

MIDDLESEX COMMUNITY COLLEGE

ACADEMIC PROGRAM REVIEW

**FOR CAREER PROGRAMS
THAT CONDUCT SELF-STUDIES
FOR NATIONAL PROFESSIONAL ACCREDITING BOARDS**

Hospitality Management and Travel Services Management Programs

2007-2008

Program Review Committee:

Program Review – Hospitality Management and Travel Services Management Programs

Section 1: Introduction

Hospitality Management

The Associate degree in Hospitality Management and the Certificate program in Hospitality management have not been revised since their inception. There have been many changes in the hotel industry in general and locally which require that we update the program so that our graduates are prepared for work in the new hotel environments. Industry changes include:

- Industry structural changes such as the development of limited service hotels
- Industry consolidation and development of distinctive lodging “brands”.
- Guest focus with increasingly sophisticated customer data collection systems.
- New marketing techniques particularly using the Internet.
- Local industry changes including new hotels opening in the area.

Travel Services Management

There have been radical changes in the tourism industry over the last 6 years particularly for retail travel companies, that the original Travel Services Certificate was designed to serve.

Industry changes include:

- End of airline commissions to agencies and move by agencies to a customer service fee revenue model.
- Reduction in retail agencies by 40%.
- Emergence of on line travel companies such as Expedia, Travelocity, Orbitz
- Consolidation of retail sector
- Increasing specialization by geography e.g. the Caribbean, by product e.g. cruises, by market type, e.g. gay and lesbian travel.
- Growth of home based travel counselors
- Sophisticated technology, move from GDS systems to Internet for research and booking by travel counselors.
- Local industry changes.

Section II - Mission and Goals

1. Program mission

The Hospitality, Tourism and Culinary Arts department at Middlesex Community College offers a range of programs to prepare graduates to work in hotels, restaurants, travel companies and tourism organizations.

The career degree programs focus on preparing students to enter the workforce immediately following graduation. The Hospitality Management Associate degree combines business theory with career-specific job skills courses.

The certificate programs are designed for students to acquire specific career skills in a shorter time period in order to advance or expand employment opportunities. After completion of a certificate many students decide to continue studying for a degree in the same field on a full time or part time basis. Certificate courses will apply toward a degree in the same field of study.

2. Program relationship to college mission statement

College Mission Statement

Middlesex Community College is a progressive and dynamic learning community, committed to providing educational programs and services that support personal growth and economic opportunity for its diverse student population. Dedicated to student success, the College provides excellence in teaching, personal attention, and extensive opportunities for exploration and growth. Closely linked to the fabric of the community, Middlesex's partnerships with school, business and service organizations provide leadership in economic and community development and foster a culture of civic engagement and responsive workforce development. The College's state-of-the-art programs in the liberal arts, basic skills, and more than fifty career and technical fields respond to student and community needs, providing a strong foundation for college transfer, employment, professional development and lifelong learning.

3. Program relationship to institutional goals.

MCC Institutional Student Learning Outcomes

Knowledge and Skills (2006-07)

The MCC graduate will use knowledge acquired at MCC as a foundation for continued study and/or practical application.

- Freshman and sophomore foundation for transfer
- Professional skills for career track (degree or certificate)

Program Student Learning Outcome

Knowledge and Skills

Graduates apply their knowledge regarding the hospitality industry to whatever career track within the industry they pursue or as a foundation for continued study in hospitality subjects.

Critical Thinking (2008-09)

The MCC graduate will interpret and analyze information in order to engage in critical thinking and problem-solving.

- Knowledge Acquisition, Comprehension, Application, Analysis, Synthesis, and Evaluation
- Quantitative and Scientific Reasoning
- Knowledge Integration, Reasoning, and Problem-Solving Across Disciplines

Program Student Learning Outcome

Critical thinking

Graduates will interpret and analyze information in order to engage in critical thinking and problem solving with regard to the business performance of hospitality operations.

Communication (2006-07)

The MCC graduate will communicate, use information and employ technology effectively.

- Effective Written, Presentation and Numeracy Skills, AND
- Information Literacy and Technology Fluency

Program Student Learning Outcome

Communication

Graduates will practice appropriate communication skills in operational and human resource management in the hospitality and related industries.

Global Perspectives (2008-09)

The MCC graduate will communicate an understanding of the world from a global perspective.

- Historical, Political, Economic and Social
- Scientific and Environmental
- Aesthetic Appreciation and Creativity

Program Student Learning Outcome

Global perspectives

Graduates will communicate an understanding of the service sector, hospitality industry from a local, regional, national and international perspective.

Social Responsibility (2007-08)

The MCC graduate will demonstrate social responsibility within the college community.

- Multicultural and Diversity Awareness
- Ethics, Values, and Social Justice
- Citizenship and Civic Engagement

Program Student Learning Outcome**Social responsibility**

Graduates will be able to work in teams and appreciate the meaning of mutual responsibility, so they are prepared to join the diverse workforce of the hospitality industry.

Personal and Professional Development (2007-08)

The MCC graduate will demonstrate the capacity for on-going personal and professional development.

- Independent and Life-long Learning
- Professionalism and Accountability
- Collaboration
- Managing Responsibilities and Adapting to Change
- Initiative and Self-Advocacy
- Self Assessment

Program Student Learning Outcome**Personal and professional achievement**

Graduates will demonstrate the unique professional requirements for a successful career in the hospitality industry.

Section III: Data

3a. Please note important trends, patterns and issues that emerge through the enrollment, academic progress and retention data. (Data from Institutional Research Office)

Associate degree Hospitality Management: (see Appendix A)

Certificate in Hospitality Management: (see Appendix A)

Enrollment data:

Applications for the Associate degree have been steady, there was an aberration in Fall 2004 with 43 applicants. This is probably due to the advertising for the new culinary program and also errors in documenting the intended program for applicants. The program coordinator has noticed that many on the applicant lists do not in fact register in the fall. The applications for the Certificate program have shown steady improvement, again with the fall 2004 aberration.

New student enrollment: There has been a steady increase in new student enrollment since 2000 for the associate degree and certificate programs. There was a fall off in 2005 but that can be attributed to the start of the Culinary Arts programs as prior to the Culinary programs being offered students interested in the Food and beverage sectors of the industry would take the Hospitality degree.

Retention: Overall there has been an increase in the total number of students taking the program partially due to improved retention rates. This improvement occurred in spite of a downturn in the economy and lean times in the local hotel industry with low occupancies.

The improved retention rate for students is partially a result of all hospitality students being advised by the Program Coordinator, which was implemented in 2002.

Graduation rates:

Associate degree: The number of graduates has been low and uneven from the program. One of the emerging issues is students going on to complete a 4 year hospitality or business degree and not graduating or fully completing their degree at MCC.

Certificate: The graduation rates have been steady for the certificate program maybe because it is a shorter program, the students tend to be older and they are less likely to transfer and therefore are more likely to graduate with the certificate.

