ACADEMIC PROGRAM REVIEW REPORT FORM AY2024-2025

Program(s) in the review: Hospitality OEC

Specialized Accrediting Agency (if applicable): N/A

Campuses where the program is delivered: ☒Anchorage ☐KOD ☐KPC ☐MSC ☐PWSC

Year of last review: The OEC was implemented in Fall 2022 and has not been through the program review process. The Hospitality Administration BA was reviewed in AY2019-2020.

Final decision from last review: Suspension with Intent to Delete

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PROGRAM SECTION (Due on March 1)

Program Review Committee:

Amy Green, Professor, Hospitality Administration, *Chair*

1. **Demonstrate that the program has responded to previous recommendations.**

   N/A - No previous recommendations.

2. **Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility).** *(3000 characters or less)*

The OEC in Hospitality Administration (HA) provides critical, fast track training to students entering the field of hospitality and lodging. This sector is important to the economy of Alaska and the HA OEC program offers engaging curriculum with a flexible online format. The program internship provides valuable on-the-job training and enhances the student learning experience with real world training along side program industry partners. UAA has been offering hospitality courses since 1999, fulfilling the workforce needs for this sector of Alaska's demanding hospitality & tourism industry. It speaks to the university's mission by providing quality education, connecting with community partners, and preparing students for leadership roles through transformative educational experiences. The OEC in HA has integrated the four competencies in the following manner:

Effective Communication- embedded in the hospitality curriculum are many examples of effective communication standards that students must meet. Through group projects, professional interview role playing, job shadowing, internship expectations and professionalism, students are continually assessed on the development of their professional communication skills. This is vital to success in the people-driven hospitality industry.

Creative and Critical Thinking- students are expected to demonstrate creative and critical thinking particularly with problem solving, clarifying and synthesizing information. The hospitality internship poses many opportunities for students to address on-the-job challenges with their host supervisor guiding and assisting. In their final internship projects, students must present their work, share successes and challenges, and defend their thought processes.

Intercultural Fluency- within the online HA program, cohorts of students move through the courses together. Given the reach of the online program, students from all regions of Alaska can attend and represent their

cultures while sharing the framework of their heritage within these cohorts. Cultural references are encouraged within projects. For instance, in HA 210 students must develop a hotel concept at the Anchorage airport and the Alaska Native community must be represented in their concept (art, music, visuals, name).

Personal, Professional & Community Responsibility- the HA program has numerous industry partners and extensive stakeholder support to assist students in developing their professional lives in the industry. The program works closely with CHARR (Cabaret, Hotel, Restaurant, Retailers Association) to train, mentor and provide scholarships to students within the program. Through events such as the Hospitality Vision Forum held on the UAA campus, we have connected with our industry partners to keep curriculum current and meet workforce needs.

3. Demonstrate program quality and improvement through assessment and other indicators.

a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

i. OEC Hospitality

- *1) Apply theories and concepts of guest service; 2) Synthesize core concepts in the areas of hospitality management, finance, human resources, marketing, and operations; 3) Demonstrate personal and professional standards for ethical decision-making and social behavior; 4) Demonstrate successful employability skills, including oral and written communication skills; 5) Reflect on educational experience and identify skills needed for post-graduation success.*

Describe your key findings for these outcomes. (3500 characters or less)

The OEC in HA is such a new program that it has yet to make a complete assessment cycle to determine any significant findings. Data gathered shows a tremendous potential for student success. Several recommendations have been made to improve the program process but funding has been a barrier to implementation. The program was ready to update the assessment plan for the program to adhere to CBPP's standard, but was advised by the college assessment committee to wait until the results of the program review were made available. Assessment metrics are primarily summative rather than formative and with the program being so new, limited data is available for assessment purposes at this point. Assessment metrics include: the Certified Guest Service Professional Exam (offered by the American Hotel & Lodging Association), final student ePortfolio and an internship capstone evaluation and survey.

Describe actions taken to improve student learning for these outcomes. (3500 characters or less)

The assessment plan will be updated in 2025 to rework the timing of the data collection, moving towards a continuum approach rather than at the end of the course work. The internship will need to be re-evaluated. Right now, students are able to take the alternate TECH A453 class or an upper division business elective in place of the internship, which defeats the purpose and takes them out of purview of the internship coordinator during the crucial time of assessment data collection. Although an assessment report is due to OAA every other year, yearly data collection and reporting will occur at the program and college level. Because this program is short (one year/ 2 semesters), it is important not to let extensive time elapse within the assessment cycle.

