

**Hospitality Management Diploma Program
Faculty of Commerce and Business Administration
Comprehensive Program Review – submitted January 20, 2022
Recommendations (excerpted)**

[Program Self-Study Recommendations](#)

1. Fine tune program competencies.
2. Introduce co-op component and or practicum component and or internship component.
3. Develop a field school opportunity.
4. Develop an exchange opportunity.
5. Revitalize School District 41, 43, 46 MOUs.
6. Indigenize curriculum.
7. Track Tourism 11 &12 delivery model.
8. Improve social media presence.
9. Develop hybrid course delivery options.
10. Encourage further use of Douglas College Learning Centre.
11. Source and introduce point of sales simulation software and sales and catering simulation software.
12. Consider organizational behaviour course as an alternate or in addition to Human Resources course.
13. Integrate into Global Competencies Certificate.
14. Secure additional labs dedicated to HOSP for use with additional simulation and hospitality software licenses.

[Previous CR Recommendations List](#)

The last DPHOSP program review was conducted in 2002/2003 as a result of substantial program attrition from first to second year. The following sections were not required or provided at the time.

1. Summary (List) of Recommendations section from the previous Self-Study
2. The DDP's IAP from the previous CR
3. The DDP's one-year Follow-Up Report to the IAP

The actions taken subsequent to the review were to:

- Realign the program to better facilitate student success through the first year.
- A dedicated Introduction to Tourism course was created in place of the Organizational Behaviour Course.
- ECON and LAW were separated out from one course and delivered as two separate courses.
- A capstone course was established in the 4th semester using HOTS Simulation Exercise.
- We removed many prerequisites to 2000 level courses which allowed students to take a more evenly balanced HOSP contented course work with breadth from non HOSP contented course work during each of their semesters.
- The program initiated a BBA proposal in 2004 which would have helped with attrition, but this was not taken further.
- We established a part time intake as well to allow students to move at a slower pace.

- We signed a number of articulation agreements with private HOSP college programs to facilitate transfer of their Y1 students into our Y2 programming.
- Future changes also included moving the program to less of a cohort model by allowing students to select most “HOSP” courses in either Fall or Winter semester.
- We changed the ratio of HOSP to OTHER courses in the program, by moving four courses over to Business (Law, HR), MARK and CSIS. This was intended to give students more flexibility in when they took this content. We added a third semester in Summer, to their Fall and Winter option to take this “Other” content. This also increased breadth of content, facilitated transfer into future BBA, provided students with an opportunity to increase their peer networking opportunities, and provided them with the opportunity to gain confidence as they realized they could successfully complete OTHER courses in the program alongside their CBA peers. It also efficiency in course fill rates. (Refer to Appendix G for past PAC minutes)

External Reviewer's Report

Hospitality Management Diploma Comprehensive Program Review (excerpts)

Douglas College

*Submitted by Jon Ogryzlo, Senior Consultant
March 10, 2022*

INTRODUCTION and OVERVIEW

The Hospitality Management Diploma program review report is a comprehensive review that provides 14 recommendations focused meeting requirements that will ensure the ongoing success of the program over the next 5 years. Although some of the feedback data and information from students, graduates and employers had limitations, the approach and analysis of data was thorough. This resulted in an analysis that incorporated the findings into recommendations to reconcile any challenges or to provide for continuous improvement options for the program.

Changes as outlined in the report to learning outcomes and courses should be guided by program and course mapping exercises to provide a structured approach while enhancing overall program effectiveness.

The response rate for student feedback is low and therefore may not capture information that fully informs this review. In terms of the data used for this report, it would be helpful to have student feedback on an annual basis to guide course and program changes and to be consolidated in future comprehensive reviews. Feedback from faculty could be more focused on dealing with student and employer feedback as part of continuous program improvement. The engagement of employers, whether through a program advisory committee or program review survey is missing from the report; it is recommended that employer participation and feedback in the comprehensive review would provide additional input and validity to the report.

The review's major recommendations focus on enhancing the "applied learning" of the program through expansion of experiential learning and incorporating formal work integrated learning such as co-op. The faculty have incorporated a range of software products to provide students with experiential learning and they plan to incorporate the latest software available for students to meet the rapidly expanding digital requirements in the hospitality and tourism industry. As noted in the report the program depends on experiential learning but has to compensate for the lack of facilities such as kitchens, dining room, front desk and bar services. As the cluster of hospitality programs have strong enrolment numbers and provide a significant financial surplus, consideration should be given to investing in facilities that can be used to support the applied learning including the potential for a demonstration kitchen, front desk and bar and food serving facilities which can be used by all the hospitality programs at Douglas College.

In part, the development and inclusion of optional co-op and/or internships will provide students with additional skill development in areas such as restaurant and accommodation operations; as well, this was recommended for hospitality and tourism programs at the provincial level.