Progress: The student progress is generally good with high numbers making the dean's list and being in good standing. There is somewhat of a worrying trend in the increase in the number of students having difficulties. In Fall 2005 of 54 total students, 6 were on academic probation, 3 on restricted and 3 were dismissed. It does not appear that there were major changes in the testing (English and math) profile of students coming into the program. So we need to investigate other causes.

The Certificate students appear to make better progress, of 9 students in Fall 2005, 8 were in good standing and one on academic probation. This maybe due to the fact that certificate students tend to be more mature and are often career changers. Indeed some already have four year degrees and are therefore very prepared for college work.

Travel Services Certificate: (see Appendix A)

Enrollment data:

Applications: The number of applicants dropped dramatically in 2002 probably due to September 11 and the negative impact on the tourism industry. Since then the applications have risen steadily although remaining low (11 applicants).

New enrolled: The number of new enrolled students was static from 2002 to 2004 due to the negative perception of job availability in the industry, although there was an improvement in 2005.

Retention: There was a slight improvement in student retention probably because of the new advising model of the program coordinator seeing all students.

Graduation: The graduation was at a high of 5 in 2002 but then has been static at 1. There has been a pattern of travel students going on for the Associate degree in hospitality and then not being listed as attaining the Travel certificate.

Progress: The progress for students has been good for example in 2005 of 9 students, 3 attained the Dean's list, 5 were of good standing and one was on academic probation.

Demographic data:

The demographic data for 2000-2005 is as follows: (see Appendix A)

Hotel Associate degree:

Age 18 – 24 represent 80%

Gender Females represent 80%

Race Minorities well represented

Hotel Certificate

Age 25 – 49 represent 50%

Gender Females represent 80%

Race An even spread

Travel Certificate

Age Even spread through age groups

Gender Females represent 85%

Race Predominantly white

Origin of students – In the past and it is still the case that the majority of the career courses are held at the Lowell campus.

There are indications that there is demand from students in the Waltham area and towns between Waltham and Bedford for career classes to be held at the Bedford campus. For 4 years BUS150 Hospitality management has been offered at the Bedford campus and there has been a steady increase in class numbers. (Spring 2007 course has 25 registered). Also the success of the culinary classes at Minuteman and then Shawsheen indicate a demand in the local communities.

Section III 3b

3b. Please comment on significant information that emerges from the Student Transfer and Employment Follow-up data. (Data from Institutional Research Office and Department Records)

The data on student transfer comes from the “Transfer Follow-Up study” for students enrolled during the 2004-05 academic year and institutional data provided by the Institutional Research office in the MCC 2006-07 Fact Book. (See Appendix B) As a note, the data available was very limited and I suggest the program coordinator starts to keep records of where students from the program transfer to and the employers they join.

Student transfer

One concern is that a number of students transfer after completing most of their courses at MCC but because they have 1 or 2 courses outstanding they may not apply for graduation so for purposes of performance it looks as if graduates are not completing the MCC program. For example from the 2006 figures there were 9 transfers, 4 being MCC graduates and 5 listed as Not MCC graduates. I understand this is a college wide issue. For main transfer colleges, the “Transfer Follow-Up study” lists a number of colleges that do not have Hospitality programs. Over the last few years I have assisted students transferring to Johnson and Wales, Lasell College, Newbury College, UMass Amherst, Salem State and Southern New Hampshire University. Salem State has recently started a Hospitality program and UMass Amherst has their Hospitality program online. Both of these schools are attractive to our graduates, who are seeking a state school but do not want to live away from home. I am starting to develop articulation agreements with these schools to ease the transfer process.

The Hospitality Management Associate degree was designed as a career preparation program. Now that many of the graduates are seeking to transfer to 4 year schools we need to allow for this in the program requirements so that students are prepared to transfer.

Employment

From the data, our students have joined the following companies, Marriott Hotels, Sheraton Hotels, Stonehedge Inn, Chew Chew Inc. Again the data is very limited and the department needs to start a better data tracking system for the graduates.

I have found that often students are working for hotel or travel companies while they attend school and then remain with that company. We have also had a lot of success with students starting internships and being offered employment during or after the internship. Many of these employers serve on our advisory board so we maintain relationships that way.

Section III 3c *Please summarize findings from student surveys, student focus groups, and/or other types of surveys and focus groups the Committee chose to undertake.*

Data interpretation: Student surveys

For survey documents and summaries (see Appendix C)

Hospitality Associate degree and certificate students:

Career preparation: Most current students surveyed chose the program and intend to work in the hotel industry. There was some interest in the event planning and meetings industry.

Note: Some respondents started with the Travel Services certificate but moved to the Hospitality associate degree as an associate degree in Travel services is not offered at present.

Transfer: 50% of associate degree respondents are interested in moving onto a bachelor degree institution and 75% of certificate respondents desire to move to an associate degree. Transferability should be an important consideration when we are making changes to the MCC programs and also used in recruiting marketing materials.

Recruitment: Most students heard about the program from the college catalog or from college counselors or advisors. High school counselors and employers were also used. Only 2 respondents mentioned the college website which seems low, as obtaining information online is becoming very important in college recruiting. We need to improve access to program information on the MCC website.

Promotion: Over 50% of respondents felt that the courses would qualify them for a promotion. We should feature this in our recruitment marketing.

Travel Services certificate students:

Only two respondents so we should evaluate the findings cautiously. They were interested in airlines or retail travel and intended to pursue an associate degree.

Answers to recruitment and promotion questions were similar to above.

Data interpretation: Employer surveys and focus group

For survey documents and summaries (see Appendix C).

Note: The data was collected both by a focus group, held November 2006 and employers completing surveys.

Hotel industry employers:

Job positions: The survey summaries highlight the typical career paths available in the industry from entry level to supervisor to department management and general hotel management. They also illustrate the wide variety of hotel industry jobs.

The high employee turnover, due to hours, stress, promotions and guest demand factors, mentioned is important in two ways; there are more entry opportunities for our graduates but we should advise prospective students of this particular industry issue.

Employability skills: Employers stressed the importance of the following skills for success in the industry; communication (all aspects), business math, multi-tasking, the ability to work at a fast pace, prioritizing tasks, willingness to take the initiative,

computer skills (Word, Excel, presentation software), project management and conflict resolution for working with guests and employees.

Degree v. experience: Employers felt degree qualifications were becoming more important particularly for management positions, however experience is still critical and an important consideration when hiring. Therefore we need to incorporate experiential learning opportunities in the MCC programs, through internships, site visits, industry based software and other classroom activities, such as role playing, case studies etc.

Internship: Employers felt the current 135 hours cooperative experience requirement was a minimum, they would prefer 200 hours. Also the internship should be structured so that it is a true learning experience, so students are given exposure to as many aspects of the hotel as possible. In addition add job shadowing of a hotel manager for one or two days.

Specific courses: See the summaries for details.

Travel industry employers:

Job positions: The employers stressed the range of travel industry positions in retail leisure travel, corporate travel, group reservation centers and travel operations. A new area is home based travel counselors. Employers responded that they are seeing an increase in hiring after a long recession and significant structural changes in the industry.

