August 18, 2015

TO: Randolph G. Moore, Chair  
   Board of Regents

VIA: David Lassner, President  
     University of Hawai‘i

VIA: John Morton, Vice President  
     University of Hawai‘i Community Colleges

FROM: Leon Richards, Chancellor, Kapi‘olani Community College

SUBJECT: Request to Approve Provisional Status for Kapi‘olani Community College’s Advanced Professional Certificate in Hospitality Operational Management.

SPECIFIC ACTION REQUESTED

Kapi‘olani Community College requests Board of Regents approval of provisional status for the Advanced Professional Certificate in Hospitality Operational Management.

ADDITIONAL COSTS

There are minimal additional costs in the approval of this provisional certificate program in the first year of implementation as a result of the need to replace existing faculty in the courses they would otherwise teach and the hiring of a lecturer to teach one of the four program courses. Revenues slightly exceed expenses in the second, and it is projected, subsequent years of implementation
RECOMMENDED EFFECTIVE DATE

Fall 2016

PURPOSE

The curriculum for the Advanced Professional Certificate (APC) in Hospitality Operational Management is designed to serve as an extension of the Associate in Science (AS) degree in Hospitality and as an avenue for lifelong learning for hospitality professionals in the community. Graduates from each of the UHCC hospitality programs (KapCC, KauCC, HawCC, and UHMC) would be able to seamlessly matriculate into the third-year APC program with no review of credentials. The APC in Hospitality Operational Management is also designed to articulate as a pathway to a Bachelor of Arts in Business Administration with a concentration in Hospitality and Tourism at the University of Hawai‘i–West O‘ahu.

BACKGROUND

Pursuant to Board of Regents Policy 5-1a governing Academic Affairs and Executive Policy E5.201, Approval of New Academic Programs and Review of Provisional Academic Programs, Kapiʻolani Community College requests Board of Regents approval for provisional status for the Advanced Professional Certificate in Hospitality Operational Management.

The changing nature of the visitor industry—as well as the unique challenges for profitably operating resorts, attractions, transportation and other visitor related activities in Hawai‘i—is creating a need to foster new managerial skills. The Advanced Professional Certificate in Hospitality Operational Management, whose Authorization to Plan was approved in Fall 2014, is a two-semester, 18-credit program designed to enhance the knowledge base of two complementary populations: students who complete two-year associate degrees in Hospitality at any of the University of Hawaiʻi campuses that offer the program and incumbent
professionals. The curriculum is focused on preparing graduates to secure positions in the industry or advance in their careers. To accommodate both populations and to optimize the use of computer labs and classrooms, the APC in Hospitality Operational Management courses will be offered in the evenings.

The curriculum of APC in Hospitality Operational Management include four new courses and two courses that are currently offered in the APC in Culinary Management:

- CULN 310 - Current Trends in the Culinary Industry (3 cr)
- CULN 360 - Beverage Service Management (3 cr)
- HOST 320 – Vacation and Condominium Hospitality Operations (3 cr)
- HOST 330 – Sustainable Hospitality Facility Design and Operations (3 cr)
- HOST 340 – Lodging Industry Analytics and Revenue Management (3 cr)
- HOST 350 – Strategic Hospitality Leadership (3 cr)

The APC in Hospitality Operational Management is also designed as a pathway to a Bachelor of Arts in Business Administration with a concentration in Hospitality and Tourism offered by the University of Hawai’i—West O’ahu. If hospitality and tourism professionals are to be contributing members of their field, they need to be kept current with changing trends, topics and issue relevant to the industry. The APC in Hospitality Operations Management is intentionally designed to extend and enhance the knowledge and abilities of A.S. degree graduates and incumbent workers.

The need for advanced skills in the hospitality sector is attested in both national and local employment data. Data and analysis from the Bureau of Labor Statistics show job growth and salary levels for lodging managers and food service management demonstrate the attractiveness of the profession, both in terms of availability of employment and level of compensation. According to an estimate from the Department of Business Economic Development and Tourism, there were 136,900 direct and indirect tourism jobs in 2012 and the Hawai’i State Department of Labor and Industrial Relations is forecasting the number of jobs in the visitor industry to grow at an annual 1.2 percent to 1.3 percent rate through 2020. Nationally, the
Bureau of Labor Statistics is projecting a 1% growth for Lodging Managers and a 2% growth in Food Service Managers between 2012 and 2020. State and National wage trends for 2014 provided by the Bureau of Labor Statistics show encouraging salaries for professional at the higher ends of the salary range (U.S. $94,800 and Hawai‘i $99,200 for Lodging Managers, and U.S. $82,300 and Hawai‘i $82,900 for Food Service Managers at the 90 percentile). This speaks favorably for career professionals that remain and advance in the industry and remain current with education and training. The median salary for Lodging Managers in the U.S. in 2014 is indicated at $47,700 with Hawai‘i’s median at $54,800 for Lodging Managers. Food Service Managers median income in the U.S. is reported at $48,500 and $50,300 in Hawai‘i for 2014. The proposed APC in Hospitality Operational Management will graduate the kinds of industry professional identified by the Hawai‘i Tourism Authority in the 2016-2021 strategic plan it is currently developing: “Asset management, multi-unit operations, yield management, cost controls, customer relationship management, ecommerce, and other skills have all emerged as important additions to conventional skills required to maintain profitability and competitiveness.”

The APC in Hospitality Operations Management courses will be offered in a classroom designed and equipped for distance delivery, allowing the instruction to be available to students in all the University of Hawai‘i community colleges.

Program details are included in the attached documents.

**ACTION RECOMMENDED:**

Approval of established status for the provisional Advanced Professional Certificate in Hospitality Operations Management at Kapi‘olani Community College.

C: Cynthia Quinn, Executive Administrator and Secretary to the Board of Regents  
Risa Dickson, Vice President for Academic Planning and Policy
Proposal of a New Academic Program
Advanced Professional Certificate
Hospitality Operations Management

HOSPITALITY & TOURISM EDUCATION
KAPI'OLANI COMMUNITY COLLEGE
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D – Culinary Arts Support Letter  
E – Library Hospitality and Tourism Resources and Online Journals  
F – Cost and Revenue Analysis
Hospitality is Hawai‘i’s biggest employer, accounting for approximately 23 percent of the economy. The third-year hospitality courses and Advanced Professional Certificate (APC) in Hospitality Operations Management are reflective of changes evolving in the hospitality industry and cover subject areas not currently addressed either at the baccalaureate level or within the associate degree programs. Specifically, industry partners have informed the Hospitality and Tourism Education Department (HOST) at Kapi‘olani Community College (KCC) that the operation and management of the hospitality industry are shifting from a focus on traditional customer service to one of “asset management,” resulting in the emergence of a new type of guest/owner that is involved in fractional ownership, timeshares, and second homes. Additionally, new hotel property investors that don’t come with a hospitality background have reshaped partnerships and traditional alliances. It is not uncommon for a single hotel property to have an owner, a separate management company, and a brand/franchise all attached to it. Thus, a new kind of hospitality management and leadership training is needed, both for incumbent workers and new students. Given that companies such as Starwood, Blackstone, Wyndham, and Marriott are driving this change, the demand for such training is global.

1. What are the objectives of the program?

The express reason for initiating this third-year program of courses in the Advanced Professional Certificate (APC) in Hospitality Operations Management is that the specific content addressing the emerging needs in the industry does not exist within other degrees or certificates in the University of Hawai‘i system. The planning of the third-year courses and the APC began in the fall 2014 semester with the approval of the Authorization to Plan a New Academic Program.

The outcomes of the APC in Hospitality Operations Management are relevant to the immediate work of industry professionals.

Program Learning Outcomes

_Upon completion of the third-year Advanced Professional Certificate in Hotel Operations Management, students will be able to:_

- Evaluate current relevant issues and trends in the foodservice industry, including sustainability, environmental, political, and/or cultural topics.
- Value the impact and challenges of alcoholic beverage sales and service upon food service operations.
- Distinguish relevant macro-environmental trends that are, or could be, an influence on hospitality operations and be able to propose action plans to address the trends.
- Develop plans that define the strategic direction of a hospitality organization.
Tactical Table workforce and appropriate

The agreement Kapi’olani (APC) Kapi’olani strategic across (APC) Kapi’olani Community College, Kaua’i Community College, Hawai’i Community College and Maui College. HOST KCC and the University of Hawai’i West O‘ahu (UHWO) have developed a draft agreement that is intended to facilitate a smooth transition for students expected to complete the APC in Hospitality Operations Management to matriculate to UHWO to earn a Bachelor of Arts in Business Administration (BABA), with a concentration in Hospitality and Tourism (Appendix A).

2. Are the program objectives appropriate functions of the College or University?

The proposed Advanced Professional Certificate in Hospitality Operations Management is appropriate for Kapi’olani Community College and is closely aligned with the University of Hawai’i Community College’s and the College’s strategic objectives. Additionally, the objectives and intended outcomes of the HOST APC are consistent with the proposed broader tourism workforce initiatives considered for inclusion in the draft of the 2016-2021 Hawai’i Tourism Strategic Plan.

Table 1 Synergy between APC in HOST, UH/UHCC Strategic Directions and Outcomes, HOST Tactical Plan, and HTA Draft Strategic Plan.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The APC will attract new students and also allow AS degree graduates to continue their enrollment at the College. Graduates will be encouraged to transfer to UHWO to</td>
<td>Hawai’i Graduation Initiative Improving Student Achievement (I.F) Annual Increase in Transfers to UH 4-year campuses from 704 - 1,261 Growing Enrollment</td>
<td>Goal One: Increase Program Enrollment - Current enrollment for the HOST program (spring 2012) is 263 Performance Measure: Increase</td>
<td>Tourism Workforce 1.1.2 Changing Profiles • The changing nature of the visitor industry as well as the unique challenges for profitably operating resorts, attractions, transportation and other visitor related activities in Hawai’i is creating a need to foster</td>
</tr>
</tbody>
</table>
Additionally, the proposed HOST APC benefits from a strategic alignment with former Governor Neil Abercrombie’s Economic Development and WIA-WIP Integrated State Workforce Plan. The objectives and initiatives of the HOST APC also align with the workforce development values, vision, and benchmarks presented in the Governor’s economic plan—A New Day in Hawai‘i. In addition to energy and agriculture, the Governor’s plan calls for infusing “technology and innovation throughout the economy” and links Hawai‘i’s education community with local
business to drive the economy. The plan acknowledges the state’s need to reinvest and keep its edge in the visitor industry and to “advance sustainable tourism and development.”