Describe evidence that these actions are working. (3500 characters or less)

Once the program has gone through a complete assessment cycle, there will be more evidence that actions are working and that we are closing the gap on student learning.

b. **Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards.** *(3500 characters or less)*

A context of the program's history must be provided in order to address program quality and improvement. The first hospitality classes were offered at UAA in the Community & Technical College (CTC) in 1999. The BA in HA was stacked with the AAS in Culinary Arts at CTC and the business core at CBPP, but hospitality students needed to complete the advanced hospitality courses at NAU or UNLV as they weren't offered at UAA. This created hardship for students and a "brain drain". In 2018, the HA program was redeveloped and the missing classes added so that students could now complete the entire HA bachelor's degree at UAA. But despite having 60+ declared majors at the time, the BA in HA was eliminated in Feb. 2020 during expedited program review and financial exigency at the university.

During Covid, the Anchorage municipality offered "fast track" grants to students in certificate programs at UAA. The remaining hospitality courses were reworked into an OEC (Occupational Endorsement Certificate) to qualify for the grants. In Fall 2022, the OEC in HA came online. In 2023, it was determined that the hospitality program would be better housed at CBPP rather than CTC where it had been housed with the culinary arts program since 1999. In 2023, the HA program transitioned along with its sole instructor, Dr. ▮▮▮▮▮▮ to CBPP.

In summer 2023, the program curriculum was updated and amended to fit the structure of CBPP, including renumbering several courses, updating the program assessment plan, crafting new promotional materials, and updating program information the college website with the intent of rebranding and refreshing the HA OEC. A minor in HA was also created to appeal to students completing a bachelor's degree.

During the program's transitional year (2023-24) from CTC to CBPP, two events were coordinated to bring awareness to the transition. A reception was held at the Bridge Restaurant in Fall 2023 to connect with industry partners, alumni and program supporters and raise awareness of the program move from CTC to CBPP. In spring 2024, a Hospitality Vision Forum was held in collaboration with the AEDC, to conduct a strategic planning session with industry partners to determine their workforce needs and the direction of the hospitality program. The goal was to engage stakeholders and provide a forum for information exchange, gain insight into the needs of industry and to provide a growth plan for the HA program to share with UAA administration. Both events were well attended and well received and supported the college and university mission of community partnership with stakeholders. From this, a strategic plan for the HA program was drafted and submitted to CBPP leadership. The culmination of these two events was a fundraiser scheduled for Fall 2024 to coincide with 25 years of hospitality education at UAA but CBPP leadership canceled the fundraiser due to lack of funds, despite underwriting from several industry supporters. It was made apparent that future events such as these were to be "self-funded".

During the transition from CTC to CBPP, the HA program lost its funding partner with culinary arts, the majority of its joint scholarships, foundation funding, the structure and support of its advisory committee, annual fundraising events, a cohesive faculty team and a "physical" home for the online degree (Cuddy Hall). The program continues to be administered and coordinated by one primary instructor, Dr. ▮▮▮▮▮▮

4. **Demonstrate student success and the closing of achievement gaps.**

   a. **Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any achievement gaps. The Student Success program review metrics are Junior Graduation Rate,**

Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. *(3500 characters or less)*

The Hospitality Administration OEC is still in its infancy so there is scant data to share. A meeting with IR concluded there wasn't enough numerical information available to glean any reliable findings. Currently, there are 6 declared majors in the HA OEC program with two graduates (one student graduated in Fall 2024 and was not represented in the current data sheet) equating to a 33% graduation rate for the program. A dip in course pass rates occurred in 2023, the transition year for the program from CTC to CBPP. It is unclear why there is data from 2020-21 on the data sheet when the first year of the HA OEC was 2022. There has been a slow reduction in FTES/FTEF showing decreased program efficiency in this area. SCH/FTEF has also significantly decreased since the program moved to CBPP showing a downward trend in productivity. This could be attributed to disruption of moving the program from one college to another, lack of program awareness, decreased demand for the program, loss of international students post Covid, limited funding and lack of marketing efforts. The OEC in HA supports the university's dual mission initiative to provide flexible, affordable, short-term programs to students.

b. **Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success. For example, the Purdue IMPACT (Instruction Matters: Purdue Academic Course Transformation) effort between 2011 and 2018 resulted in 325 courses being redesigned to incorporate research-based strategies known to increase student outcomes, while maintaining academic quality and rigor. Other efforts have involved course sequencing and scheduling, resulting in improved success even for graduate students. Please consider your program's graduation rate, course pass rates, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts.** *(3500 characters or less)*