Employability skills: Communication (email, phone), business math, organizational skills, prioritizing tasks, assessing client needs, computer skills (Microsoft outlook, Excel, Internet search, SABRE) and problem solving skills.

Degree v. experience: Employers considered experience to be more important. Therefore we need to incorporate experiential learning opportunities in the MCC programs, through internships, site visits, industry based software and other classroom activities, such as role playing, case studies etc.

Internship: Employers felt the current 135 hours cooperative experience requirement was a minimum. Also the internship placement should reflect the students career interests as the industry positions are so varied.

Specific courses: See the summaries for details. Certificate program

Section IV: Program Analysis

Target Populations

4a *Is this program intended to serve a target population(s)? Please explain.*

The current target population for the Associate degree is high school graduates in the Lowell and Bedford area and students who are able to take day courses as all the career specific courses are held during the day. We are attracting more students from south of Bedford, such as the Waltham area when we starting offering the Hospitality class in Bedford and the culinary classes in Billerica.

The current target populations for the certificate programs are individuals changing their career and dislocated workers, who tend to be older than the associate degree students but still able to take day classes.

4b *Are there plans to recruit/market for this program by targeting any new or different groups? Please explain. Are there additional student recruitment and/or marketing efforts in which program faculty would like to be involved? Please be as specific as possible.*

The proposed concentrations would allow us to market to individuals interested in a career in meeting planning. The interest in the community training programs for meeting planning indicates a high level of interest in this career field.

We should also consider offering the career specific courses online or in the evenings to attract students who are working and cannot attend day classes and wish to change career or upgrade their skills.

We need to be careful that if we choose these delivery options they do not draw students away from the traditional day courses.

Are program faculty and staff currently working with the Academic Planning Center or other areas of the College to interest students in taking courses in the program? Describe these interactions and the roles that the parties play.

4 d. The Program Coordinator currently works with the Academic Planning Center for student recruitment in the following ways.

- Participates in open houses twice a semester in Lowell and Bedford.
- Participates in career panel events offered at the college
- Participates in the Lowell High School open house
- Member of the Greater Lowell Technical High School Hospitality Advisory Board.
- Meets with the Academic Planning Center representatives to strategize recruitment efforts.
- Participates in the Multicultural Committee initiative to recruit minority students to hospitality programs.

4f *Please comment on any Advanced Placement (high school) or Articulation Agreements (4-year institutions) that apply to your program. Are the agreements current and signed by all partners? What percentage of students in the program takes advantage of each agreement?*

4 f. Current articulation agreements

High School	High School Program	MCC Program Articulated	Date Signed	Renew
Gr. Lawrence Tech	Hotel/Restaurant Program	Culinary Program	2005 February	2008
Greater Lowell Tech	Culinary Arts Program	Culinary Program	2005 February	2008
Minuteman	Culinary Arts Program	Culinary Program	2004 July	2008
Nashoba Tech	Culinary Arts Program	Culinary Program	2005 February	2007
Shawsheen	Culinary Arts Program	Culinary Program	2006 May	2008
Whittier	Culinary Arts Program	Culinary Program	2005 February	2007
Greater Lowell Tech	Hotel/Restaurant Program	Hospitality Program	2006 May	2009
Lowell High School	Culinary program	Culinary Program	2008 February	2010

On average we get approximately 2 students per year from each of the high school programs. I think we could increase this number if we had more outreach to the high schools so that students were made aware of this opportunity.

External perspectives:

5a Based on a review of other college catalogs, list the colleges in our general area that have similar programs and comment on significant differences from the ones we currently offer that bear further exploration.

5a. See appendix D for list of 2 year and 4 year programs.

Of interest is the fact that many of the colleges have discontinued their travel programs. There may be an opportunity for us to recruit students to our travel program as there are so few colleges that offer programs which prepare students to enter the travel industry. We would have to build more online travel courses to meet a wider geographical demand. We would also need to invest in promotion to this sector, which could be done by improving visibility on the MCC website.

5b Based upon the committee's knowledge of institutions beyond our geographical area that have exemplary programs or are known for their 'best practices,' comment on significant similarities or differences at MCC and in what areas that bear further exploration.

5b "Best practices" at other institutions.

Travel programs

The following colleges are listed on The Travel Institute's web site as partner schools, so all of them offer The Travel Institute certificate programs.

Sinclair CC, Dayton, OH – They have a link with a company, Carlson Travel as the Program Coordinator also works for Carlson. Beneficial for internships.

Comment – Disadvantage, not independent and if company merges or is taken over the program will be vulnerable.

Moraine Valley CC, Chicago, IL – A few years ago they decided to emphasize the meetings industry as the demand for travel courses was down. They plan to substitute the current GDS course with a class in on line travel booking. Planning to start a ‘project management’ course for meeting planners.

Pima CC, Tucson, AZ – They offer 5 class certificate programs all on line. (Intro. to Travel, SABRE, Geography, Sales and Tour Group management.

College of DuPage – Use Travel Institute, Destination Specialist courses as 1 credit electives. Also offer ‘Internet Navigation skills for Travel professionals’ and ‘Tour escorting, planning and operations’.

Miami – Dade, Florida – Offer traditional travel program in the day and evening. Plus a Tour Guide Program (16 credits) and a Tour guide certification course (3 evenings – similar to our Lowell Ambassador Program

Los Medanos College, Pittsburg, CA – All specific travel courses are offered on line. Plus the following courses –
Cyber Travel – 1 Saturday, 9 hrs – ½ credit, Cyber Reservations - 1 Saturday, 9 hrs – ½ credit.

1/ Resources for Home Based Agent, 2/ Business and Financial Plans for Home based agent and 3/ Home based travel and the Law – all Saturday courses – ½ credit.

Mt. Hood CC, Oregon – Offer Eco tourism and adventure travel course.

External perspectives

6. *Please describe mechanisms or procedures currently in place to monitor changes in the job market and review the program’s currency and “fit” with the educational interests and needs in our region. Explain how these groups have contributed and/or impacted the program’s offerings.*

6. Job market - The following research was conducted by the Program Coordinator:

Hotel industry

See appendix E for the Lodging Sector report prepared for the Northeast partnership for Hospitality and Tourism as part of the Workforce Competitiveness Trust Fund Planning Grant.

Travel Industry

The following is a summary of job types from articles in The Travel Institute journal, and local media such as the Airport Journal and the Boston Globe.

Airlines – Total airline employment down 2.8% April 2004- 2005 but uneven. The ‘legacy carriers’ such as Delta, American etc. were down 6.1 %, the low cost carriers, such as SouthWest and Jet Blue were down 0.5% and the Regional carriers were up 12.1%.

Locally we have Manchester Airport, NH which is dominated by SouthWest Airlines. At Boston Logan Airport the legacy carriers are reducing flights and low cost carriers such as Jet Blue and Spirit are adding flights.