Workforce Trends and Issues
As highlighted in the draft of Hawai‘i Tourism Authority’s 2016 – 2021 Strategic Plan, higher median wages compared to similar positions on the U.S. mainland are a contributing factor to higher operating costs for hospitality companies doing business in Hawai‘i, and the search for more productivity has led to a general decline in tourism job counts. According to an estimate from the Department of Business Economic Development and Tourism, the 136,900 direct and indirect tourism jobs in 2012 represent a decline of 33 percent from a 1997 peak of 203,100, even as the overall economy and workforce generally grew. This decline reflects the impact of the downturn in the visitor industry from the recession in Hawai‘i from 2008 to 2010 as well as hotel-based jobs in particular have been shrinking, reflecting conversions to other uses (e.g., timeshare) or—in the view of some labor unions—ownership changes followed by downsizing (2016 – 2021 Hawai‘i Tourism Authority’s Strategic Plan). These trends and issues illustrate that the hospitality industry needs leaders that are able to do more with less, remain creative, and maintain professional development and education that is relevant of the changes that are taking place both in Hawai‘i and on the national stage.

However, the proposed Hawai‘i Tourism Authority’s 2016 – 2021 Strategic Plan further states that tourism jobs have rebounded in the last few years, with the Hawai‘i State Department of Labor and Industrial Relations now forecasting the number of jobs in the visitor industry to grow at an annual 1.2 percent to 1.3 percent rate through 2020. The changing nature of the visitor industry—as well as the unique challenges for profitably operating resorts, attractions, transportation and other visitor-related activities in Hawai‘i—is creating a need to foster new managerial skills. However, the number of majors in hospitality programs is modest: According to the 2013-14 Annual Report of Program Data (ARPD) for the University of Hawai‘i Community Colleges there were 512 hospitality-related majors at the two-year community colleges, (HawCC - 40, KauCC - 55, Maui - 93, KapCC - 324). And per the 2014-15 enrollment report from the UH System’s Institutional Research & Analysis Office (IRAO), there were 350 Bachelor’s-level and 13 Master’s-level majors at the Travel Industry Management School.

Employment and Wage Estimates
According to the Bureau of Labor Statistics, Occupational Employment Statistics Survey, the following tables indicate the most recent national labor statistics for lodging and food service managers as of May 2014. The six-digit numbers before the names of the occupations are the Classification of Instructional Programs (CIP) codes. The numbers in parentheses are explained after Table 9.
11-9081 Lodging Managers

Table 2
Employment estimate and mean wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Employment (1)</th>
<th>Employment RSE (3)</th>
<th>Mean hourly wage</th>
<th>Mean annual wage (2)</th>
<th>Wage RSE (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>31,740</td>
<td>2.1 %</td>
<td>$27.51</td>
<td>$57,230</td>
<td>1.2 %</td>
</tr>
</tbody>
</table>

Percentile wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$13.76</td>
<td>$17.42</td>
<td>$22.93</td>
<td>$31.59</td>
<td>$45.57</td>
</tr>
<tr>
<td>Annual Wage (2)</td>
<td>$28,630</td>
<td>$36,230</td>
<td>$47,680</td>
<td>$65,720</td>
<td>$94,780</td>
</tr>
</tbody>
</table>

Table 2 – Provides a valuable snapshot of wage potential at the higher end of the career path that is reflective of the impact that education along with years of investment in one’s career can have on an individual’s earning ability.

Table 3
Industries with the highest levels of employment in this occupation:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment (1)</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traveler Accommodation</td>
<td>28,140</td>
<td>1.51</td>
<td>$26.94</td>
<td>$56,030</td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>890</td>
<td>0.04</td>
<td>$37.80</td>
<td>$78,620</td>
</tr>
<tr>
<td>RV (Recreational Vehicle) Parks and Recreational Camps</td>
<td>870</td>
<td>1.71</td>
<td>$25.47</td>
<td>$52,970</td>
</tr>
<tr>
<td>Colleges, Universities, and Professional Schools</td>
<td>150</td>
<td>0.01</td>
<td>$30.74</td>
<td>$63,940</td>
</tr>
<tr>
<td>Rooming and Boarding Houses</td>
<td>150</td>
<td>1.22</td>
<td>$28.19</td>
<td>$58,640</td>
</tr>
</tbody>
</table>

Table 3 – Indicates that most of the career opportunities are related to the travel industry along with a positive indication that individuals with these skills, preparation, and education can earn more in managerial positions in the corporate segment of lodging enterprises.
Table 4

States with the highest concentration of jobs and location quotients in this occupation:

<table>
<thead>
<tr>
<th>State</th>
<th>Employment (1)</th>
<th>Employment per thousand jobs</th>
<th>Location quotient (9)</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii</td>
<td>500</td>
<td>0.81</td>
<td>3.45</td>
<td>$31.40</td>
<td>$65,320</td>
</tr>
<tr>
<td>Wyoming</td>
<td>220</td>
<td>0.78</td>
<td>3.33</td>
<td>$22.05</td>
<td>$45,860</td>
</tr>
<tr>
<td>Maine</td>
<td>440</td>
<td>0.75</td>
<td>3.18</td>
<td>$26.09</td>
<td>$54,260</td>
</tr>
<tr>
<td>Vermont</td>
<td>170</td>
<td>0.55</td>
<td>2.35</td>
<td>$34.05</td>
<td>$70,830</td>
</tr>
<tr>
<td>South Dakota</td>
<td>180</td>
<td>0.43</td>
<td>1.84</td>
<td>$24.16</td>
<td>$50,250</td>
</tr>
</tbody>
</table>

Table 4 – Is a positive indicator for Hawai’i with a high concentration of lodging manager jobs indicated and Hawai’i is ranked second behind only Vermont in annual mean wage.

Table 5

Nonmetropolitan areas with the highest employment in this occupation:

<table>
<thead>
<tr>
<th>Nonmetropolitan area</th>
<th>Employment (1)</th>
<th>Employment per thousand jobs</th>
<th>Location quotient (9)</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii / Maui / Kauai nonmetropolitan area</td>
<td>280</td>
<td>1.72</td>
<td>7.32</td>
<td>$31.69</td>
<td>$65,920</td>
</tr>
<tr>
<td>Northeastern Oklahoma nonmetropolitan area</td>
<td>160</td>
<td>1.42</td>
<td>6.05</td>
<td>(8)</td>
<td>(8)</td>
</tr>
<tr>
<td>North Central Colorado nonmetropolitan area</td>
<td>150</td>
<td>1.96</td>
<td>8.35</td>
<td>$35.54</td>
<td>$73,920</td>
</tr>
<tr>
<td>Southwest Maine nonmetropolitan area</td>
<td>140</td>
<td>0.75</td>
<td>3.19</td>
<td>$31.08</td>
<td>$64,640</td>
</tr>
<tr>
<td>Eastern Tennessee nonmetropolitan area</td>
<td>140</td>
<td>0.99</td>
<td>4.20</td>
<td>$23.77</td>
<td>$49,450</td>
</tr>
</tbody>
</table>

Table 5 – The same can be said for Hawai’i, Maui and Kaua’i counties are ranked first for employment for nonmetropolitan areas and second in annual mean wage behind only North Central Colorado.
Proposal of a New Academic Program
HOST APC - Hospitality Operations Management

11-9051 Food Service Managers

Table 6
Employment estimate and mean wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Employment (1)</th>
<th>Employment RSE (3)</th>
<th>Mean hourly wage</th>
<th>Mean annual wage (2)</th>
<th>Wage RSE (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>198,610</td>
<td>1.0 %</td>
<td>$25.72</td>
<td>$53,500</td>
<td>0.5 %</td>
</tr>
</tbody>
</table>

Percentile wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$14.38</td>
<td>$18.38</td>
<td>$23.34</td>
<td>$30.26</td>
<td>$39.59</td>
</tr>
<tr>
<td>Annual Wage (2)</td>
<td>$29,920</td>
<td>$38,230</td>
<td>$48,560</td>
<td>$62,930</td>
<td>$82,360</td>
</tr>
</tbody>
</table>

Table 6 – Similar to lodging managers, food service managers have the potential for higher wages.

Table 7
Industries with the highest levels of employment in this occupation:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment (1)</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restaurants and Other Eating Places</td>
<td>139,290</td>
<td>1.45</td>
<td>$24.58</td>
<td>$51,130</td>
</tr>
<tr>
<td>Special Food Services</td>
<td>12,380</td>
<td>1.95</td>
<td>$27.96</td>
<td>$58,150</td>
</tr>
<tr>
<td>Traveler Accommodation</td>
<td>8,950</td>
<td>0.48</td>
<td>$29.81</td>
<td>$62,010</td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>7,840</td>
<td>0.36</td>
<td>$30.36</td>
<td>$63,150</td>
</tr>
<tr>
<td>Elementary and Secondary Schools</td>
<td>5,420</td>
<td>0.07</td>
<td>$26.27</td>
<td>$54,630</td>
</tr>
</tbody>
</table>

Table 7 – While most employment is directly related to the operation of restaurants, this table highlights the capacity for higher wages in connection with traveler accommodations (lodging) and in careers in corporate food and beverage operations.

Table 8
States with the highest concentration of jobs and location quotients in this occupation:

<table>
<thead>
<tr>
<th>State</th>
<th>Employment (1)</th>
<th>Employment per thousand jobs</th>
<th>Location quotient (9)</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennessee</td>
<td>8,920</td>
<td>3.24</td>
<td>2.21</td>
<td>$20.26</td>
<td>$42,140</td>
</tr>
<tr>
<td>Hawaii</td>
<td>1,960</td>
<td>3.19</td>
<td>2.17</td>
<td>$26.69</td>
<td>$55,520</td>
</tr>
<tr>
<td>Iowa</td>
<td>4,030</td>
<td>2.67</td>
<td>1.81</td>
<td>$19.51</td>
<td>$40,580</td>
</tr>
<tr>
<td>California</td>
<td>34,600</td>
<td>2.29</td>
<td>1.56</td>
<td>$25.01</td>
<td>$52,010</td>
</tr>
<tr>
<td>Oregon</td>
<td>3,640</td>
<td>2.16</td>
<td>1.47</td>
<td>$23.55</td>
<td>$48,980</td>
</tr>
</tbody>
</table>
Table 8 – Indicates not only a strong (#2) employment per thousand jobs but a #1 ranking for annual mean wage.

Table 9

Nonmetropolitan areas with the highest employment in this occupation:

<table>
<thead>
<tr>
<th>Nonmetropolitan area</th>
<th>Employment (1)</th>
<th>Employment per thousand jobs</th>
<th>Location quotient (9)</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southeast Iowa nonmetropolitan area</td>
<td>670</td>
<td>2.96</td>
<td>2.01</td>
<td>$16.88</td>
<td>$35,120</td>
</tr>
<tr>
<td>Hawaii / Maui / Kauai nonmetropolitan area</td>
<td>600</td>
<td>3.64</td>
<td>2.48</td>
<td>$29.11</td>
<td>$60,560</td>
</tr>
<tr>
<td>Eastern Tennessee nonmetropolitan area</td>
<td>570</td>
<td>3.96</td>
<td>2.69</td>
<td>$18.68</td>
<td>$38,850</td>
</tr>
<tr>
<td>North Georgia nonmetropolitan area</td>
<td>490</td>
<td>3.18</td>
<td>2.17</td>
<td>$18.22</td>
<td>$37,900</td>
</tr>
<tr>
<td>Other Ohio nonmetropolitan area</td>
<td>410</td>
<td>1.50</td>
<td>1.02</td>
<td>$19.47</td>
<td>$40,500</td>
</tr>
</tbody>
</table>

Table 9 – The indication for the neighbor islands is similar with a #2 ranking in employment per thousand jobs along with an even stronger #1 ranking in the annual mean wage

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by a “year-round, full-time” hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

(4) The value is less than .005 percent of industry employment.