An anecdotal barrier analysis was done examining the completion rates of the HA OEC and it was determined that there was a disconnect between the completion of the course work and the required internship. The retention rate dropped dramatically in between completion of last course of the OEC and the internship as students struggled to determine how to fit the requirement into their work/school/family schedules. A request to CBPP leadership to retool the curriculum to fix this was denied due to "low program enrollment". HA OEC students were given the alternative to complete the TECH A453 course or an upper division business elective, in lieu of the HA internship. A short-term solution, but it removes the students from the hospitality program at a pivotal time of assessment data collection and counters our message of providing interns for workforce development in our industry. Course pass rates are consistent with the college and university. All prerequisites and placement tests for the HA courses were removed during the curriculum updates in 2023 to clear entrance pathways for students, but this has potentially contributed to the lack of foundational knowledge as well as poor college readiness which can lead to inconsistent student performance and have a negative impact on completion rates. Having one instructor teach all of the courses in the program can be monotonous for students and limits the variety and diversification of experiences and instructional style. Small class sizes make it a challenge to maintain an engaging community of learners. Several proposed solutions to increase student engagement in the HA OEC program: move the courses from an asynchronous format to synchronous to build engagement, qualify each online HA course with the Quality Matters certification, rework the HA internship into a seminar/work study format offering more flexibility to students.

c. **Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.]** *(3500 characters or less)*

The HA scholarships have been consistently awarded to high achieving students within the program. With only 6 declared majors and two graduates to date, data and examples of student success are limited.

5. **Demonstrate demand for the program.**

a. **Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, and Number of Program Graduates Who Return to UAA to Pursue an Additional Program.** *(3500 characters or less)*

Course pass rates are consistent with the university and college rates. In the rush to bring the HA OEC online in time to qualify for the Anchorage Muni fast track grants, perhaps the standard due diligence protocol prior to new program development was missed. Demand for the program may have been over estimated.

6. **Demonstrate program productivity and efficiency.**

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. *(3500 characters or less)*

Student Credit Hours per Full Time Faculty (SCH/FTEF) has dropped dramatically since the completion of the teach out for the BA in HA. This can be attributed to a lack of demand for the certificate, lack of awareness of the program and lack of marketing along with other contributing factors outlined in this report. There might also be a lack of confidence from a student perspective on the potential longevity of the program after the deletion of the previous hospitality degree. Full-time Equivalent Student per Full-time Equivalent Faculty (FTES/FTEF) has also decreased with enrollment. CBPP has limited resources to provide marketing and development support for the program. The primary instructor participated in numerous "grass roots" marketing activities to boost enrollment such as: high school visits, guest lecture series, hosting a table UAA preview day, participating in Summer Academies, joining industry boards, speaking engagements, securing scholarships, starting and maintaining social media for the program, creating new promotional materials, participating in UAA Giving Day, serving on the Recruitment and Retention Committee, and applying for program-supporting grants and other low-budget marketing tactics. But there are limitations as to what can be accomplished without inadequate funding for marketing and program development.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. *(3000 characters or less)*

There is limited extramural funding available to the program. A TVEP grant application requesting funds for program enhancement, development and marketing was not approved in 2023, despite hospitality & tourism being a "priority career cluster". A small TVEP grant was awarded to the program in 2024 to enhance the Summer Academies for high school students, but this has not translated into enrollment increases for the

program. A key fundraiser for the program scheduled for Fall 2024 was canceled by the CBPP dean due to lack of funds. There has been turnover in the development office at CBPP. Development coordination activities for the college are centered around only a handful of specialized programs (BADA, finance, AI) due to financial constraints. With the program administered by only one faculty member responsible for all course instruction, assessment, program coordination, marketing, outreach, event coordination, and marketing efforts, there isn't enough support to properly coordinate a development fundraising plan. College needs have been prioritized over individual program needs. For example, in 2024-25, a program elective was canceled and "marketing, outreach, and program promotional activities" for the program removed from the primary program instructor's workload to make room for an unassigned, out-of-discipline business course and program review. It also appears that once a program enters "program review" early or out of rotation, all program progress inadvertently ceases until a determination about the future or direction of the program can be determined, thus stalling any forward momentum for an additional year.

7. **Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system?** *(2500 characters or less)*

UAF offers an AAS in Culinary & Hospitality but the main emphasis is on culinary education. AVTEC in Seward, AK offers a certificate in Culinary Arts only. UAA has an AAS in Culinary Arts with limited management courses. There is some duplication with the HA minor offered at CBPP for students pursuing a bachelor's degree.