Overall, the Hospitality Management program is strong and is an integral part of the Hospitality cluster of programs providing students from secondary school direct access to this industry while meeting provincial program outcomes and contributing support to the hospitality and tourism industry. In particular, the major human resource challenges facing the hospitality and tourism industry, exacerbated by COVID over the past 2 years, places Douglas College hospitality programs in a more critical role in assisting the recovery of this economic sector. It is an opportune time to expand partnerships, build work integrated learning and invest in appropriate facilities to support this program.

REVIEW OF RECOMMENDATIONS

Core Competencies and Program Outcomes

RECOMMENDATION #1:

Program Competencies be reviewed to fine tune to ensure close alignment with program content, core competencies, and program delivery. Risk not aligning experience with expectations leading to lower satisfaction rates and ratings.

It is recommended that further analysis of the program outcomes including the general program outcomes should be completed through a detailed program mapping exercise to identify gaps, repetition and opportunities to fine tune the courses and ensure all the learning outcomes are met across the various courses offered. Transferability would be a key concept in mapping as well, as this program serves as a starting point for further studies

Program Delivery

RECOMMENDATION #6 Indigenization outcomes need to be imbedded in the program to further align with the Strategic Plan goal of producing more well-rounded and enlightened individuals.

This recommendation is critical as the tourism industry is committed to diversity in its operations and in the marketplace with specific priority and recognition of indigenous roles and resources as part of tourism in Canada and beyond.

As the program moves to integrate indigenous learning and internationalization into the curriculum consideration must be given to securing internal expertise, support and assistance. This in part will require providing program faculty with professional development opportunities to support the review and incorporation of these program outcomes into their courses and lesson plans.

RECOMMENDATION #13 Integrate into Global Competencies Certificate.

Integrating the Global Competencies Certificate into the program will provide competencies in internationalization for students. Consideration could be given to internationalize the curriculum to deliver training that incorporates international examples and learning to meet the needs of the wide diversity of international students who comprise over 80 percent of registrants.

RECOMMENDATION #12: Consider OB course as an alternative to or in addition to HR course. Organizational Behaviour part of Douglas College CBA diploma and degree core.

Decisions on recommendation #12 should be informed by the mapping exercises on program competencies and outcomes recommended above.

RECOMMENDATION #9: Develop hybrid course delivery options. Risk losing market share to those that do provide.

This recommendation seems in line with recent developments and requirements related to course delivery during COVID and could become part of a more flexible delivery system, particularly for students that have to balance school and work.

Work Integrated Learning Opportunities

RECOMMENDATION #2

Develop co-op and/or Internship and/or practicum. This will enhance perception of a deeper product line and engage prospective and existing students.

As most other hospitality programs in BC have co-op or internships for their students, from a competitive perspective it would be important to develop a more formal, academically integrated option for students to obtain experience and network into the Canadian hospitality industry. ... Also, there are opportunities to develop the work integrated learning opportunities as employers need to develop and support creative ways to attract talent. This approach fits with building more sustained partnerships with industry and developing an active program advisory committee.

RECOMMENDATION #3: Develop a Field School Opportunity to align with global competency objectives. This will enhance perception of a deeper product line and engage prospective and existing students

RECOMMENDATION #4: Develop an Exchange Opportunity to align with global competency objectives. This will enhance perception of a deeper product line and engage prospective and existing students.

These two recommendations could go a long way to supporting internationalization of the curriculum, but there may be challenges with international students participating in third country training opportunities.

Course Delivery and Experiential Learning

Professional development opportunities for faculty and support staff are essential for staff to ensure that simulations, software and other learning tools provide the most up-to-date approaches in the hospitality and tourism industry.

This focus on simulation exercises that are integrated into most courses also requires capital investment into computer labs so that students can engage in digital simulations and work in teams. It is not clear in the report on the role the Learning Centre plays in course delivery and experiential learning.

RECOMMENDATION #10: Encourage further use of Douglas College Learning Center.

RECOMMENDATION #11: Introduce POS and S&C programs into curriculum to enhance experiential learning outcomes and perceptions of currency.

RECOMMENDATION #14: Source additional lab space to ensure ability to deliver on experiential and currency components of the program.

Due to the strong enrolment numbers, growth of additional hospitality programs and the significant financial surplus generated by all the hospitality programs, it may be time to review the possible capital infrastructure needed to support student learning in key hospitality skills. ... There are innovative approaches in addition to simulation software to support this type of learning. New approaches could include investing in a demonstration kitchen, demonstration bar and food service area, and front desk operations. Creative use of space could consolidate this type of applied learning lab into a single area. There is also a need for sufficient computer labs that can be shared across all hospitality programs.

Admissions, Enrolment and Pathways

Although the program depends almost entirely on international students, changes to attract domestic students and ensuring up to date pathways are vital to meet local demand and provide opportunities for graduates from regional secondary schools.

The following recommendations on renewing agreements and ensuring smooth access for secondary students into the program will continue to be important.