(8) Estimate not released.

(9) The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.

http://www.bls.gov/oes/ (May, 2014)
State and National Trends (Wages)

### Table 10 Lodging Managers

<table>
<thead>
<tr>
<th>Location</th>
<th>Pay Period</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>United States</td>
<td>Hourly</td>
<td>$13.76</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$28,600</td>
</tr>
<tr>
<td>Hawaii</td>
<td>Hourly</td>
<td>$19.52</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$40,600</td>
</tr>
</tbody>
</table>

Table 10 – Provides evidence of higher wages for lodging managers in Hawai‘i, which is 41.9% higher at the 10% range, 24.3% higher at the 25% range, 14.9% higher at the Median and 75% range, and 4.6% higher at the 90% range.

State Data Source: Hawaii Wage Information
https://www.onetonline.org/

### Table 11 Food Service Managers

<table>
<thead>
<tr>
<th>Location</th>
<th>Pay Period</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>United States</td>
<td>Hourly</td>
<td>$14.38</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$29,900</td>
</tr>
<tr>
<td>Hawaii</td>
<td>Hourly</td>
<td>$15.60</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$32,400</td>
</tr>
</tbody>
</table>

Table 11 – The wage differential for food service managers in Hawai‘i in comparison to the U.S. only indicates a marginal positive difference.

State Data Source: Hawaii Wage Information
https://www.onetonline.org/
State and National Trends (Employment)

Table 12 Lodging Managers

<table>
<thead>
<tr>
<th>United States</th>
<th>Employment</th>
<th>Percent Change</th>
<th>Projected Annual Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2022</td>
<td></td>
</tr>
<tr>
<td>Lodging Managers</td>
<td>50,400</td>
<td>51,100</td>
<td>+1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hawaii</th>
<th>Employment</th>
<th>Percent Change</th>
<th>Projected Annual Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2022</td>
<td></td>
</tr>
<tr>
<td>Lodging Managers</td>
<td>660</td>
<td>710</td>
<td>+8%</td>
</tr>
</tbody>
</table>

Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

Table 12 – While the U.S. employment trend would indicate a moderate 1% growth over 10 years, Hawai‘i’’s statistic is much more robust at 8% over 10 years with 30 job openings per year.

State Data Source: State of Department of Labor and Industrial Relations, Research and Statistics Office

https://www.onetonline.org/

Table 13 Food Service Managers

<table>
<thead>
<tr>
<th>United States</th>
<th>Employment</th>
<th>Percent Change</th>
<th>Projected Annual Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2022</td>
<td></td>
</tr>
<tr>
<td>Food Service Managers</td>
<td>321,400</td>
<td>326,500</td>
<td>+2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hawaii</th>
<th>Employment</th>
<th>Percent Change</th>
<th>Projected Annual Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2022</td>
<td></td>
</tr>
<tr>
<td>Food Service Managers</td>
<td>3,570</td>
<td>3,710</td>
<td>+4%</td>
</tr>
</tbody>
</table>

Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

Table 13 – As is the case with lodging managers, growth in employment for food service managers in Hawai‘i exceeds that of the U.S. and what is particularly positive is the indication of 80 annual job openings for Hawai‘i.

State Data Source: State of Department of Labor and Industrial Relations, Research and Statistics Office

https://www.onetonline.org/

The development of an APC in Hospitality Operations Management and a suite of contemporary third-year courses originated with the application for a Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. Partner
employers on all islands have documented their commitment to the goals and direction defined in the hospitality portion of the grant, which also includes the infusion of gamification concepts into the HOST 101 – Introduction to Hospitality course and the upgrading of the HOST classrooms to foster engaged andragogies and distance delivery capabilities with SMART Classroom technology. These employers have also confirmed their availability to provide guidance and advice on the type of training and education required, preferred industry certificates, insight into regional issues, and the development of curriculum (Appendix B).

The hospitality pathway created by the two-year associate degree followed by the one-year advanced professional certificate and the partnership with UHWO to offer a BABA degree with a concentration in Hospitality and Tourism leverage the strengths of the UH system. This articulated pathway is also aligned with national trends promoting the development of strong articulation agreements rather than stand-alone baccalaureate programs. According to a 2003 survey by the Community College Baccalaureate Association, community college presidents preferred partnership models over conferring degrees within their colleges. In November 2005, a joint task force was created by the Illinois State Legislature and the Illinois Community College Board specifically to study the academic and fiscal issues of the growing number of community colleges conferring baccalaureate degrees. In its findings, it was recommended that rather than community colleges awarding baccalaureate degrees, they should seek to collaborate with baccalaureate awarding institutions. “The Task Force recommends strengthening and expanding existing articulation efforts and dual admission initiatives; expanding joint partnership agreements; providing financial incentives that promote partnership agreements; developing a process to quickly identify baccalaureate access needs and a new program approval system that allows for rapid program delivery; developing an extended-credit cooperative articulation model for selected programs that allows more credits of community college work (e.g., 80 credits) to apply toward baccalaureate degrees...” (Excerpt as presented in the April 2011 request to create an APC in Culinary Management).

3. How is the program organized to meet its objectives?

The objective of developing third-year APC courses is to strengthen the pathway for hospitality students throughout the UH system towards a BABA degree with a concentration in Hospitality and Tourism at UHWO. Enhancements to the ‘Olapa classroom/labs at KCC, funded by the College’s Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, will strengthen the department’s capability to deliver these courses, enabling neighbor island students to take the third-year courses from their home islands. The enhanced classrooms are designed to implement technology that can broadcast a live classroom to remote participants and to employ interactive software that allows for the distance students to participate as seamlessly as a student physically sitting the classroom. The proposed andragogy would reflect the principles of a flipped classroom, where certain elements of the course delivery (e.g. content, lectures, power points) would be available in an online
format with class sessions devoted to practical applications and activities. As students progress in their coursework at UHWO, they can enroll in several of the business program courses, which are delivered via distance technologies. Students on O‘ahu will have an additional advantage as some of the UHWO courses are already being delivered face-to-face on the KCC campus each semester. Additionally, this proposal benefits from a partnership with the KCC culinary arts programs by including two already established third-year culinary courses (Appendix C).

Six courses (18 credits) will comprise the Advance Professional Certificate in Hospitality Operations Management, including the two courses already being offered by the Culinary Arts program: CULN 310 - Current Trends in the Culinary Industry, and CULN 360 - Beverage Service Management. The four new hospitality courses designed to address current trends in the hospitality industry have been approved by the Kapi‘olani Community College’s curriculum committee, faculty senate and administration:

HOST 320 – Vacation and Condominium Hospitality Operations
HOST 330 – Sustainable Hospitality Facility Design and Operations
HOST 340 – Lodging Industry Analytics and Revenue Management
HOST 350 – Strategic Hospitality Leadership

| Table 14 Proposed HOST APC Courses Cross Walked to Program Student Learning Outcomes |
|------------------------------|---|---|---|---|---|
| Evaluate current relevant issues and trends in the foodservice industry, including sustainability, environmental, political, and/or cultural topics. | X | X | X |
| Value the impact and challenges of alcoholic beverage sales and service upon food service operations. | X |
| Distinguish relevant macro-environmental trends that are, or could be an influence on hospitality operations and be able to propose action plans to address the trends. | X | X | X | X |
| Develop plans that define the strategic direction of a hospitality organization. | X | X | X |
| Illustrate the principles of sound sustainable design and operation in hospitality that are beneficial to the environment and the culture, as well as the economy. | X | X |
| Apply the methods of revenue management to effectively forecast and adjust pricing in order to maximize revenue in periods of both high and low demand. | X |
| Illustrate new paradigms of hospitality ownership and describe their impacts on the management of the operation | X | X | X | X |
The APC in Hospitality Operations Management will be managed by the Hospitality and Tourism Education Department at Kapi‘olani Community College. Existing faculty have the industry experience and the academic credentials to teach courses in the APC program. Dr. Dave Evans attended training in the summer of 2015 to receive the Certification in Hotel Industry Analytics (CHIA) developed by Smith Travel Research (STR) and credentialled by the American Hotel & Lodging Educational Institute (AHLEI). This certification will enable him to deliver the course content in HOST 340 - Lodging Industry Analytics and Revenue Management and provide CHIA recognition for the students. Additionally, the HOST Program has recently been allocated an existing vacant position to recruit a full-time faculty member that has the credentials and experience to teach in both the two-year associate degree program as well as the APC program. In addition to these full-time faculty members, there will be a need to augment instruction with adjunct lecturers and due to the complex nature of the APC courses, adjunct faculty will be expected to possess advanced degrees or credentials that would define the individual as having Masters Recognition from within the industry, e.g. respected hospitality executives. A number of experienced industry professionals have expressed an interest in teaching one, or more, of the third-year courses.

Table 15

<table>
<thead>
<tr>
<th>Name</th>
<th>Title(s)</th>
<th>Organization(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Haas</td>
<td>Former V.P. of Marketing&lt;br&gt;Former Assistant Dean&lt;br&gt;Former Dean</td>
<td>▪ Hawai‘i Tourism Authority&lt;br▪ School of Travel Industry Management – UH Mānoa&lt;br▪ Hospitality, Business &amp; Legal Education, KapCC</td>
</tr>
<tr>
<td>Luke Hamada</td>
<td>Director of Revenue Management</td>
<td>▪ Holiday Inn Waikīkī Beachcomber Resort</td>
</tr>
<tr>
<td>Clyde Min</td>
<td>Former V.P. - Asset Management&lt;br&gt;Former V.P. - Asset Management&lt;br&gt;Former General Manager&lt;br&gt;Former V.P. - Hospitality Operations and General Manager</td>
<td>▪ Host Hotels &amp; Resorts, Inc.&lt;br▪ Pacifica Partners, Inc.&lt;br▪ Walt Disney World&lt;br▪ Williamsburg Inn</td>
</tr>
<tr>
<td>Dean Nakasone</td>
<td>General Manager</td>
<td>▪ Outrigger Reef on the Beach</td>
</tr>
<tr>
<td>Amy Shiroma</td>
<td>Director of Operations</td>
<td>▪ Marriott Ko Olina Vacation Club</td>
</tr>
<tr>
<td>Joseph Toy</td>
<td>President and CEO</td>
<td>▪ Hospitality Advisors, LLC</td>
</tr>
<tr>
<td>Barry Wallace</td>
<td>Executive V.P. - Hospitality Services</td>
<td>▪ Outrigger Enterprises Group</td>
</tr>
</tbody>
</table>
Classes will be conducted in existing classroom space in ʻŌlapa 113, 115 or 116 offered one-day per week starting at 4:30 pm. This start time would not place additional demand on tightly scheduled classrooms during the day, enable hospitality practitioners to serve as lecturers, and allow attendance from individuals currently working within the hospitality industry.