8. **Assess the strengths of your program and propose one or two action steps to address areas that need improvement.** *(4000 characters or less)*

The program has substantial industry support and has secured over $25,000 a year in student scholarships. A recent AEDC report continues to highlight the robustness of the hospitality and tourism job sector and its importance to the state's economy. The HA OEC curriculum is continually enhanced and is transitioning to OER resources (free to zero cost textbooks and materials) to decrease costs to students. The primary instructor, Dr. ▮▮▮▮▮▮▮ has been an instructor with the culinary & hospitality programs for 20 years, bringing extensive teaching expertise and community contacts to the program. The program courses are 100% online bringing a level of flexibility and convenience to the student.

Despite this, there has been a lack of directional clarity for the HA OEC since its move to CBPP. Former college dean, ▮▮▮▮▮▮▮ indicated in his college restructuring memo dated November, 2022 that CBPP wanted to "expand into the hospitality sector" and that "the college had resources to market and improve the program's visibility". He also noted that the college's connections to the hospitality industry would result in "higher enrollments". It is evident now that given CBPP's fiscal instability, leadership and staffing changes, along with a high stakes accreditation visit in 2025, that the HA program has not been prioritized. It is unclear why the college requested the program move if it had no plan or intention of funding, developing or marketing the program. In 2024, it was communicated that only a handful of specialized programs at CBPP (BADA, finance, AI) would be receiving marketing resources and support from the college development coordinator. Upon its transition from CTC to CBPP, the hospitality program was not allowed to retain any of the funds raised jointly from the foundation account with Culinary Arts. To date, the yearly funding allotment for the HA OEC program has averaged only $1300 (▮▮▮▮▮▮ email, Oct 2024), inadequate to properly market the program and increase enrollment. The strategic plan initiatives born of the Hospitality Vision Forum required funding that the college doesn't have.

There have been several obstacles facing the development and success of the HA OEC. Most importantly, the fiscal instability at CBPP has impacted the viability of the program. Interest from Juneau School District to

partner on a dual enrollment initiative with the program wasn't realized. Out-of-discipline courses have been added to the primary instructor's workload to meet college needs, diverting focus from the HA program's development and enhancement. There are also other issues to consider: a potential lack of demand for the program, flat enrollment across campuses, state population decline, lower-than-average wages in the hospitality sector, a strong job market, lack of awareness of the program, and the perception that a certificate is not a "real degree". The program lost its footing and foundational partner in Culinary Arts and has yet to establish itself as stand-alone program.

Several recommendations can be made to incease the viability of the HA OEC program:

-Appropriate adequate funding to support the program's development and marketing efforts

-Draft a strategic plan and marketing plan for the program

-Consider moving the HA courses from an asynchronous to synchronous format to build engagement

-Pursue dual enrollment opportunities with interested school districts to build enrollment

-Redevelop the internship or add an optional seminar course or work study course to remove completion barriers

-Offer a series of 490 selected hospitality-related topics to generate student interest

-Improve communication and guidance between program faculty and department chair

-Continue to apply for TVEP funding for program development and marketing

-Work closer with student success advisors to improve student completion rates

Committee chair first name last name: Amy Green   **Date:** 3/1/2025

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

1. **Evaluation of Progress on Previous Recommendations**

   For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. *(2500 characters or less for each recommendation)*

   N/A - No previous recommendations.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

2. **Centrality of the Program** *(2000 characters or less)*

   The Hospitality OEC program was developed to provide fast-track training for students entering Alaska's hospitality and tourism industry. While the industry remains a significant contributor to the state's economy, the program has struggled to establish itself as a viable, in-demand academic offering. Despite efforts to align the program with workforce needs—including outreach to industry stakeholders and the development of scholarships—there is little evidence of strong enrollment demand or industry-driven student pipelines.

The program has engaged in partnerships, such as working with the Cabaret, Hotel, Restaurant, and Retailers Association (CHARR), and has actively created and participated in events such as the Hospitality Vision Forum. However, the return on these efforts in terms of student enrollment has been minimal.

3. **Program Quality and Improvement** *(2000 characters or less)*

The program has taken steps to improve quality through curriculum revision, assessment planning, and industry engagement. Specifically, efforts have been made to:

• Adjust course structures to reduce costs for students by moving from upper- to lower-division courses. The program originally had four upper-division courses of the six courses required for the certificate. CBPP has a 20% surcharge on upper-division courses. Without the restructuring of the courses, this would have been the most expensive undergraduate certificate

• Introduce an alternative course TECH A453 to provide flexibility for students unable to complete the internship.