Travel Agencies – According to The Travel Institute there is now a demand for qualified corporate and leisure agents. This is in part because the large number of agency closings from 1999 through 2004 and industry consolidation resulted in many travel professionals leaving the industry. Also there is an aging industry workforce, many of whom are retiring or will be soon and few new young employees in the ranks. It is predicted that home based travel counselors will increase 15% over the next 5 years (Credit Suisse First Boston) There is also a demand for specialists as successful travel companies are increasing specialization by geography e.g. the Caribbean; by product e.g. cruises; by market type, e.g. gay and lesbian travel.

Tour operators – There has been some reduction in travel jobs at tour companies because of the transition to online travel operations. Generally the jobs at tour companies are in reservations call centers, travel operations and customer service centers. There are a limited number of jobs in product development and sales and marketing.

Online travel companies – There is job growth in call centers and customer service operations. Surveys have found that 23% of travelers do online research and then contact a call center to make their travel reservations. Some of the jobs in these companies are IT focused but there is still a demand for travel specialists in customer service departments and operations.

Locally companies include Elderhostel (Lowell call center), EF Tours (Cambridge), Grand Circle (Boston), TNT (Boston), GWV (Needham), Colette Tours (RI), NLG (Woburn), TripAdvisor / Expedia (Needham)

Car Rental – Some opportunities. The numbers of car rental locations are predicted to remain stable. These jobs are not well known and can often be lucrative because of the compensation structure used by the industry.

Cruise lines – This industry is essentially an oligopoly with 90% of the industry dominated by Carnival and RCCL, although there are different cruise “brands” within these companies. The consolidation of the industry has resulted in fewer administrative positions. The office operations are primarily located in Florida and California so graduates would have to be willing to move. The cruise lines do hire in the Northeast. In Spring 2006, NCL hired one of our graduates for their Hawaii operation.

Meetings industry – Hiring is strong by meeting planning companies, destination management companies and by hotels. See appendix for Bureau of labor statistics on meeting planners in the state.

6a Relevant external parties, such as advisory groups, corporations/agencies, professional groups, outside licensure/accrediting bodies, etc. If there is an advisory committee in place, please comment on the frequency of meetings and the contributions/impact the committee has

had on the program. Include names of members and minutes of the meetings in the appendices of the program review.

6 a. The hospitality programs have an active Advisory Board which meets twice a year. See appendices F for list of advisory board members and recent meeting notices. The Advisory Board members make suggestions for curriculum changes, advise on new technology to incorporate into the programs, consult on issues around internships and generally provide feedback on current issues in the hospitality and tourism industries. In addition advisory board members come and speak in class, give tours of their properties or participate in college panel events. For example Scott Plath, Owner, Cobblestones in the Culinary Arts panel event on April 12, 2007 and Tiffany DiPisquale, Catering sales, Doubletree Lowell in the “Dress for Success” program on April 4, 2007.

6b Relevant internal groups or individuals, such as other departments, programs or areas at the college that: (1) utilize your courses as prerequisites for their courses and/or program or (2) supply prerequisites for your courses.

6 b. Internal groups: The hospitality programs fall under the auspices of the Business Administration Department and the Business, Engineering and Technology Division. The Program Coordinator attends frequent monthly meetings and is able to incorporate initiatives occurring in these allied areas into the program. For example the link with the Career Place, Woburn has led to a program recruitment session held at the Career Place.

6c Other populations (i.e., students, alumni, community members, cooperative education supervisors, practicum supervisors, service learning supervisors, community agencies).

6 c. Other populations: The Program Coordinator is a member of the Massachusetts Lodging Association Foundation education committee, the Hospitality Sales and Marketing Association International New England Chapter, a member of the New England Pacific Asia Travel Association and the New England chapter of the Caribbean Tourism Association and this enables her to gather current data on the industry, secure student internship sites and develop relationships beneficial to the MCC programs. For example Deborah Andrews, Education Director for the Mass. Lodging Association recently worked on a grant to secure monies for hospitality training with MCC, NECC and NSCC. Students are also given the opportunity to attend local hotel and travel industry educational events.

Section V: Curriculum

Program Student Learning Outcomes (PSLOs)

7. Identify your Program Student Learning Outcomes

Program Student Learning Outcomes

Knowledge and Skills

Graduates apply their knowledge regarding the hospitality industry to whatever career track within the industry they pursue or as a foundation for continued study in hospitality subjects.

Critical thinking

Graduates will interpret and analyze information in order to engage in critical thinking and problem solving with regard to the business performance of hospitality operations.

Communication

Graduates will practice appropriate communication skills in operational and human resource management in the hospitality and related industries.

Global perspectives

Graduates will communicate an understanding of the service sector, hospitality industry from a local, regional, national and international perspective.

Personal and professional achievement

Graduates will demonstrate the unique professional requirements for a successful career in the hospitality industry.

- a. Please describe your program's plan for ongoing, annual assessment of its PSLOs.

PSLO	Year to be assessed, as appropriate:
Knowledge & Skills	2006 -07
Critical Thinking	2008 -09
Communication	2006 -07
Global Perspectives	2008 -09
Personal & Professional Development	2007 -08

- b. If applicable, discuss any changes you have made to your PSLOs and/or the ways in which the courses in the program support those PSLOs since your last program review.

Not applicable.

- c. Map the way in which your program provides opportunities for students to progress towards achievement of each Program Student Learning Outcome, by noting in which courses the outcomes are **Introduced (I)**, **Developed (D)**, or where students are expected to demonstrate **Proficiency (P)**.

**Curriculum Map I:
Course Opportunities for Student Achievement of PSLOs**

PSLO	Course BUS150 Hospitality Mgmt.	Course BUS151 Food and Beverage Mgmt.	Course BUS190 Tourism Geography	Course BUS191 Travel Services mgmt.	Course BUS192 Conf. and Conv. Planning	Course BUS110 Intro. To Business	Course BUS214 Cooperative Experience	Course BUS120 Intro. to Accounting
K and S	I-D-P	I-D-P	I – D-P	I - D	I-D-P	I	P	I
CT	I-D	D	D	D	P	I	P	I-D
C	I-D	I-D	I-D	I-D	I-D-P	I	D-P	I
GP	I		I-D-P	I-D	I-D	I	I	
P and P	I	I		I	I		D	

Note: In addition for the Communication PSLO, BU213 Business Communications provides I-D-P

- d. Please comment on the **sequencing of** opportunities for students to develop and achieve each PSLO within the program, as noted on Curriculum Map I.

The difficulty we have with the current program regarding sequencing of PSLO’s is that there is very little sequencing for the subject specific material, as they are stand alone courses with no prerequisites. So essentially students have to move from I to D to P in one course. This is a concern as students may be getting too much of an overview of subject matter areas and less opportunity to examine

the material in depth. This situation will be improved if we introduce an Introduction to Hospitality course as material could be introduced in this course and then development and proficiency could occur in subsequent courses.