4. Who will enroll in the program?

The primary target audience for the APC in Hospitality Operations Management is graduates with associate of science degrees in hospitality; however, the APC will also be attractive as an option for two other populations: incumbent workers in the hospitality industry and graduates with associate of arts degrees in liberal arts intending to transfer to the Travel Industry Management program at the University of Hawaiʻi at Mānoa.

- Students who graduate with an AS degree from any one of the UHCC Hospitality programs (Kapiʻolani CC, Kauaʻi CC, Maui College, and Hawaiʻi CC)

All two-year associate degree programs will gateway to the Advanced Professional Certificate at Kapiʻolani Community College and the planned distance delivery capabilities will enable neighbor island students to take the third-year courses from their home islands.

Based on the 2014 Annual Reports of Program Data (ARPDs) and discussions with the program coordinators at each of the community college campuses, data were gathered about the number of annual graduates along with the number of students that transfer to four-year programs. The program coordinators assisted in predicting how many of those they think would consider the APC and the Hospitality pathway being proposed by Kapiʻolani Community College based on the number of transfers to four-year programs, as is shown in Table 16 below. It is encouraging that students transferring from Kauaʻi Community College and Maui College are already expressing interest in matriculating to UHWO.

**Table 16 Annual number of actual graduates and transfers based on a prior three-year average as of fall 2014**

<table>
<thead>
<tr>
<th>Graduation and Transfers</th>
<th># of Annual Graduates</th>
<th># of Transfers to 4-year programs</th>
<th>Transfer Destinations</th>
<th>Of 4-year Transfers, estimated interest in UHWO Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaiʻi CC</td>
<td>6</td>
<td>2</td>
<td>UH Hilo &amp; UNLV</td>
<td>1</td>
</tr>
<tr>
<td>UHMC</td>
<td>12</td>
<td>3</td>
<td>UH TIM School or UHWO Bus.</td>
<td>2</td>
</tr>
<tr>
<td>Kauaʻi CC</td>
<td>4</td>
<td>1</td>
<td>UHWO Bus</td>
<td>1</td>
</tr>
<tr>
<td>Kapiʻolani CC</td>
<td>46</td>
<td>22</td>
<td>UH TIM School</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67</strong></td>
<td><strong>28</strong></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
While 17 transfers into the pathway is a conservative snap-shot estimate based on the current landscape, it is anticipated that the creation of this new curriculum will generate additional enrollment into the two-year programs and additionally increase the interest in students to transfer to this new certificate and baccalaureate degree option.

Other targeted populations for the APC are:

- Industry incumbents in Hawai‘i, nationally, or internationally that are either alumni of one of the UHCC Hospitality programs or hold an AS degree or higher from another Hospitality program that wish to obtain enhanced credentials through the APC or the BABA degree with a concentration in Hospitality and Tourism at UHWO.

- Students currently enter KCC for an AA degree as a pre-TIM major. The creation of this additional pathway may be attractive to students that previously only had the one option of a degree from UH Mānoa, to instead enroll in the HOST AS degree track towards the APC and BABA with a concentration in Hospitality and Tourism at UHWO.

5. What resources are required for program implementation and first cycle operation?

**Faculty (existing and new FTEs)**

There will not be a need for any new FTEs with the creation of this program. As mentioned in section 3 above, incumbent faculty will have the background to teach courses in the APC program. Additionally, an existing vacant position has been re-allocated to the HOST Department and recruitment has begun to hire an additional full-time faculty member that will have the capability to teach third-year as well as two-year program courses. Hospitality and Tourism industry professionals will be utilized as adjunct lecturers to deliver the specialized content of certain courses. Two of the six classes are currently offered by the culinary arts department as part of the APC in Culinary Management, with that department already covering the expense of the instruction.

**Library resources (estimate of current resources and additional resources required)**

The library is currently well equipped with an adequate number of industry journals accessible via on-line databases as well as with books, periodicals and videos (Appendix D). It is not anticipated that additional library resources will be required.

In addition to access to the Lama Library, faculty have access to the Center for Excellence in Learning, Teaching and Technology (CELTIT), which provides technology support for instruction and professional development to promote the effective use of technology in instruction. The HOST Department faculty have taken advantage of the professional development opportunities provided by CELTT, including how to use common software applications such as Excel, Adobe, and Gradekeeper. As part of the TAACCCT grant, funds were budgeted for a position within
CELT to assist with the selection and set-up of the classroom technology and to provide training to HOST faculty in integrate the technology into their lesson plans.

**Physical resources (space, equipment, etc.)**
Courses will be offered in the existing HOST classroom/labs of ʻŌlapa 113, 115, and 116, which will all be receiving technology enhancements to enable the delivery of instruction via distance mediums. It is anticipated that these new third-year courses will be offered from 4:30 pm to 7:00 pm one day a week to encourage attendance of incumbent hospitality employees and to optimize the use of facilities.

To support the delivery of the HOST 340 – Lodging Industry Analytics and Revenue Management class, the HOST Department will utilize HOTS, a hotel simulation program from The Total Simulator Company that places students into the position of managing a hotel business in a virtual environment that mirrors the real world. In this competitive environment, students work individually, or in teams, to compete for the available business within the simulated environment. Exercises using HOTS can be focused on a variety of learning aims, which include operations, strategic management, finance, customer service, crisis management, social media, revenue management, benchmark data and many more. Additionally, recent collaboration with Smith Travel Research (STR) Global has allowed for the introduction of benchmark reports into the simulation. The estimated cost of the standard package is $4,500 to purchase with an annual renewal/membership fee of $1,500 due at the start of the following year. This includes licensing, full training, all resources, on-going teaching and technical support and upgrades.

**Other resources required (staff, graduate assistantships, etc.)**
The HOST department has an established structure and staffing, including a department counselor, secretary and student help that have the capacity to support these additional courses and adjunct faculty.

6. **How efficient will the program be?**

Conservative estimates for enrollment have been used for the first two years of the APC program with only two of the four courses offered each semester. Three of the four 300-level HOST courses will be taught by existing faculty, whose salaries are already covered by the department’s budget allocation. However, this instructional assignment will result in the additional cost of hiring lecturers to replace them in the classes they would have otherwise taught. The fourth course will be taught by a lecturer, resulting in another additional expense. Coupled with the start-up expense to purchase the hotel simulation program, projections show expenses greater than revenues in the first year. However, with an increase in projected enrollment and the decrease in technology costs, the second year, as well as projected subsequent years of the program, shows a slight surplus in revenue. Nevertheless, the program faculty will be exploring grant funding to mitigate the start-up purchase of the simulation...
software. Other one-time expenses to upgrade the classroom/labs are being covered by the TAACCCT grant.

Should enrollment fail to fully materialize in the early stages of implementation, funding to cover the salaries of the adjunct faculty will be reallocated from existing resources in the Hospitality Department to ensure the delivery of these additional courses and to support students towards completion of the APC. The multidisciplinary component of this curricular proposal is the sharing of two culinary arts courses that will comprise the third-year offerings. This commitment has been secured from the Culinary Arts department (Appendix C).

The spreadsheet below provides projected program costs for the new Advanced Professional Certificate for the first two years that it will be offered. The full-size spreadsheet is also attached as Appendix E.
The annual SSH (B) is based on all students enrolled in the program (headcount enrollment, A) taking the four 300-level HOST courses, each offered once in each academic year. The other two APC courses will be offered by the Culinary department, which covers all costs associated with those courses. Three of the three-credit HOST APC courses will be taught by existing faculty. The costs associated with this assignment are reflected in the costs incurred by replacing the faculty with lecturers in the classes they otherwise would have taught. One HOST APC course will be taught by a lecturer. These four courses combine for a total 0.80 FTE (12 credits) calculated at the Fall 2016 “B” rate for lecturers ($1786/credit). Thus, the overall instructional cost without fringe (C) is $1786 x 12 credits ($21,432). Total salary for lecturers (K1) assumes a 4% collective bargaining rate increase. The unique program costs (E) are the
expenses associated with purchase and installation of HOTS, a hotel simulation program from The Total Simulator Company, in the first year ($4,500) and the subsequent annual cost of maintaining the software license ($1,500).

7. How will effectiveness of the program be demonstrated?

All programs at Kapi‘olani Community College are evaluated annually, a process which includes an analysis of program health based on data on program demand, efficiency, and effectiveness, as well as a report on and analysis of the results of program learning outcomes assessment. All programs and certificates also complete three-year comprehensive program reviews, which, in addition to three years of annual program data and program learning outcomes assessment, also review alignment with strategic directions and an analysis of external and internal factors relevant to program effectiveness and tactical action plans for the subsequent three years.

Program effectiveness will be measured by data points including course completion rates, number of certificate completers, transfers to the UHWO BABA program with a concentration in Hospitality and Tourism, the placement of graduates into industry positions, starting salaries of graduates, and the performance of graduates in related industry positions. In addition, the program learning outcomes of the Advanced Professional Certificate in Hospitality Operations Management will be assessed on a semester-by-semester rotational basis. That is, selected outcomes will be assessed each semester so that, at the conclusion of three years, all program learning outcomes will have been assessed as part of the College’s established comprehensive program review cycle and program improvements will be made based on the results of this assessment.
TRANSFER ARTICULATION AGREEMENT BETWEEN
7.23.2015 DRAFT
Kapiʻolani Community College
And
University of Hawaiʻi-West Oʻahu

Associate in Science in Hospitality and Tourism
with Advanced Professional Certificate in Hospitality Operations Management
to
Bachelor of Arts in Business Administration with concentration in Hospitality and Tourism

The purpose of this agreement is to strengthen the existing partnership and collaboration between Kapiʻolani Community College and the University of Hawaiʻi West Oʻahu (UHWO) in order to facilitate a smooth transition for students expected to complete the Advanced Professional Certificate (APC) in Hospitality Operations Management in addition to the Associate in Science (AS) in Hospitality and Tourism at Kapiʻolani Community College, as they work toward obtaining the University of Hawaiʻi at West Oʻahu Bachelor of Arts (BA) in Business Administration with a concentration in Hospitality and Tourism.

Students must graduate from Kapiʻolani CC with the AS degree in Hospitality and Tourism, and be awarded the APC in Hospitality Operations Management, in order to be eligible for the benefits of this Agreement. Completion of the AS degree program and APC requirements by the time of transfer will enable students to meet the UHWO core, concentration, general education, focus, and graduation requirements in place on the Effective Date of this agreement.