• Transition to Open Educational Resources (OER) to decrease textbook costs

The program's reliance on a single faculty member restricts instructional variety, which may impact student engagement. Despite these efforts, low enrollment continues to challenge the program's sustainability, and the lack of clear integration with other CBPP curriculum limits opportunities for cross-disciplinary collaboration.

4. **Student Success and the Closing of Achievement Gaps** *(2000 characters or less)*

Due to the program's low enrollment, there is insufficient data to assess student success comprehensively. Course pass rates remain somewhat consistent with CBPP and UAA averages. In 2023, the pass rates were lower; however, in 2024 the rates exceeded CBPP and UAA averages. The removal of low-level prerequisites (WRTG A11 and Math A055) may have had some impact on the numbers. The program attempted to address this challenge through advisor collaboration and course redesign, but without a significant increase in enrollment. Yet, the course pass rates did improve in 2024 to exceed the averages.

5. **Demand** *(2000 characters or less)*

The demand for the program appears to have been overestimated when it was launched. While hospitality and tourism remain important to Alaska's economy, there has been no clear evidence of sustained student interest in pursuing an OEC in this field. The program has experienced declining enrollment, with only four students taking hospitality courses in Fall 2024 up from two students in the previous year.

Despite scholarships and extensive grassroots marketing efforts—including high school outreach, industry networking, and participation in UAA recruitment events—enrollment has not increased. Industry support for the program exists in principle, but this has not translated into student enrollment, raising concerns about whether the OEC model aligns with actual workforce needs.

The broader trends of declining state population, strong job market conditions, and lower-than-average wages in the hospitality sector may deter students from pursuing additional credentials.

6. **Productivity and Efficiency** *(2000 characters or less)*

Program productivity has declined since the transition from CTC to CBPP, as indicated by decreases in Student Credit Hours per Full-Time Equivalent Faculty (SCH/FTEF) and Full-Time Equivalent Student per Full-Time Equivalent Faculty (FTES/FTEF).

The program has been allocated more funding for promotion than other CBPP programs, yet these investments have not resulted in measurable enrollment growth. In addition to funding, the primary instructor for the program was given six credits (312 hours) in 2024-2025 to devote to coordinating the assessment (yearly plan and report), marketing and promoting the program, recruiting new students, coordinating student scholarships, and performing outreach activities. This equates to 8 hours a week specfically for this program. These hours are in addition to the workload credits for teaching the courses.

Additionally, the reliance on a single faculty member presents challenges in terms of instructional continuity and workload balance. The lack of synergy between the Hospitality OEC curriculum and other CBPP program courses limits the productivity and efficiency of the OEC.

Given the consistently low student demand and enrollment, along with limited collaboration with other program curricula, it is difficult to maintain this OEC as a productive and efficient program—especially considering the above-average investment of financial and time resources.

7. **Duplication and Distinctiveness** *(2000 characters or less)*

While no identical program exists within the University of Alaska System, UAF offers an AAS in Culinary & Hospitality, and AVTEC provides a certificate in Culinary Arts. The program also overlaps with CBPP's Hospitality Minor which has no student enrollment in fall 2024. However, despite some differentiation, the Hospitality OEC does not appear to have a distinctive market position that drives student enrollment.

8. **Strengths and Ideas for Moving Forward** *(2000 characters or less)*

The program has demonstrated strengths in:

• Industry Collaboration – Establishing strong relationships with industry stakeholders and securing scholarships for students.

• Outreach and Recruitment Efforts – Participating in UAA Preview Day, high school outreach, and industry events.

• Curriculum Adjustments – Reducing tuition costs through curriculum restructuring and introducing flexible internship alternatives.

• Marketing and Visibility – Developing and maintaining program-specific social media channels and participating in multiple outreach events to promote the program.

While the program has made commendable efforts in engagement and promotion, significant challenges persist, particularly in terms of enrollment and long-term viability. Given the continued decline in student interest despite targeted outreach and the absence of a clear strategic direction for program growth.

Dean's Final Evaluation

I commend the program for: *(number and list the specific commendations in the narrative box, 2000-character limit)*

I commend the program for its efforts in fostering industry connections and enhancing student opportunities through various initiatives. Specifically, I recognize the program for:

* Industry Engagement and Scholarships – Establishing strong relationships with industry partners and securing over $25,000 annually in scholarships to support student success.