- e. On the following pages, please indicate **how each PSLO is attained** and **how the attainment of each is assessed**. If the strategy for attainment of a PSLO is contained within a particular course, please list the course first, with the relevant activity (or activities) listed next to each course. If there is nothing currently in place that is intended to provide for the attainment of a particular outcome or to assess the extent to which the outcome has been realized, please leave the appropriate space blank. The blanks will help to identify areas which need further development.

PSLO I

Knowledge and Skills

Graduates apply their knowledge regarding the hospitality industry to whatever career track within the industry they pursue or as a foundation for continued study in hospitality subjects.

Strategies for Attainment		Assessment Strategies
Course	Activities	
BUS150 Hospitality Management	<p>Working knowledge of hospitality industry terminology.</p> <p>Research current trends in industry and apply knowledge to case study analysis.</p> <p>Identification of market groups and sales promotion techniques.</p> <p>Hotel operations and guest service aspects throughout the guest cycle.</p> <p>Analyze the financial management of hotels using industry ratios.</p> <p>Demonstrate using a Property Management System</p>	<p>Tests</p> <p>Essay assignment</p> <p>2 case study assignments</p> <p>Sales promotion assignment.</p> <p>In class group activities, Tests, Mid-term and final exams.</p> <p>In class activities, tests, mid-term and final exams.</p> <p>Checklist and final test</p> <p>Student perception survey</p>
BUS192 Conference and Convention Planning	<p>Working knowledge of industry terminology.</p> <p>Identify market groups, develop sales documents.</p> <p>Plan and present a meeting plan for a client, including budget.</p>	<p>Mid term and final exam.</p> <p>Meeting materials assignment.</p> <p>Group conference planning project.</p> <p>Student perception</p>

		survey
BUS190 Tourism Geography	Working knowledge of terminology. Match clients and destinations. Characteristics of tourism destinations.	Worksheets, midterm and final exam. Assignment to develop a client itinerary. Tourism destination project.
BUS151		
BUS140		
BUS110		

- Describe how this Program Student Learning Outcome is **assessed for proficiency** at the **program level**.

<ul style="list-style-type: none"> • <i>In which course(s) will the assessment component/task(s) reside?</i> Assessment will occur in all courses listed. • <i>Will one assessment component/task provide our program with sufficient evidence of student learning and achievement of this PSLO?</i> No, one assessment will not be sufficient • <i>Who should evaluate the product(s) resulting from the assessment component/task? A team?</i> A team should be used because of the limited number of faculty members teaching in the program and the main faculty member also being the Programs Coordinator • <i>What are the criteria by which we would assess this assessment component/task? How do we develop that criteria?</i> Grades on assignments and student self perception surveys. • <i>How do we ensure that all evaluators apply the criteria consistently?</i>
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- What does the program's data analysis reveal about student achievement of this PSLO within the program.

The main issue appears to be that the current curriculum is trying to cover too wide and varied a content to meet the needs of graduates interested in the wide range of career opportunities in the hospitality and tourism industries. This means that many of the required courses are introductory and therefore the “Knowledge and skills” PSLO can only be introduced or at most developed in these courses. At the moment the only course where proficiency could be demonstrated is the Cooperative Experience course and because in this course students are away from the college, this is difficult to control. Also students do such varied internships, assessment criteria would be difficult to set.

The proposed new concentrations within the hospitality degree would enable us to add an introductory hospitality course where “K and S” could be introduced so that further courses could be used for developing and demonstrating proficiency of this PSLO.

BUS150 Hospitality Management – PMS Test. (See appendices)

The test requires the student to build a guest reservation, an account and interpret management reports generated from the data.

Range of grades:

C-	C	B-	B	B+	A-	A
1	1	1	2	1	7	4

Drawbacks of assessment – The software used at MCC is similar to the PMS systems that the students will encounter in the industry, but not exactly the same. The students are assessed on whether they understand the principles of PMS systems.

BUS150 Hospitality Management – Student perception survey results

	Yes	Partially	No
I have acquired a working knowledge of hospitality industry terminology.	16	1	0
I have the knowledge and skills to research current trends in the hospitality industry. 0	17	0	
I can identify market groups and sales promotion techniques applicable to the hospitality industry.	16	1	0
I have acquired the knowledge and skills to begin work in a hotel front office.	12	5	0
I have acquired the communication skills to provide professional guest service. 0	17	0	

I have the knowledge and skills to analyze the financial performance of hotels using industry ratios.	10	6	1
I feel prepared to take reservations, check in guests and check out guests using a property management system.	17	0	
O			
I feel prepared to prepare guest accounts using a PMS system.	15	2	
O			
I feel prepared to interpret management reports generated by a PMS system.	11	5	1

After completing BUS150 the majority of students perceived that that they had acquired industry knowledge, could research current trends, identify market groups use a PMS system to take reservations, check in guests and check out guests and prepare guest accounts. The question referring to how prepared were they to work in a front office may not need follow up as some students do not intend to work in that job in the industry so that could have influenced their replies. The one area that requires curricular and instructional changes is the financial aspect of using hotel performance ratios and interpreting financial reports. I plan to introduce more examples and have the students practice these skills more.

BUS190 Tourism Geography – Tourism Destination Assignment (see attached)

This assignment requires the students to write a report on a tourism destination, giving a profile of the tourism area, the visitors, the tourism organizations and an analysis of the positive and negative impacts of tourism to the area. It tests their research skills and their ability to apply the concepts covered in the course for example, cultural geography of a destination.

Range of grades:

C	C+	B-	B	B+	A-	A
	3		4	6	3	3

This is a good project for measuring the students’ ability to apply tourism concepts. The drawback of the assessment is that it can invite plagiarism as students may cut and paste their research findings into the report. Therefore a warning against this will be given on the assignment instructions. Also students generally did badly on the section of the analysis of tourism impact. I plan to add a class session on this topic and have them practice this skill.

BUS192 Conference and Convention Planning – Group project (see attached)

This group project requires students to present a proposal for a two day conference, including a schedule, room plans, food and beverage, audio visuals and other services. Group members generally receive the same grade.

Results of assessment – I believe there is the usual problem encountered with groups as to the balance of work load. I justify doing this as a team project as this reflects the actual work situation. I tend to inflate the group grades as I grade to the highest performing group member.

Changes – I plan to introduce the requirement that they develop a meeting contract and do more work on the budget aspects of the meeting, as these aspects are not covered sufficiently in the current assignment.

I also plan to invite a meeting planner from industry to view the presentations to provide professional feedback for the students.

BUS192 Conference and Convention Planning – Student perception survey results

After completing BU9105 Conference and Convention Planning.