The UHWO Articulation Option Recommendations listed in Attachment I to this agreement represent the most efficient coursework progression from the AS degree and APC to the BA program. To maximize the number of credits that will transfer to UHWO, students are advised to complete the recommended coursework and consult with a Counselor or Program Advisor at their respective Community College or a Student Services Specialist at UHWO for the most efficient transfer possible. Students who complete the AS degree and APC without all of the recommended coursework may be required to complete additional lower division coursework upon transfer. Although individual course substitutions may be made on a case-by-case basis, all UHWO core, general education, focus, and graduation requirements must still be met in those individual cases. Students transferring to UHWO without completing both the AS degree in Hospitality and Tourism and the APC in Hospitality Operations Management at Kapiʻolani CC, will not have the benefits of this Agreement and will be required to meet catalog requirements upon admission to UHWO.

Requirements of the Associate in Science (AS) degree, the Advanced Professional Certificate (APC) and the Bachelor of Arts (BA) in Business Administration degree form the basis of this agreement. Subsequent changes to the curricular requirements of any of these program(s) may require revisions to this agreement. Attachment II details the sequence of coursework that can be used to complete UHWO’s BA degree requirements for students who complete the AS program and the APC requirements using all of the coursework indicated in the UHWO Articulation Option Recommendations.

This Agreement is in DRAFT form and pending approval of the APC program
Under the terms of this Agreement, the University of Hawai‘i West O‘ahu agrees to:
1. Identify an academic advisor(s) at UHWO who will partner with Kapi‘olani CC’s advisor(s) to ensure timely and accurate advising information on pre-admission, admission, degree requirements, and other related advising information.
2. Identify a UHWO faculty member who will serve as the faculty advisor to students who are a part of this articulation.
3. Meet with Kapi‘olani CC faculty and/or administration minimally every two years, or on an as needed basis, to discuss potential and planned curricular changes.

Under the terms of this Agreement, Kapi‘olani Community College agrees to:
1. Place a notation on the advisor notes in STAR to identify AS in Hospitality and Tourism students who are in the process of completing their AS degree and the Advanced Professional Certificate, and are a part of this articulation.
2. Submit a Memo to the UHWO Registrar, signed by a counselor or faculty advisor, which identifies AS in Hospitality and Tourism students intending to transfer to UHWO who have completed the AS degree and the Advanced Professional Certificate, and are a part of this articulation.
3. Identify an academic advisor or counselor at Kapi‘olani CC who will partner with UHWO advisor(s) to ensure timely and accurate advising information on pre-admission, admission, degree requirements, and other relevant advising information.
4. Identify a Kapi‘olani CC faculty member who will serve as the faculty advisor to students who are part of the articulation.
5. Meet with UHWO faculty and/or administration minimally every two years, or on an as needed basis, to discuss potential and planned curricular changes.

This Articulation Agreement is effective Fall______ and is based on the General Education and Focus Requirements in effect at UHWO for the Fall 2015-2016 academic year.

This Agreement will be subject to review in Spring______ and may be continued, revised, or discontinued with the consent of both parties. Should both parties agree to terminate the agreement, UHWO will honor the Agreement stipulations for identified students currently enrolled in this articulation option at the time of termination.

(Insert Approvals of Campus Administrators after final draft of Agreement is completed)
# ATTACHMENT I: Articulation Pathway

**KAPI‘OLANI COMMUNITY COLLEGE**

Associate in Science in Hospitality and Tourism (HOST)

with Advanced Professional Certificate (APC) in Hospitality Operations Management

UHWO Articulation Option Recommendations

<table>
<thead>
<tr>
<th>Recommended KapCC Course</th>
<th>A.S. Requirement</th>
<th>UHWO Course Substitution (S) or Equivalent (E)</th>
<th>UHWO Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education (18 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 ENG 100</td>
<td>ENG 100 Composition I</td>
<td>ENG 100 (E)</td>
<td>FW</td>
</tr>
<tr>
<td>3 SP 151 or 251</td>
<td>*SP 151 Personal and Public Speech or SP 251 Principles of Effective Public Speaking</td>
<td>*SP 151 (E)</td>
<td>DA, OC</td>
</tr>
<tr>
<td>3 ECON 130 or 131</td>
<td>A.S. Social Science elective: Strongly recommended for UHWO: *ECON 130 Principles of Microeconomics or **ECON 131 Principles of Macroeconomics</td>
<td>*ECON 130 (E) or **ECON 131 (E)</td>
<td>DS, BUSA Lower</td>
</tr>
<tr>
<td>3 HWST 100</td>
<td>HWST 100 Introduction to Hawaiian Culture</td>
<td></td>
<td>DH</td>
</tr>
<tr>
<td>3 ***Select one</td>
<td>A.S. Natural Science elective: Biological Science or Physical Science</td>
<td></td>
<td>DB or DP</td>
</tr>
<tr>
<td>3 MATH 103, 135 or higher</td>
<td>*MATH 103 Fundamentals of College Algebra, **MATH 135 Precalculus: Elementary Functions or higher level Math course</td>
<td>MATH *103(E) or **MATH 135(E)</td>
<td>FS</td>
</tr>
<tr>
<td><strong>General Support Courses (6 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 ICS 100 or 101</td>
<td>*ICS 100 Computing Literacy and Applications or **ICS 101 Digital Tools for the Information Age</td>
<td>ICS *100(E), **ICS 101(E)</td>
<td>Elective</td>
</tr>
<tr>
<td>3 Select one</td>
<td>JPNS 131 Japanese Conversations and Culture I/Business and Tourism Industry or any language 101 or higher or language 131 or higher</td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Hospitality and Tourism Core (19 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 HOST 100</td>
<td>HOST 100 Career &amp; Customer Service Skills</td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td>3 HOST 101</td>
<td>HOST 101 Introduction to Hospitality &amp; Tourism</td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td>3 HOST 256 or ACC 201</td>
<td>*HOST 256 Hospitality Accounting or **ACC 201 Introduction to Financial Accounting</td>
<td>*ACC 201 (S) or **ACC 201(E)</td>
<td>BUSA Lower</td>
</tr>
<tr>
<td>4 HOST 258</td>
<td>HOST 258 Hospitality Marketing</td>
<td>BUSA 409 (S), BUSA 300 (Waiver)</td>
<td>BUSA Concentration</td>
</tr>
<tr>
<td>3 HOST 290</td>
<td>HOST 290 Hospitality Management</td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td>3 HOST 293E</td>
<td>HOST 293E Hospitality Internship</td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Hospitality Operations Management Concentration Courses (16 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 CULN 160</td>
<td>CULN 160 Dining Room Service/Stewarding</td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td>4 HOST 150</td>
<td>HOST 150 Housekeeping Operations</td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td>4 HOST 152</td>
<td>HOST 152 Front Office Operations</td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td>4 HOST 154</td>
<td>HOST 154 Food and Beverage Operations</td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Travel and Tourism Operations Management Elective (3 credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Select one</td>
<td>Select one from the following: HOST 168 Tour Directing, HOST 170 Selling Destinations, HOST 171 Airline Reservations and Pricing, HOST 261 Events Management, HOST 265 Tourism and Destination Development and Planning</td>
<td></td>
<td>Elective</td>
</tr>
</tbody>
</table>

***Students should select a course with the Gen Ed designation indicated in the third column that also meets the required area of A.S. General Education indicated. UHWO will honor the Gen Ed designation of the campus from which the course was taken. Student should consult with a Program Advisor or Counselor from their Community College for assistance with course selection.***

AS Credits: 62

**Required Coursework for Advanced Professional Certificate (APC) in Hospitality Operations Management (18 Credits)**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 CULN 310</td>
<td>CULN 310 Current Trends in the Culinary Industry</td>
<td>BUSA 435 (S)</td>
<td>BUSA Core</td>
</tr>
<tr>
<td>3 CULN 360</td>
<td>CULN 360 Beverage Service Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 HOST 320</td>
<td>HOST 320 Vacation &amp; Condominium Operations</td>
<td>BUSA 306 (S)</td>
<td>BUSA Concentration</td>
</tr>
<tr>
<td>3 HOST 330</td>
<td>HOST 330 Sustainable Hospitality Facility Design &amp; Operations</td>
<td>BUSA 496 (Waiver)</td>
<td>BUSA Concentration</td>
</tr>
<tr>
<td>3 HOST 340</td>
<td>HOST 340 Lodging Industry Analytics</td>
<td>BUSA BUSA 499 (Waiver)</td>
<td>BUSA Concentration</td>
</tr>
<tr>
<td>3 HOST 350</td>
<td>HOST 350 Strategic Hospitality Leadership</td>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

APC Credits: 18

This Agreement is in DRAFT form and pending approval of the APC program
ATTACHMENT II: Articulation Pathway (continued)

UNIVERSITY OF HAWAI‘I—WEST O‘AHU

Bachelor of Arts (BA) in Business Administration with Concentration in Hospitality & Tourism

Additional Lower & Upper Division coursework and graduation requirements

for UH West O‘ahu Articulation option students graduating with

the Associate in Science in Hospitality and Tourism at Kapi‘olani Community College

with Advanced Professional Certificate in Hospitality Operations Management

Based on Catalog: 2015-2016

<table>
<thead>
<tr>
<th>Credits</th>
<th>UHWO Course Alpha/Number</th>
<th>UHWO Course Title</th>
<th>UHWO Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL EDUCATION (13 Credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Select any course designated as (FGA), (FGB) or (FGC)</td>
<td></td>
<td>FGA, FGB, or FGC</td>
</tr>
<tr>
<td>3</td>
<td>Select an (FG) designated course from a group different from above</td>
<td></td>
<td>FGA, FGB, or FGC</td>
</tr>
<tr>
<td>3</td>
<td>Select any course with (DS) designation from an area other than Economics (ECON)</td>
<td></td>
<td>DS</td>
</tr>
<tr>
<td>3</td>
<td>Select a Natural Science from an area different than selected for the A.S. Natural Science Elective requirement: Students graduating from UHWO must complete three credits of (DB) and three credits of (DP)</td>
<td></td>
<td>DB or DP</td>
</tr>
<tr>
<td>1</td>
<td>Select any lab designated as (DY)</td>
<td></td>
<td>DY</td>
</tr>
</tbody>
</table>

Students should select a course with the Gen Ed designation indicated in the third column. UHWO will honor the Gen Ed designation of the campus from which the course was taken.