RECOMMENDATION #5: Revitalize SD 41, 43, 46 MOUs to ensure capture of those cohorts into our program.

RECOMMENDATION #7: Track Tourism 11 and 12 high school delivery model to ensure currency of SD 41, 43 & 46 MOUs

Student Outcomes

As identified in the report the methodology of obtaining information and feedback from students and graduates needs to be reassessed. Both the student and alumni survey results are based on very limited numbers of responses and may not provide a complete picture of student satisfaction with the program and the outcomes in the workforce or for further study. Perhaps an annual mandatory in-class survey

would be helpful. Follow up with graduates on annual basis would also provide more immediate and reliable results.

Consideration should also be given to the level of related employment, particularly the high number of graduates that are F&B servers on completing a 2 year diploma program. This could be in part the lack of experience that could be built up through a co-op program and more applied learning in dedicated facilities at the college.

It is difficult to tell whether the survey respondents represent a fair cross section of graduates due to the low response rate. As stated above, higher levels of feedback and currency are required to get a clearer picture of student satisfaction and outcomes.

Employer Satisfaction, Program Advisory Committees and Partnerships

The report does not provide any survey data or feedback from employers on the graduate skill levels or satisfaction with the hospitality management program. Information on possible satisfaction with the program outcomes is anecdotal based on limited feedback from students and survey feedback from program faculty.

In the future the college should consider an employer survey to gauge the level of satisfaction with the program and graduate skill levels.

The role of the Program Advisory Committee, which met the last time in 2012, needs to be reviewed in terms of providing advice and support to the program and in the case of Douglas College to the 5 hospitality programs including the degree option.

Due the major changes and shifts occurring in the hospitality and tourism industry in British Columbia and Canada as part of the recovery from the economic devastation related to the COVID pandemic, it is an opportune time to work more formally and directly with employers. This could include a revitalized Program Advisory Committee with more formal and frequent meetings particularly with the potential for developing co-op, internships, practicums and applied learning projects.

[NOTE] Some of the comments in this report are about the actual review process such as student and employer feedback and the policies concerning program advisory committees that go beyond this particular program and would require consideration by senior college officials.

**DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
RESPONSE FROM THE
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST**

Douglas College Administration policy A38: *Program Review* requires a follow-up plan be developed by the Vice President, Academic and Provost, in response to the Self-Study and External Report.

FACULTY (Lead Dean/Associate Dean)	<i>Click to enter Faculty Name</i>	
Department / Program	Hospitality Management Diploma	
Date Submitted	March 2022	
External Review Panel (ERP) <i>[List all]</i>	John Ogryzlo	Senior Management Consultant
Reason for Timing of Comprehensive Review	<input checked="" type="checkbox"/> Schedule (routine) or <input type="checkbox"/> Off-cycle, due to emergent concerns (<i>specify below</i>) <ul style="list-style-type: none"> <input type="checkbox"/> Changes in discipline/field/licensing <input type="checkbox"/> New program development <input type="checkbox"/> Demand/enrolment/budget concerns <input type="checkbox"/> Other (<i>specify</i>) 	
Date of last Comprehensive Review	N/A	
RESPONSE/RECOMMENDATIONS		
SUMMARY RESPONSE	<p>In general, the reviewer (and VP Academic & Provost) support the 14 recommendations of the comprehensive review. The external reviewer wrote positively of the program, noting that: it had grown significantly since its inception, it now has robust enrolments, it offers pathways to more advanced credentials, is relatively well resourced and is well poised to supply graduates for an industry recovering from the ravages of COVID. However, while the external reviewer acknowledged the broad scope of the comprehensive review and thorough analysis of the data at hand, certain limitations were also identified, including a paucity of student and employer feedback.</p>	
All Self-Study recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>[If no, brief explanation.]</i>	
All External Report recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>[If no, brief explanation.]</i>	

<p>VPA's RECOMMENDATIONS</p> <p>In particular, <i>DDP name</i> should focus on the following:</p>	<p>The VPA strongly supports all 14 recommendations of the Comprehensive Review Report. However, it would be difficult and unwise for program leaders to attempt to address all of the recommendations simultaneous. The VPA asks that the program coordinator work with the Dean's office to prioritize the 14 recommendations with early emphasis given to: 1) reactivating the Program Advisory Committee (PAC) according to the most recent PAC Policy and Guidelines, either as an independent PAC or as a PAC serving this and related credential programs, 2) work with Institutional Effectiveness to develop and implement tools for collecting more robust student feedback, 3) conducting a detailed program/curriculum "mapping exercise to identify gaps, repetition and opportunities to fine tune the courses and ensure all the learning outcomes are met ..." and 4) improving the enrolment of domestic students.</p> <p>As per the College's routine follow-up to comprehensive program reviews, the Department is to submit its Implementation and Action Plan (IAP) to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.</p>
<p>Next scheduled PR:</p>	<p>2027</p>



Vice-President, Academic and Provost

May 2, 2022

Date