	Yes	Partially	No
I have acquired a working knowledge of meeting planning terminology. O	14	0	
I have the knowledge and skills to research current trends in the meetings industry.	12	2	0
I can identify market groups and sales promotion techniques applicable to the meetings industry.	11	2	1
I have acquired the knowledge and skills to begin work as a meeting planner.	6	7	1
I have acquired the communication skills to provide professional service to meeting clients.	10	3	1
I have the knowledge and skills to calculate a budget for a meeting, ensuring profit guidelines are met.	8	3	3
I feel prepared to prepare sales documents for a convention site.	8	3	3

I feel prepared to identify software and online resources used in the meetings industry. 10 2 2

I have acquired the knowledge and skills to begin work in a meetings sales office. 6 7 1

After completing BUS192 the majority of students perceive that they are prepared with regard to meeting terminology, the skills to research industry trends and to identify market groups. The survey responses to the questions on their perception of being able to start as a meeting planner or to work in a sales office need to be researched further. Maybe the students do not see these as career paths. The response to the question on preparing sales documents is confusing as they complete an assignment on this, may be they did not understand what “sales documents” refers to. The students indicated that they felt less prepared when it came to budgeting a meeting.

Changes – I plan to emphasize meeting costing more in the curriculum and add a budget preparation requirement to the group meeting project.

PSLO II Communication

Graduates will practice appropriate communication skills in operational and human resource management in the hospitality and related industries.

Strategies for Attainment		Assessment Strategies
Course	Activities	
ENG101		
ENG102		
BUS213 Business communications		
BUS192 Conference and Convention Planning	Present a meeting plan to a client. Sales communication to clients.	Group meeting plan assignment. Meeting marketing materials assignment. Student perception survey
BUS214 Coop Experience	Communicate work activities.	Weekly work log.
COM103 or Language		
BUS 150 Hospitality Management	Demonstrate the communications between the front office and other hotel departments.	PMS test

	Identify and communicate to target market.	Assignment to develop a sales promotion for a hotel. Student perception survey
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- Describe how this Program Student Learning Outcome is **assessed for proficiency** at the **program level**.

BUS192 Conference and Convention Planning – Assignment (see attached)

This assignment requires students to prepare a welcome letter, site visit itinerary and list sales materials for a potential meeting client.

Range of grades:

C	C+	B-	B	B+	A-	A
1	1	4	1	2	3	3

This assignment provides good evidence of the students’ ability to develop a written sales document. They are graded according to professional language, accuracy and using a sales oriented approach. Students were sometimes confused as to what is expected from this assignment.

Changes – I plan to introduce more examples of good sales documents into the classes and include an exercise where they analyze the documents so that the students understand better what is a business standard. Also I will add a rubric grading system to this assignment.

BUS192 Conference and Convention Planning – Group Assignment (see attached)

The students have to present their meeting proposal using either Powerpoint or poster boards. Not all group members are required to present but they must all be present to answer questions on their proposal. They also complete a group self assessment form and peer assessments of the presentations, which factor into the overall grade.

Results: The students generally give very professional presentations as the project becomes competitive between the groups which reflect the “real world”. Another big benefit is that they learn from the other groups.

Changes: Next time I will pilot inviting a meeting professional to see the presentations and make comments. My concern is that this might make the shy students very anxious. I also plan to use a presentation grading rubric.

BUS192 Conference and Convention Planning – Student perception survey results

After completing BU9105 Conference and Convention Planning.

	Yes	Partially	No
I have acquired a working knowledge of meeting planning terminology. 0	14	0	
I have the knowledge and skills to research current trends in the meetings industry.	12	2	0
I can identify market groups and sales promotion techniques applicable to the meetings industry.	11	2	1
I have acquired the knowledge and skills to begin work as a meeting planner.	6	7	1
I have acquired the communication skills to provide professional service to meeting clients.	10	3	1
I have the knowledge and skills to calculate a budget for a meeting, ensuring profit guidelines are met.	8	3	3
I feel prepared to prepare sales documents for a convention site.	8	3	3
I feel prepared to identify software and online resources used in the meetings industry.	10	2	2
I have acquired the knowledge and skills to begin work in a meetings sales office.	6	7	1

The responses to the question on communication skills indicate that the students generally feel prepared in this area. The response to the question on preparing sales documents is confusing as they complete an assignment on this, may be they did not understand what “sales documents” refers to.

Changes – I plan to introduce more role playing class activities so that students can practice communicating with “clients”. I will explain more clearly typical sales documents used in the industry so that the students are made aware of them.

BUS150 Hospitality Management – Marketing assignment (see attached)

This assignment requires the students to develop a hotel sales promotion, identify a target market and design an advertisement.

Range of grades:

C	C+	B	B+	A-	A
1	1	2	3	5	2

The assignment is good as it has the students apply the concepts of target market and communicating to that market. The drawback is that students often are too general in their reports and not realistic as to what would be effective in industry.

Changes – I plan to focus on providing students with good examples of sales communications and have them analyze why these promotions were successful.

BUS150 Hospitality Management – Student perception survey results

	Yes	Partially	No
I have acquired a working knowledge of hospitality industry terminology.	16	1	0
I have the knowledge and skills to research current trends in the hospitality industry. 0	17	0	
I can identify market groups and sales promotion techniques applicable to the hospitality industry.	16	1	0
I have acquired the knowledge and skills to begin work in a hotel front office.	12	5	0
I have acquired the communication skills to provide professional guest service. 0	17	0	
I have the knowledge and skills to analyze the financial performance of hotels using industry ratios.	10	6	1
I feel prepared to take reservations, check in guests and check out guests using a property management system. 0	17	0	
I feel prepared to prepare guest accounts using a PMS system. 0	15	2	
I feel prepared to interpret management reports generated by a PMS system.	11	5	1
All the students indicated in the survey that they felt they had acquired the skills to communicate with guests in a professional manner.			

I still think it would be beneficial to identify the types of communication, (written, spoken) that occur and develop class activities to practice these skills.

8. Institutional Student Learning Outcomes

- a) Please describe your program’s plan for ongoing, annual assessment of MCC’s ISLOs that are supported to proficiency within your program.

ISLO	Year to be assessed, as appropriate:
Knowledge & Skills	2006 -07
Critical Thinking	2008 -09
Communication	2006 -07
Global Perspectives	2008 -09
Social Responsibility	2007 -08
Personal & Professional Development	2007 -08

The PSLO’s have been matched to the ISLO’s so that the assessment can be used for both purposes. For that reason we have also used the same assessment years.

- b) If applicable, discuss any changes you have made to your program’s support of MCC’s ISLOs since your last program review.

Not applicable

- c) As appropriate, map the way in which your program provides opportunities for students to progress towards proficiency level of MCC’s Institutional Student Learning Outcomes, by noting in which courses outcomes are **Introduced (I)**, **Developed (D)**, or where students are expected to demonstrate **Proficiency (P)**.

Curriculum Map II: See the curriculum map outlined for Program SLO’s
Program Opportunities for Student Progress toward ISLOs

	Course	Course	Course	Course	Course	Course	Course	Course
Knowledge & Skills								

	Course	Course	Course	Course	Course	Course	Course	Course
Critical Thinking								
Communication								
Global Perspectives								
Social Responsibility								
Personal & Professional Development								

- d) Please comment on the **sequencing of** opportunities for students to develop and achieve to ISLO proficiency within the program as appropriate, as noted on Curriculum Map II.