BUSA LOWER DIVISION PROGRAM (6 Credits)

| 3 | ACC 202 | ACC 202 Introduction to Managerial Accounting | BUSA Lower |
| 3 | Select one | Three credits of required Economics coursework not completed within A.S. degree requirements: ECON 130 Principles of Microeconomics or ECON 131 Principles of Macroeconomics | BUSA Lower |

UHWO WRITING SKILLS REQUIREMENT (3 Credits)

| 3 | ENG 200 OR 209 | ENG 200 Composition II (or equivalent) or ENG 209 |

BUSA CORE REQUIREMENTS (18 Credits)

| 3 | BUSA 312 | Intermediate Financial Accounting | BUSA Core |
| 3 | BUSA 320 | Statistics for Decision Making | BUSA Core |
| 3 | BUSA 321 | Business Finance | BUSA Core |
| 3 | BUSA 324 | Business Law | BUSA Core |
| 3 | BUSA 345 | Management Information Systems | BUSA Core |
| 3 | BUSA 386 | Global Management and Organizational Behavior | BUSA Core |

CAPSTONE (3 Credits)

| 3 | WI BUSA 486H | Senior Project or WI BUSA 490H Administrative Practicum or WI BUSA 494 Small Business Institute Supervised Field Study | Capstone |

UPPER DIVISION ELECTIVES:

Students must complete enough coursework to meet the minimum 45 credits of Upper Division (300-400 level) coursework required for graduation from UHWO.

Upper division courses that simultaneously meet any outstanding Focus Requirements (such as HAP or ETH) are strongly encouraged.

| 3 | 300-400 level course |
| 3 | 300-400 level course |

UHWO GRADUATION REQUIREMENTS:

Students should work with a UHWO Student Services Specialist or Advisor for assistance in course planning to meet the following:

- 45 Upper Division Credits Minimum
- 120 Total Credits Minimum
- Focus Requirements (OC, HAP, ETH)
- 2.0 OVERALL GPA
- 2.0 UHWO GPA
- 2.0 CONCENTRATION GPA

<table>
<thead>
<tr>
<th>Degree</th>
<th>AS + APC (articulated)</th>
<th>GenEd (R)</th>
<th>BUSA Lower/Writing (R)</th>
<th>BUSA Core (R)</th>
<th>Cap (R)</th>
<th>BUSA Con(R)</th>
<th>Upper Div</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>80</td>
<td>13</td>
<td>9</td>
<td>15</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>130</td>
</tr>
</tbody>
</table>

(R) refers to required credits remaining, after completion of the UHWO “Recommended KapCC coursework” within the AS degree program

This Agreement is in DRAFT form and pending approval of the APC program
General Education (31 credits)

1. Foundations Requirements
   a. Written Communication (FW): 3 credits
   b. Symbolic Reasoning (FS): 3 credits
   c. Global and Multicultural Perspectives (FG):
      6 credits from two different groups:
      (1) Group A: Primarily before 1500 CE
      (2) Group B: Primarily after 1500 CE
      (3) Group C: Pre-history to present

2. Diversification Requirements
   a. Arts, Humanities, and Literature (DA,DH,DL):
      6 credits from two different areas
   b. Social Sciences (DS): 6 credits
      From two different areas
   c. Natural Sciences (DB,DP,DY): 7 credits
      With 3 credits from Biological Sciences (DB),
      3 credits from Physical Sciences (DP) and
      1 credit of laboratory (DY)

Focus Requirements
1. Hawaiian, Asian, and Pacific Issues (HAP): 1 class
2. Oral Communication (OC): 1 class
3. Contemporary Ethical Issues (ETH): 1 class

Writing-Intensive (WI):
3 classes at the upper division level, with
2 from coursework outside of the capstone class.

Minimum of 120 total credits required, with at least:
- 45 credits of upper division coursework
- 30 credits completed “in residence” at UHWO

NOTE:
UHWO will honor the Gen Ed designation of the campus from which the transferring course was taken.
ATTACHMENT IV: BA Degree Requirements (continued)

UNIVERSITY OF HAWAI‘I WEST O‘AHU
Bachelor of Arts in Business Administration with Concentration in Hospitality and Tourism Requirements
with approved Course substitutions and waivers indicated
for the Articulated Transfer Pathway established by this Agreement
Based on Catalog Year: 2015-2016

Business Core Requirements (24 credits)
(3) BUSA 300 Principles of Marketing (Waiver with completion of HOST 258 Hospitality Marketing/KapCC)
(3) BUSA 312 Intermediate Financial Accounting I
(3) BUSA 320 Statistics for Decision-Making
(3) BUSA 321 Business Finance
(3) BUSA 324 Business Law
(3) BUSA 345 Management Information Systems
(3) BUSA 386 Global Management and Organizational Behavior
(3) BUSA 435 Strategic Management (Substitution: HOST 350 Strategic Hospitality Leadership/KapCC)

Capstone Requirement (3 credits)
(3) Three credits from one of the following, to be taken in the student’s senior year:
BUSA 486 WI Senior Project or BUSA 490 WI Administrative Practicum or BUSA 494 Small Business Institute Supervised Field Student

Business Concentration Requirements (12 credits)
Twelve credits from the following options:
(3) BUSA 306 Hospitality and Travel Administration (Substitution: HOST 320 Vacation & Condominium Operations/KapCC)
(3) BUSA 309 Hospitality Accounting
(3) BUSA 409 Hospitality and Tourism Marketing (Substitution: HOST 258 Hospitality Marketing/KapCC)
(3) BUSA 423 Hotel Investments
(3) BUSA 496 Selected Topics in Business Administration (Waiver with completion of HOST 330 Sustainable Hospitality Facility Design and Operations/KapCC)
(3) BUSA 499 Directed Reading and Research (Waiver with completion of HOST 340 Lodging Industry Analytics and Revenue Management/KapCC)

Lower Division Business Program Requirements (12 credits)
(3) ACC 201 Introduction to Financial Accounting (Substitution: HOST 256 Hospitality Accounting/KapCC)
(3) ACC 202 Introduction to Managerial Accounting
(3) ECON 130 Principles of Microeconomics
(3) ECON 131 Principles of Macroeconomics
• ENG 200 Composition II or ENG 209 Business Writing (3 credits)
• MATH 103, 135 or higher (3 credits)
• Additional Requirements (6 credits): 2 classes of upper division WI coursework, not incl. Capstone
• Electives: Additional credits (upper or lower division) to meet the 120 credit minimum for the BA.

NOTE: A minimum of 120 total credits must be earned which includes a minimum of 45 upper division Credits. A minimum of 30 credits must be earned “in residence” through courses taken at UHWO.

This Agreement is in DRAFT form and pending approval of the APC program
June 6, 2013

Dear Dr. Leon Richards, Chancellor, Kapi'olani Community College

Re: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (TAACCCT) C3T Round 3 Grants Program.

As employer partners of the University of Hawai‘i Community Colleges Consortium, we are please to assist in the "Hospitality Institute: Innovation and Skill Development for Job Enrichment and Growth" proposal. Our partnership with Kapi'olani Community College, which started well before we opened our doors at Aulani has helped us to achieve our goals in opening a new Disney Resort here in Hawaii.

We are pleased to continue to serve as industry partners and potential employers, working with the University of Hawai‘i Consortium to achieve the Consortium's objectives:

1. Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;
2. Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults;
3. Demonstrate improved employment outcomes.

We understand that one of the key goals of the TAA CCCT grant program is to support the design and development of employer sponsored work-based training models. We are committed to continue our partnership and examine how we can best participate in identifying the necessary skills and competencies for the grant programs, assisting with curriculum development and program design, including the potential to:

a) Help define the program strategies and goals;
b) Support education/training; and
c) Working to hire, promote and/or retain qualified program participants based upon our ongoing recruitment plans and needs.

We are pleased to offer our support to the UHCC Consortium’s proposal and are optimistic that the programs outlined will result in a highly skilled workforce essential to our state's future.

Aloha,

Todd Apo
Director, Public Affairs
Aulani, a Disney Resort & Spa

AULANI
Disney RESORT & SPA
June 10, 2013

Dear Chancellor Sakamoto,

Re: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (C3T) Round 3 Grants Program.

We, the employer partners of the University of Hawaii Community Colleges Consortium, agree to participate actively in the US Dept. of Labor TAA CCCT proposal, referenced above.

We are pleased to serve a key role as industry partners and potential employers, working with the University of Hawaii Consortium to achieve the Consortium's objectives:

1) Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;
2) Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improvement;
3) Demonstrate improved employment outcomes.

We understand that one of the key goals of the TAA CCCT grant program is to support the design and development of employer sponsored work-based training models. We are committed to being actively engaged in identifying the necessary skills and competencies for the grant programs, assisting with curriculum development and program design, and participating in one or more of the following ways:
   a) Helping define the program strategies and goals;
   b) Providing resources to support education/training (such as equipment, facilities, instructors, funding, internships, apprenticeships, and other work-based training opportunities, where applicable); and
   c) Committing to hire, promote and/or retain qualified program participants.

We are pleased to offer our support to the UHCC Consortium’s proposal and are optimistic that the programs outlined will result in a highly skilled workforce essential to our state's future.

Sincerely, UHCC Consortium Employer Partners

Yours truly,

Kristen Whyly
Assistant Director of Rooms
Authorized Representative for
Four Seasons Resort Maui
June 10, 2013

Chancellor Clyde Sakamoto
UH Maui College
310 Ka’ahumanu Avenue
Kahului, Hawai’i 96732

Re: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (C3T) Round 3 Grants Program.

Dear Chancellor Sakamoto,

I agree to participate actively in the US Dept. of Labor TAA CCCT proposal, referenced above.

I am pleased to serve a key role as an industry partner and potential employer, working with the University of Hawaii Consortium to achieve the Consortium’s objectives:

(1) Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;

(2) Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to imp

(3) Demonstrate improved employment outcomes.

I understand that one of the key goals of the TAA CCCT grant program is to support the design and development of employer sponsored work-based training models. I am committed to being actively engaged in identifying the necessary skills and competencies for the grant programs, assisting with curriculum development and program design, and participating in one or more of the following ways:

a) Helping define the program strategies and goals;

b) Providing resources to support education/training (such as equipment, facilities, instructors, funding, internships, apprenticeships, and other work-based training opportunities, where applicable); and

c) Committing to hire, promote and/or retain qualified program participants.

I am pleased to offer our support to the UHCC Consortium’s proposal and am optimistic that the programs outlined will result in a highly skilled workforce essential to our state’s future.

Sincerely,

Kapi Pelayo
Director of Operations, Grand Wailea
President, Maui Native Hawaiian Chamber of Commerce
Vice President, Maui Native Hawaiian Chamber Foundation
Vice President, Maui Economic Opportunity, Inc.

Cc: Lorelle A.S. Peros, Assistant Professor & Hospitality & Tourism Program Coordinator
June 4, 2013

Mr. Manuel Cabral  
Chancellor, Leeward Community College  
96-045 Ala Ike, AD 104  
Pearl City, HI 96782

LETTER OF EMPLOYER COMMITMENT

Dear Manuel Cabral, Chancellor, Leeward Community College

Re: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (TAACCCT) C3T Round 3 Grants Program.