* Outreach and Recruitment Efforts – Actively engaging with high schools, participating in UAA Preview Day, and contributing to Summer Academies to increase awareness of the program.

* Curriculum Enhancement and Affordability – Reevaluating and restructuring courses to lower student costs by shifting from upper- to lower-division courses, thereby reducing tuition expenses.

* Innovation and Responsiveness – Introducing new initiatives, such as an elective seminar course to provide internship alternatives and piloting a special topics course to generate student interest, despite low enrollment.

* Marketing and Visibility – Developing and maintaining program-specific social media channels and participating in multiple outreach events to promote the program.

I recommend that the program: *(number and list the specific recommendations in the narrative box, 2000-character limit)*

Despite efforts to increase demand, and interest, the program faces significant challenges, particularly in enrollment, resource efficiency, and long-term viability. Additionally, the program's limited scalability and standalone nature make it challenging to sustain. Therefore, the low enrollment numbers and lack of growth suggest that continuing the program is unsustainable. Given these factors, the most viable path forward is to suspend admissions with the intent to discontinue the program.

Dean's overall recommendation to the provost: Suspension with Intent to Delete -- Admissions to the program will be suspended, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete.

> **If an Interim Progress Report is proposed, recommended year:** Select N/A or Academic Year.

> **If a Follow-up Program Review is proposed, recommended year:** Select N/A or Academic Year.

> **Proposed next regular Program Review:** Select N/A or Academic Year.

> **Dean first name last name**:   Terry Nelson   **Date:** 3/17/2025

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission.

Select Yes or No.

Optional Response: *(10,000 characters or less)*

We believe the hospitality program at UAA has tremendous potential and needs time for our marketing and outreach efforts to bear fruit. We request that the "recommendation for deletion" from the interim dean be changed to "continued review" or "continued review with revision". This revision could include the deletion of the OEC in Hospitality Administration and reinstatement of the bachelor's in Hospitality Administration that was deleted 5 years ago when the university was under financial exigency. This would assist with opportunities for cross-

disciplinary collaboration within CBPP. It would bolster enrollment in the business and culinary core of the program's curriculum. This reinstatement would have minimal financial implications as all required courses for the BA in HA are already in existence and currently being taught. If the hospitality administration program at UAA were eliminated, we would be the only state in the nation without a dedicated hospitality management program, a glaring curriculum omission considering that hospitality and tourism is a major economic driver for the state of Alaska. We have an obligation to our industry partners to follow through with promises of a workforce pipeline of qualified hospitality graduates. The development plan from the CBPP's development office was to build a certain amount of fanfare about the program transition from CTC to CBPP during year one (2023-24) with a focus on program rebranding, building awareness, and connections with industry partners. This would culminate with a celebration of program longevity when the UAA hospitality program received a longevity commendation for 25 years of hospitality education at UAA from the Alaska Legislature. In year two (2024-25), once the program was well established within CBPP, there would be a strategic focus on building enrollment and fundraising for the program. To consider eliminating the program now would be incredibly short-sighted and rash. Given these points, we request a continuation of review for the hospitality administration program at UAA.

Committee chair first name last name: Amy Green   **Date:** 4/7/2025

END OF PROGRAM OPTIONAL RESPONSE SECTION

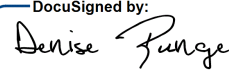**PROVOST SECTION (Due on August 1)**

Provost's commendations, additional or adjusted recommendations, if any, and other general comments *(3500 characters or less)***:**

I strongly concur with the dean's commendations and would like to recognize, in particular, the program's work on outreach with industry and K-12 partners.

I also concur with the dean's recommendation to suspend admissions with the intent to delete the program. In the Spring 2020 review of the Hospitality Administration BA program, I noted that, while industry representatives voice support for the degree, provide opportunities for internships, and are more than willing to hire our graduates, it appeared at the time that a bachelor's degree was not strictly required for entry managerial positions in Alaska. To continue to respond to industry, UAA stood up the one-year OEC, as a shorter pathway to employment, to see if that would be more attractive to students. However, the OEC has not attracted the student enrollment needed to make this a sustainable program. The decision to suspend admissions to the OEC with the intent to delete the program also means that students will no longer have access to the minor, and a note will be placed in the next catalog to that effect.

Provost's decision: Suspension with Intent to Delete -- Admissions to the program will be suspended, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete.

    Interim Progress Report: N/A

    Follow-up Program Review: N/A

    Next regular Program Review: N/A

Provost's signature: *Denise Runge*   **Date:** April 23, 2025