See the comments under the Program SLO's section.

Knowledge and Skills

The MCC graduate will use knowledge acquired at MCC as a foundation for continued study and/or practical application.

Strategies for Attainment		Assessment Strategies
Course	Activities	

- Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **program level**.

See section on Program SLO's – Knowledge and skills

- What does the program's data analysis reveal about student achievement of this ISLO within the program?

See section on Program SLO's.

- What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

See section on program SLO's

Communication

The MCC graduate will communicate, use information and employ technology effectively.

Strategies for Attainment		Assessment Strategies
Course	Activities	

See section for Program SLO's – Communication

- Describe how this Institutional Student Learning Outcome is **assessed for proficiency** at the **program level**.

See section for Program SLO's.

- What does the program's data analysis reveal about student achievement of this ISLO within the program?

See section for Program SLO's

- What curricular and/or instructional changes are planned within the program as a result of this data (if any)?

See section for Program SLO's

Note: The final reflection paper which is part of BUS214 Cooperative Experience can be used as an overall assessment for Program SLO's and Institutional SLO's. Students have to complete 12 credits before they take the Coop course.

Changes:

- The paper should be structured so that it assesses whether the student can apply the theory he or she has learned during the MCC program.
- We should explore requiring students to complete the basic hospitality courses before they do the internship.
- Students should be given a perception survey after the Coop experience to assess how the work related to the MCC classes.

Additional Curricular Opportunities:

9. *Please describe any interdisciplinary courses which are provided as an integral part of this program.*

There are no interdisciplinary courses offered at this time.

10. *Please comment on experiential/ work-based learning opportunities in the program (i.e., co-op, internships, service learning). Discuss how the content of the experience relates to course credit. How do you calculate the number of contact hours required in relationship to the credit awarded? What percent of students participate in each of these activities? Indicate any problem being faced in incorporating work-based learning.*

Cooperative Field Experience

All the hospitality and travel students are required to take BUS214 Cooperative Field Experience, which includes 135 hours of work experience in an approved work site. Professor Paula Gulbicki analyzed ten hospitality and travel students work experiences and had the following comments; See appendix G for analysis.

Instructor summary: The hospitality students need to multitask in any position they are placed in. On-the-job training gives them this experience. During their internships, their supervisors give them feedback about their ability to multitask.

Another quality that students in the hospitality program need is good business communications. Their supervisors and coworkers serve as good role models for their corporate culture.

Developing self confidence and professionalism is a direct result of the student's internship.

Overall, trying out the field during the coop experience can be the answer for many of the Students. Is the field for me? What part of the field is best for me? What type of company is best for me? Many of the students find the answers during their work experience.

Recommendations: A cooperative field experience is very important for the hospitality student. Given the quality and variety of the job sites and positions, I would say that MCC offers a great opportunity for these students. Students in this area of Massachusetts have the luxury of working at some of the top companies in the field. I wouldn't change the cooperative field experience requirement.

The faculty and staff involved in the job placements are doing a terrific job getting the students into a wide variety of positions and companies. The quality of these placements is remarkable.

In almost all of the placements, supervisors were very helpful in giving the students and the college feedback.

All together, I can't see any areas that need to be changed.

11. *Please comment on the uniformity and appropriateness of content in multi-section courses and subsequent courses now in place. Do all courses have the proper prerequisites? Is the flow and relationship of courses to one another satisfactory? Are there changes indicated, based upon program objectives and/or new needs identified through the assessment process?*

Most of the specific career courses are taught once a year, the exceptions are BUS 150 Hospitality Management and BUS 151 Food and Beverage Management, which are offered each semester. Starting from Spring 2008, BUS192 Conference and Convention Planning will be offered as a face-to-face class and online.

At present the career courses do not have prerequisites. During the Section V curriculum analysis of the Knowledge PSLO, it was discovered that in most of the career courses the students only have the opportunity to be introduced and develop specific content and there is no opportunity to show proficiency.

In addition there is no course flow and students can take the career courses in any sequence.

It is recommended that we change the current programs to create two concentrations, see evaluation summary. This will create a flow of courses with the introductory course acting as a prerequisite for subsequent career courses. In addition there will be more opportunities for students to develop proficiency in specific industry knowledge.

12. a. *Please comment on the role of developmental courses in the program? Which ones are relied upon by significant numbers of students in the program? What conclusions are you able to draw about the impact of these courses on students' preparation levels?*

At present there are no development courses in the program.

- b. *Please comment on the role of developmental courses outside the program. Which courses in the program are relied upon by significant numbers of students, and which courses outside the program are relied upon by significant numbers of students? What conclusions are you able to draw about the impact of these courses on students' preparation levels?*

A fair number of students in the programs take Basic Writing and/or Fundamentals of Mathematics. It is important that they hone their skills in these subjects before completing further courses in the program, as hotel and travel careers require good written and oral communication and numeracy skills.

- c. *In the event that there are admissions criteria for acceptance into the program, describe the rationale and process for establishing and reviewing the admission criteria. Do current criteria produce a pool of students who are adequately prepared to succeed in the program?*

There are no admissions criteria for acceptance into the program. Although during admissions events and informational interviews, the program coordinator tries to illicit how much understanding the prospective student has of hospitality and travel careers.

13. *Describe the array of instructional methodologies in required or elective courses. (e.g. face to face, online, hybrid, self-paced, experiential, inquiry/problem-based, case studies, projects, etc.)*

- BUS150 Hospitality Management – one third of the course is spent in the computer lab using a property management system. Case studies are used to introduce current industry data. Industry speakers and visits.

- BUS 191 Travel Services Management – one third of the course is spent in the computer lab using a travel reservations system and online travel sites.
- BUS 192 Conference and Convention Planning – one course is taught online, both courses include a problem based group project. Role playing exercises.
- BUS 190 Tourism Geography – Half of the course is taught in the computer lab to allow the students to research tourism sites.
- BUS 151 Food and Beverage Management – problem based approach to food costing using industry standards.
- BUS 140 Sales principles – one section is an online course where a group project requiring the development of a sales presentation is used.

In my experience using an array of instructional methodologies is essential to maximize reaching different students learning styles and to prepare the students for what they will encounter in these industries on graduation.

Section VI: Instructional Support

14. a. *Please discuss the adequacy of the staffing level in the program to teach students enrolled in the program.*

The current staffing level is barely adequate as the program relies on one fulltime faculty member, (who is also the Program Coordinator and receives 2 release times for Coordinator duties) and one adjunct faculty member to teach the specific career courses. This leaves the program very vulnerable if either faculty member leaves. Also as the program is continuing to expand, especially if we add new career courses there will be a need for more faculty members to teach the career specific courses.

- b. *Please discuss the adequacy of the staffing level in the program to advise students enrolled in the program.*

The present practice of the Program Coordinator advising all the students in the hospitality, travel and culinary programs has resulted in improved retention of students. As the program grows however the numbers of advisees will be too great for the coordinator to handle, so alternative strategies must be considered.