We, the employer partners of the University of Hawai‘i Community Colleges Consortium, agree to participate actively in the "Hospitality Institute: Innovation and Skill Development for Job Enrichment and Growth" proposal.

We are pleased to serve a key role as industry partners and potential employers, working with the University of Hawai‘i Consortium to achieve the Consortium's objectives:

1) Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;
2) Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults;
3) Demonstrate improved employment outcomes.

We understand that one of the key goals of the TAACCCT grant program is to support the design and development of employer sponsored work-based training models. We are committed to being actively engaged in identifying the necessary skills and competencies for the grant programs, assisting with curriculum development and program design, and participating in one or more of the following ways:

a) Helping define the program strategies and goals;
b) Providing resources to support education/training (such as equipment, facilities, instructors, funding, internships, apprenticeships, and other work-based training opportunities, where applicable); and
c) Committing to hire, promote and/or retain qualified program participants with the understanding that current economic and employment conditions remain favorable.
We are pleased to offer our support to the UHCC Consortium’s proposal and are optimistic that the programs outlined will result in a highly skilled workforce essential to our state's future.

Sincerely,

David H. Uchiyama  
Vice President Brand Management  
Hawai‘i Tourism Authority
LETTER OF EMPLOYER COMMITMENT

June 12, 2013

Dear Dr. Leon Richards, Chancellor, Kapi'olani Community College

Re: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (TAACCCT) C3T Round 3 Grants Program.

We, the employer partners of the University of Hawai‘i Community Colleges Consortium, agree to participate actively in the "Hospitality Institute: Innovation and Skill Development for Job Enrichment and Growth" proposal. We are pleased to serve a key role as industry partners and potential employers, working with the University of Hawai‘i Consortium to achieve the Consortium’s objectives:

1. Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;
2. Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults;
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We understand that one of the key goals of the TAA CCCT grant program is to support the design and development of employer sponsored work-based training models. We are committed to being actively engaged in identifying the necessary skills and competencies for the grant programs, assisting with curriculum development and program design, and participating in one or more of the following ways:

a) Helping define the program strategies and goals;

b) Providing resources to support education/training (such as equipment, facilities, instructors, funding, internships, apprenticeships, and other work-based training opportunities, where applicable); and

c) Committing to hire, promote and/or retain qualified program participants with the understanding that current economic and employment conditions remain favorable.

We are pleased to offer our support to the UHCC Consortium’s proposal and are optimistic that the programs outlined will result in a highly skilled workforce essential to our state’s future.

Sincerely, UHCC Consortium Employer Partners

Yours truly,

Gerard C. Gibson
AVP, Hilton Hawaii
Authorized Representative for
Hilton Hawaiian Village Waikiki Beach Resort
May 31, 2013

Dear Dr. Leon Richards, Chancellor, Kapi‘olani Community College

Re: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (TAACCCT) C3T Round 3 Grants Program.

We, the employer partners of the University of Hawai‘i Community Colleges Consortium, agree to participate actively in the "Hospitality Institute: Innovation and Skill Development for Job Enrichment and Growth" proposal.

We are pleased to serve a key role as industry partners and potential employers, working with the University of Hawai‘i Consortium to achieve the Consortium's objectives:

(1) Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;
(2) Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults;
(3) Demonstrate improved employment outcomes.

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a) Helping define the program strategies and goals;
b) Providing resources to support education/training (such as equipment, facilities, instructors, funding, internships, apprenticeships, and other work-based training opportunities, where applicable); and
c) Committing to hire, promote and/or retain qualified program participants with the understanding that current economic and employment conditions remain favorable.

We are pleased to offer our support to the UHCC Consortium’s proposal and are optimistic that the programs outlined will result in a highly skilled workforce essential to our state's future.

Sincerely, UHCC Consortium Employer Partners

Yours truly,

George D. Szigeti
President & CEO
Hawaii Lodging & Tourism Association
LETTER OF EMPLOYER COMMITMENT

June 10, 2013

Dear Dr. Leon Richards, Chancellor, Kapi‘olani Community College

Re: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (TAACCCT) C3T Round 3 Grants Program.

We, the employer partners of the University of Hawai‘i Community Colleges Consortium, agree to participate actively in the "Hospitality Institute: Innovation and Skill Development for Job Enrichment and Growth" proposal.

We are pleased to serve a key role as industry partners and potential employers, working with the University of Hawai‘i Consortium to achieve the Consortium's objectives:

(1) Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;
(2) Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults;
(3) Demonstrate improved employment outcomes.

We understand that one of the key goals of the TAA CCCT grant program is to support the design and development of employer sponsored work-based training models. We are committed to being actively engaged in identifying the necessary skills and competencies for the grant programs, assisting with curriculum development and program design, and participating in one or more of the following ways:

a) Helping define the program strategies and goals;
b) Providing resources to support education/training (such as equipment, facilities, instructors, funding, internships, apprenticeships, and other work-based training opportunities, where applicable); and
c) Committing to hire, promote and/or retain qualified program participants with the understanding that current economic and employment conditions remain favorable.

We are pleased to offer our support to the UHCC Consortium’s proposal and are optimistic that the programs outlined will result in a highly skilled workforce essential to our state’s future.

Sincerely, UHCC Consortium Employer Partners

Yours truly,

Phil Sammer
General Manager
Authorized Representative for ‘Ilima Hotel
June 13, 2013

Dear Manuel Cabral, Chancellor, Leeward Community College:

Re: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (TAACCCT) C3T Round 3 Grants Program.

We, the employer partners of the University of Hawai‘i Community Colleges Consortium, agree to participate actively in the "Hospitality Institute: Innovation and Skill Development for Job Enrichment and Growth" proposal.

We are pleased to serve a key role as industry partners and potential employers, working with the University of Hawai‘i Consortium to achieve the Consortium's objectives:

(1) Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;

(2) Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults;

(3) Demonstrate improved employment outcomes.

We understand that one of the key goals of the TAA CCCT grant program is to support the design and development of employer sponsored work-based training models. We are committed to being actively engaged in identifying the necessary skills and competencies for the grant programs, assisting with curriculum development and program design, and participating in one or more of the following ways:

a) Helping define the program strategies and goals;

b) Providing resources to support education/training (such as equipment, facilities, instructors, funding, internships, apprenticeships, and other work-based training opportunities, where applicable); and

c) Committing to hire, promote and/or retain qualified program participants with the understanding that current economic and employment conditions remain favorable.

We are pleased to offer our support to the UHCC Consortium’s proposal and are optimistic that the programs outlined will result in a highly skilled workforce essential to our state’s future.

Sincerely, UHCC Consortium Employer Partners

Yours truly,

[Signature]

Timothy Deegan
Director of Marketing - Authorized Representative for Ko Olina Resort Association

Ko Olina Resort Executive Office ♦ 92-1480 Ali‘iinui Drive ♦ Honolulu, Hawai‘i 96707-2260
Phone 808.671.2512 ♦ Fax 808.671.3640 ♦ www.koolina.com
June 6, 2013

Dr. Leon Richards
Chancellor
Kapiʻolani Community College
4303 Diamond Head Road
Honolulu, HI 96816

Aloha Dr. Richards:

This letter confirms our support regarding: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (TAACCCT) C3T Round 3 Grants Program.

We agree to actively participate in the "Hospitality Institute: Innovation and Skill Development for Job Enrichment and Growth" proposal.

We are pleased to serve a key role as industry partners and potential employers, working with the University of Hawai‘i Consortium to achieve the Consortium’s objectives:

1. Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;
2. Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults;
3. Demonstrate improved employment outcomes.

We understand that one of the key goals of the TAA CCCT grant program is to support the design and development of employer sponsored work-based training models. We are committed to being actively engaged in identifying the necessary skills and competencies for the grant programs, assisting with curriculum development and program design, and participating in one or more of the following ways:
   a) Helping define the program strategies and goals;
   b) Providing resources to support education/training (such as equipment, facilities, instructors, funding, internships, apprenticeships, and other work- based training opportunities, where applicable); and
   c) Committing to hire, promote and/or retain qualified program participants with the understanding that current economic and employment conditions remain favorable.

We are pleased to offer our support to the UHCC Consortium’s proposal and are optimistic that the programs outlined will result in a highly skilled workforce essential to our state’s future.

Sincerely,

Edgar Gum
Vice President, Hawaii Region, Marriott Vacations Worldwide
General Manager, Marriott’s Ko Olina Beach Club
June 6, 2013

Dr. Leon Richards, Chancellor
Kapi'olani Community College

Re: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (TAACCCT) C3T Round 3 Grants Program

Dear Dr. Richards,

As an employer partner of the University of Hawai’i Community Colleges Consortium, Marriott Resorts Hawaii fully supports the "Hospitality Institute: Innovation and Skill Development for Job Enrichment and Growth" proposal. We are committed to work with the UHCC Consortium to:

- Define program strategies and goals;
- Develop curriculum and support education and training;
- Commit to hire, promote, and retain qualified program participants.

In the ever-evolving hospitality industry, the key to our success are our associates, and it is sometimes a challenge finding qualified people to fill management positions at our hotels. We feel the program will definitely result in a highly skilled workforce that is essential not only to our hospitality industry, but to Hawai‘i’s economy.

Sincerely,

Chris Tatum
Vice President & Market General Manager
LETTER OF EMPLOYER COMMITMENT

May 31, 2013

Dear Dr. Leon Richards, Chancellor, Kapi‘olani Community College

Re: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (TAACCCT) C3T Round 3 Grants Program.

We, the employer partners of the University of Hawai‘i Community Colleges Consortium, agree to participate actively in the "Hospitality Institute: Innovation and Skill Development for Job Enrichment and Growth" proposal.

We are pleased to serve a key role as industry partners and potential employers, working with the University of Hawai‘i Consortium to achieve the Consortium’s objectives:

(1) Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;
(2) Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults;
(3) Demonstrate improved employment outcomes.

We understand that one of the key goals of the TAA CCCT grant program is to support the design and development of employer sponsored work-based training models. We are committed to being actively engaged in identifying the necessary skills and competencies for the grant programs, assisting with curriculum development and program design, and participating in one or more of the following ways:

a) Helping define the program strategies and goals;
b) Providing resources to support education/training (such as equipment, facilities, instructors, funding, internships, apprenticeships, and other work-based training opportunities, where applicable); and
c) Committing to hire, promote and/or retain qualified program participants with the understanding that current economic and employment conditions remain favorable.

We are pleased to offer our support to the UHCC Consortium’s proposal and are optimistic that the programs outlined will result in a highly skilled workforce essential to our state’s future.

Sincerely, UHCC Consortium Employer Partners

Yours truly,

[Signature]

Ed Wary, FMP
Director Emeritus, National Restaurant Association
Authorized Representative for Dixie Grill, Auntie Pasto’s LLC, EW Enterprises
LETTER OF EMPLOYER COMMITMENT

June 20, 2013

Dear Leon Richards, Chancellor, Kapi‘olani Community College

Re: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (TAACCCT) C3T Round 3 Grants Program.

