
Provide instructors training to other college to learn about their TH programs.	By having instructors travel, they will have hands on training which will help them teach the courses well.	Travel and training funds/grants	Summer time
Hire faculty that are experienced and educated in the Tourism Industry track.	Having an experienced instructor will help with the work and improves communication between instructor and student.	Hire faculty with major concentration in Tourism & Hospitality.	

Provide Summary of Action Plans 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.

Some of the major strengths are the recent upgrades in facilities including a new air-condition and television in the classrooms. In addition, the program has a functioning kitchen, 3 classrooms, and new plants in the ground foundation. Furthermore, there are two experienced faculty that continuously provide a positive learning environment, both in the classroom and outside through extracurricular activities. Both instructors' participation in local organizations and associations maintains the health of networking and assistance through network. Moreover, the program has enjoyed the support of the Palau Pacific Resort to advise faculty of the current trends, needs, and expectations in the industry.

Though progress is being made, there is more to be done. The program continues to seek money through grants and fundraising opportunities as needed to improve the program and provide training and resources for instructors. This plan will ensure that faculty keeps up with this dynamic and fluid industry business. The service and products are ever changing quickly, which is why it is important that the Tourism industry maintains 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, be well read and keeping-up with latest versions of hospitality textbooks, brochures and other resource and materials, and 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. They need to continue to learn the industry's changes, especially since the Covid-19 pandemic in 2019-2020. The industry had major changes since the pandemic and so it is important to learn about the changes to keep the program up to date.

Finally, the faculty need to 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.

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	N/A	N/A	N/A
Facilities	PTHSE walk in refrigerator and freezer repairs.	$12,000-15,000 Walk in freezer $12,000-15,000 Walk in fridge	Both walk in fridge and freezer are out of order and needed to be fixed or replaced.
Equipment	Front Office: Printer /xerox/Scanner	$500-700	The office lacks a Scanner/Xerox machine. With a Scanner/Xerox machine, instructor's will be able to make copies of assignments, tests, etc.
Supplies	Food & Beverage resources and materials, Housekeeping Cleaning chemicals and proper tools. Uniforms and lockers.	$ 250.00/student Approximately: $5,000	In hotels and restaurants, daily produce, products and services 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			
Training	Faculty to be trained in local hotels & restaurants. Travel to nearby countries for training	$1,000 per training	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	$2,000	Exterior and Interior repairs. Maintain over-all building include ground-keeping, solar panels, tree trimming, and curb appeal. Focus can be concentrated on quality instruction and learning.
Total		$65,700	

Provide Summary of Resource Request in the box below. Summary should connect the resources requested to course, program and institutional learning outcomes assessment results and/or any other college major plans.

By having all the tools needed, this program can be improved. Having faculty with credentials that are aligned with the program could result in informative and up to date lectures. Moreover, having hotels and organizations from the Tourism industry conduct trainings for the instructors would be a great way to keep the instructors up to date with the ongoing changes in the industry.

In hotels and restaurants, daily, products, and services 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. Moreover, uniforms and lockers are needed for students as well, this will provide students the feel of a real work experience, which are taught in lecture content only, as of today.

Finally, fixing all the damaged equipment, the students will be able to practice hands on activities during their lab hours, i.e. if the kitchen walk in freezer and fridge were working, students would be able to organize and stock their inventory with hands on practices. The program courses cover subjects relating to how hotels should look and how rooms maintain cleanliness, which leads us to the exterior and interior repairs. Maintaining over-all building include ground-keeping, solar panels, tree trimming, and curb appeal. Focus can be concentrated on quality instruction and learning.

Do not forget to include all your required appendices.   Required appendices are listed on page 2 of this template.