15. *What specific support services and activities (i.e., tutoring, media, library, disabled student support, computer labs, service learning) does this program require? Please comment on the availability and adequacy of these services. Be specific about any current deficiencies or projected needs.*

MCC IT staff members have been very helpful when software and upgrades for the programs need to be installed.

One significant issue in this area is the assigned computer labs do not have sufficient terminals to allow all students in the class to have their own and students frequently have to share. The only way this can be resolved is to reduce the number of students allowed in the class, as most MCC computer labs have a maximum of 24 computers.

16. *How adequate and appropriate are program facilities and equipment? Please be specific about current deficiencies or projected needs.*

At present there is no dedicated classroom for the program. This would be advantageous as teaching materials such as manuals, brochures, maps etc have to be carried around. A dedicated room would allow the faculty to store these materials in one place. Currently the acquisition of software and upgrades to software is done using Perkins funding. This approach has been successful up to now but we should consider having a budget for these items in the future, especially as the programs expand. Other teaching materials are acquired by the Coordinator attending tradeshow or from advisory board members. This is important as the students need to be kept current with all the company and destination changes in the industries.

17. *Please describe any professional development needs of program faculty or staff.*

In the past the Coordinator has acquired funds to attend industry conferences (CHRIE, The Travel Institute, ISTTE) through professional development or Perkins grants. Attending conferences is essential for keeping the curriculum current, especially as the programs have very limited numbers of faculty. This approach has been successful up to now but we should consider having a budget for these items in the future, especially as the programs expand.

18. *Describe the sources of program funding. Are the funds adequate to support the program? Is the current use of funds effective to realize program goals? Does the program leadership have input into the program budget?*

At present there are no dedicated sources of funding for the programs. As mentioned above the Coordinator has acquired funds through professional development, Perkins funding and some monies through the Business, Engineering and Technology division budget. As the program expands we consider the programs should have a dedicated budget to cover equipment, professional development and program needs.

Section VII: Program Evaluation Summary

A. Program Strengths

- Increase in hospitality program enrollments. Section III 3a.
- Advising model resulting in improved retention of students. Section III 3a.
- Strong association with admissions department to actively recruit for programs. Section IV 4d.
- Strength of cooperative experience in preparing students for entry into the industries. Section V 10
- Strong association with MCC Career services to facilitate coop placement and job search on graduation.
- Active advisory board members representing the lodging, food service and travel industries who contribute by making curriculum recommendations, providing internship sites and job opportunities for graduating students. Section IV 6a
- Many opportunities provided for students to attend local hotel and travel industry events such as Pacific Asia Travel Association, Massachusetts Lodging Association Educational Foundation's Manager-for-a-Day Program and HSMAI student forums. Section IV 6c.
- Students enrolling in the programs now view the MCC programs as a path to transfer to a 4 year hospitality program.

B. Program Needs for Improvement, Proposed Plans for Improvements, Budgetary Implications, Timelines

Program Needs (Reference the question in the program review where this need is explained.)	Proposed Plans for Improvement (Bulleted list of suggestions.)	Financial Needs to Make Improvements	Proposed Timelines for Implementation
Increase enrollment in the hotel and travel programs. Section III 3a	<ul style="list-style-type: none"> • Increase visits by school groups from regional technical schools with hospitality programs • Increase special panel events 		2008 2008

	<p>with industry professionals and invite local high schools</p> <ul style="list-style-type: none"> • Increase visits to local high schools to give information on MCC hotel programs • Increase association with Career Place to recruit dislocated workers to programs • Improve internal marketing of programs at MCC by running information session for general advisors. 		<p>2008</p> <p>2008</p> <p>Spring 2008</p>
<p>Improve recruitment via MCC website. Section III 3c student surveys</p>	<ul style="list-style-type: none"> • Discuss with publications having a dedicated section on the website for the hospitality programs that students can easily access. 		<p>Spring 2008</p>
<p>Improve hospitality student progress and reduce number of academic dismissed and probationary students</p>	<ul style="list-style-type: none"> • Institute an early intervention program for at risk students by identifying students as soon as possible and offering academic counseling. 		<p>2008</p>
<p>Improve transferability of associate degree concentrations Section III 3c from student surveys</p>	<ul style="list-style-type: none"> • Set up articulation agreements with Johnson & Wales University, Southern New Hampshire University, UMass Amherst (Isenberg School), Newbury College and Lasell College, Salem State College 		<p>2008</p>
<p>Increase access to program by offering more classes in Bedford and online courses. Section III 3a origin of students.</p>	<ul style="list-style-type: none"> • Schedule BUS151 Food and Beverage Management in Bedford. • Offer BUS192 Conference and Convention planning on line • Continue association with Mass colleges on line so that students have access to career hospitality courses online. • Offer BUS150 Hospitality Management online 	<p>Stipend for online course prep.</p>	<p>Fall 2008</p> <p>Spring 2008</p> <p>Spring 2009</p>
<p>Develop two concentrations for</p>	<ul style="list-style-type: none"> • Outline of two concentrations, see chart below 	<p>Course developm</p>	

the Associate degree in Hospitality Management. Section V 7d, PSLO Section IV 6 Industry data Section III 3c Student surveys and employer surveys.	<ul style="list-style-type: none"> • Develop Hotel Sales and Marketing course • Develop Introduction to hospitality and travel course • Develop Tour management / CVB course 	ent stipends	Fall 2008 Spring 2009 Fall 2009
Strengthen faculty for the programs	<ul style="list-style-type: none"> • Recruit new adjunct to teach Food and beverage management courses • Recruit new adjunct to teach meeting planning course • Recruit new adjunct to teach hotel courses • Recruit new adjunct to teach tour management course 		Spring 2008 Spring 2009 Fall 2009 Spring 2010
Strengthen cooperative experience for students. Section III 3c employer surveys	<ul style="list-style-type: none"> • Review implications of increasing hours requirement to 200 hours • Introduce more structure to ensure students get exposure to different hotel departments • Require completion of BUS150, BUS191 or BUS192 as a prerequisite for BUS214 Coop experience. 		2008 Fall 2008
Create budget line item for purchase of software or upgrades annually	<ul style="list-style-type: none"> • Software for hotel program • Software for travel program 	\$1000 \$1000	2009
Strengthen financial aspects in the program curriculum Section V Student perception survey and knowledge PSLO	<ul style="list-style-type: none"> • In BUS150 include more examples and practice of analyzing financial reports and hotel performance ratios • In BUS192 include costing preparation of event in meeting plan group project 		Spring 2008 Spring 2008

Outline of proposed concentrations

Specialized career courses

Associate degree in Hospitality management

Hotel concentration

Travel concentration

Introduction to Hospitality and Travel (N)

Conference and Convention Planning

Hotel Front Office (Same as BUS150)

Travel Services management

Food and Beverage Management

Tour management / CVB (N)

CHOICE

Tourism Geography

Hospitality Sales and Marketing (N)

E commerce

Food and Beverage Cost and Revenue Management