We, the employer partners of the University of Hawai‘i Community Colleges Consortium, agree to participate actively in the "Hospitality Institute: Innovation and Skill Development for Job Enrichment and Growth" proposal.

We are pleased to serve a key role as industry partners and potential employers, working with the University of Hawai‘i Consortium to achieve the Consortium's objectives:

(1) Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;
(2) Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults;
(3) Demonstrate improved employment outcomes.

We understand that one of the key goals of the TAACCCT grant program is to support the design and development of employer sponsored work-based training models. We are committed to being actively engaged in identifying the necessary skills and competencies for the grant programs, assisting with curriculum development and program design, and participating in one or more of the following ways (provided that current economic and employment conditions remain favorable):

   a) Helping define the program strategies and goals;
   b) Providing resources to support education/training (such as equipment, facilities, instructor funding, internships, apprenticeships, and other work- based training opportunities, where applicable); and/or
   c) Committing to hire, promote and/or retain qualified program participants.

We are pleased to offer our support to the UHCC Consortium’s proposal and are optimistic that the programs outlined will result in a highly skilled workforce essential to our state’s future.

Sincerely,

[Signature]

Barry Wallace
Executive Vice President, Hospitality Services
Authorized Representative for
Outrigger Hotels & Resorts
LETTER OF EMPLOYER COMMITMENT

June 6, 2013

Dear Manuel Cabral, Chancellor, Leeward Community College

Re: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (TAACCCT) C3T Round 3 Grants Program.

We, the employer partners of the University of Hawai‘i Community Colleges Consortium, agree to participate actively in the "Hospitality Institute: Innovation and Skill Development for Job Enrichment and Growth" proposal.

We are pleased to serve a key role as industry partners and potential employers, working with the University of Hawai‘i Consortium to achieve the Consortium's objectives:

1. Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;
2. Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults;
3. Demonstrate improved employment outcomes.

We understand that one of the key goals of the TAACCCT grant program is to support the design and development of employer sponsored work-based training models. We are committed to being actively engaged in identifying the necessary skills and competencies for the grant programs, assisting with curriculum development and program design, and participating in one or more of the following ways:

a) Helping define the program strategies and goals;
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c) Committing to hire, promote and/or retain qualified program participants with the understanding that current economic and employment conditions remain favorable.

We are pleased to offer our support to the UHCC Consortium’s proposal and are optimistic that the programs outlined will result in a highly skilled workforce essential to our state’s future.

Sincerely,

Naomi Kanna
Executive Director
Authorized Representative for
SKAL International Hawaii
June 3, 2013

Dr. Leon Richards  
Chancellor  
Kapi‘olani Community College  
4303 Diamond Head Road  
Honolulu, HI 96816

SUBJECT: #SGA/DFA PY-12-10 Solicitation for Grant Applications, Trade Adjustment Assistance Community College and Career Training (TAACCCT) C3T Round 3 Grants Program

Dear Dr. Richards,

Starwood Hotels and Resorts Hawaii and Kyo-ya Hotels and Resorts, LP agree to actively participate in the "Hospitality Institute: Innovation and Skill Development for Job Enrichment and Growth" proposal as employer partners of the University of Hawai‘i Community Colleges Consortium.

We are pleased to serve a key role as industry partners and potential employers, working with the University of Hawai‘i Consortium to achieve the Consortium’s objectives:

(1) Increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors;
(2) Introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults;
(3) Demonstrate improved employment outcomes.

We understand that one of the key goals of the TAA CCCT grant program is to support the design and development of employer sponsored work-based training models. We are committed to being actively engaged in identifying the necessary skills and competencies for the grant programs, assisting with curriculum development and program design, and participating in one or more of the following ways:

(1) Helping define the program strategies and goals;
(2) Providing resources to support education/training (such as equipment, facilities, instructors, funding, internships, apprenticeships, and other work- based training opportunities, where applicable); and
(3) Committing to hire, promote and/or retain qualified program participants with the understanding that current economic and employment conditions remain favorable.

We are pleased to offer our support to the UHCC Consortium’s proposal and are optimistic that the programs outlined will result in a highly skilled workforce essential to our state’s future.

Sincerely,

Keith Vieira  
Senior Vice President, Director of Operations  
Starwood Hotels & Resorts Worldwide, Inc. – Hawaii and French Polynesia

cc: Ernest Nishizaki, Kyo-ya Hotels & Resorts, LP  
Nona Tamanaha, Starwood Hotels & Resorts Worldwide, Inc. – Hawaii and French Polynesia  
Carol Kawabata, Starwood Hotels & Resorts Waikiki
July 7, 2015

To whom it may concern:

I am writing this letter to convey Kapi'olani Community College Culinary Arts Department's full support and commitment to the KCC Hospitality Department's proposal to develop its Advanced Professional Certificate.

The Hospitality Department’s plan is to incorporate two of the six existing CULN APC courses into its curriculum. Those two courses will be CULN 310, Current Trends in the Culinary Industry and CULN 360, Beverage Service Management. As both of these are 3 credit lecture classes, Culinary will be able to integrate up to 16 HOST students without any additional cost to the college.

We look forward to collaborating successfully with our University of Hawai‘i partners in this very important endeavor.

Sincerely,

Ronald K. Takahashi, MBA
Department Chairperson
Culinary Arts Department
Kapi'olani Community College
Hospitality and Tourism Academic Journals
Kapi‘olani Community College Library - July 2015

(EBSCO) Academic Search Complete (begin Fall 2015) – This list reflects the Academic Search Premier upgrade

ACADEMIC JOURNALS (Embargo is a hold on the full text for that given period of time by the publisher)


(EBSCO) Business Source Premier - still trying to find out if the UH System will be upgrading to Business Source Complete but in this case the new database does not offer that much more that what we already have here.

ACADEMIC JOURNALS


INDUSTRY PROFILES/MARKET RESEARCH REPORTS

Hotels, Restaurants & Leisure Industry Profile: Global: (01/2003) – (05/2012)


TRADE PUBLICATIONS


International Cruise & Ferry Review: (Spring/Summer 2009) – (Autumn/Winter 2013)


PERIODICALS

AirGuide Business: (01/2013) – (12/2014) – Ongoing

AirGuide For the Frequent Flyer: (01/2010) – (12/2014) – Ongoing


Conference & Incentive Travel: (01/2008) – (06/2015) – Ongoing

CruiseGuide: (05/2009) – (03/2014) – Ongoing

Leisure & Hospitality Business: (09/06/2001) – (10/03/2002)


OTHER RESOURCES

12020 Company Profiles (in Database)

7442 Industry Reports: (MarketLine, a Datamonitor business)

2526 Market Research Reports

3998 SWOT Analysis: (MarketLine, a Datamonitor business)

Science Direct (ACADEMIC JOURNALS)


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<td>46</td>
<td>Program used for comparison.</td>
<td>APC Information Technology</td>
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<td>47</td>
<td>Reviewed by campus VC for Administrative Affairs:</td>
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<td>49</td>
<td>Instructions</td>
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### A. Headcount Enrollment
- Headcount enrollment of majors each Fall semester. Located at url: [http://www.hawaii.edu/iro/maps.php?category=Enrollment](http://www.hawaii.edu/iro/maps.php?category=Enrollment). Campus data may be used when majors are a subset of enrollment reported in IRO reports.

### B. Annual SSH
- Course Registration Report located at url: [http://www.hawaii.edu/iro/maps.php?title=Course+Registration+Report](http://www.hawaii.edu/iro/maps.php?title=Course+Registration+Report). Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors. Adjust if majors are subset of SSH reported.

### C. Instructional Cost without Fringe (automated calculation)
- Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D: =IF(OR(D32<>""),D32+D34,"")

### C1. Number of full time faculty and lecturers who are ≥ 5 FTE.

### C2. Number of part time lecturers who are <.5 FTE.

### D. Other Personnel Cost
- Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.

### E. Unique Program Cost
- Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.

### F. Total Direct and Incremental Cost
- G + D + E *Formula for column D: =IF(OR(D31<>""),D16<>0),SUM(D15,D16,D17),"")

### G. Tuition
- Annual SSH X resident tuition rate/credit *Formula for column D: =IF(D10<>""),(SUM(D33,D35)/D10),"")

### H. Other
- Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.

### I. Total Revenue
- G + H *Formula for column D: =IF(AND(D18<>""),D18-D24,"")

### J. Net Cost
- F - I. This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.) If there is a net cost, please explain how this cost will be funded. *Formula for column D: =IF(AND(D18<>""),D24<>""),D18-D24,"")

### K. Fringe Costs
- Fringe/SSH: (K2 + K4) / B *Formula for column D: =IF(D10<>""),(SUM(D33,D35)/D10),"")

### K1. Salaries without Fringe
- Fringe of Full Time Faculty and Lecturers who are ≥ .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.

### K2. K1 X 1.35 - Formula for column D: =IF(D32<>""),D32*1.35,"")

### K3. Salaries without Fringe
- Fringe for Lecturers who are < .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.

### K4. K3 X 1.05 - Formula for column D: =IF(D34<>""),D34*1.05,"")

### L. Support Cost/SSH
- The campus non instructional expenditure/ssh + systemwide support – organized research (UHM only) as provided by UH Expenditure Report (http://www.hawaii.edu/iro/maps.php?title=Expenditures+Study) *Formula for column D: =IF(OR(D37<>""),D39<>D37=D39,D37-D39,"")

### M. Total Program Cost/SSH
- K + L *Formula for column D: =IF(OR(D31<>""),D36<>""),D31+D36,"")

### N. Total Campus Expenditure
- Taken from UH Expenditure Report. For example, for 2009-2010: UHM = $923-131 (organized research) = $792, UHH = $682, UHWO = $501, HawCC = $408, HonCC = $505, KapCC = $316, KauCC = $703, LeeCC=$300, Maui CC = $396, WinCC=$457

### O. Comparable Program/Division Instructional Cost/SSH
- Taken from UH Expenditures Report (http://www.hawaii.edu/iro/maps.php?title=Expenditures+Study) or campus data, as available. Please note in the space provided, the program used for the comparison.

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**For example, from the 2010-11 UH Expenditure Report** (http://www.hawaii.edu/cgi-bin/iro/maps?esuhfy1011.pdf), the support expenditure/ssh per campus is:

- **UHM**: $507.00 + $36 - $128 for organized research = $435
- **UHH**: $437.00 + $45 = $482
- **UHWO**: $230.00 + $28 = $258
- **Haw CC**: $155.00 + $34 = $189
- **Hon CC**: $234.00 + $44 = $278
- **Kap CC**: $123.00 + $29 = $152
- **Kau CC**: $328.00 + $59 = $387
- **Lee CC**: $123.00 + $27 = $150
- **Maui CC**: $160.00 + $35 = $195
- **Win CC**: $264.00 + $40 = $304

**Total Program Cost/SSH: K + L**