

FLORIDA GULF COAST UNIVERSITY

**RESORT & HOSPITALITY MANAGEMENT
PROGRAM**

SEVEN-YEAR PROGRAM REVIEW

MAY 2008

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Introduction

The focus of this Program Review Report is the FGCU Resort & Hospitality Management Program.

The Resort & Hospitality Management Program (RHM) at FGCU was established in 2003, six years after the opening of Florida Gulf Coast University. The University has experienced double digit growth rate since its inception. The Resort & Hospitality Management program, like many other degree programs on campus has felt the impact of barely establishing the B.S. degree program and suddenly being pressed to meet the needs of hundreds and hundreds of student majors seeking a degree. The initial goal set in 2003, was that the Resort & Hospitality Management program grow to approximately 200 students and be self- sustaining by year five of it's establishment. The long range plan was to grow the hospitality program to 500 plus students. The University used the Herbert J. and Margaret Sugden's donation of 5 million dollars to FGCU to assist in seeding the operation costs of the new program and building a hospitality academic building on campus. The program was placed in the College of Professional Studies until such time that it grew large enough to follow in the path of other hospitality programs in the state and be its own Hospitality College.

In actuality the program had over 200 student majors in year two and is anticipating over 400 student majors for fall of 2008. This rapid growth is both a blessing and a curse to the implementation and delivery of a quality Resort & Hospitality Management (RHM) Program at FGCU. The history, mission, goals, student learning outcomes, SWOT analysis and internal assessment of the Resort & Hospitality Management program are reported in the following pages and in the attached documents in the appendix.

History

The origin of the Resort & Hospitality Management Program at FGCU was the result of community business leaders lobbying the President of FGCU to establish a hospitality management program that would home grow a strong labor pool of educated and experienced students to fill positions upon graduation in the regions hotels, resorts, country clubs and restaurant businesses. A corresponding gift of 5 million dollars from local philanthropists Herbert J. and Margaret Sugden to build a hospitality building on campus and seed the first years of operation of the new hospitality program pushed the establishment of the program forward. A portion, \$800,000 of the Sugden donation was earmarked for start up funds for the program and the local hospitality community pledged \$600,000 in additional seed money to support the hospitality management program start up. In 2003, a Director was hired to develop the hospitality curriculum and implement the degree program. The President of the University had appointed an advisory board of hospitality, country club and restaurant leaders which the director consulted with to develop a curriculum that met the needs of the area's unique resort hospitality economic sector. The decision to focus the academic degree program on the unique management needs of resort regions, resulted in a curriculum that offered traditional food, beverage and lodging courses and added recreation amenities management into the degree requirement. This curriculum combination is an ideal match to serve Southwest Florida's economy and from a macro perspective creates a niche area of specialization for the program

to make use of in developing the reputation and recognition of the program nationally. The Resort & Hospitality Management Degree Program curriculum was submitted to the College of Professional Studies and University Curriculum Committee in spring of 2004 and approved. The official Resort & Hospitality Management degree program began in fall of 2004. Since that time the program has added a PGA accredited Professional Golf Management concentration, which becomes a major in fall 2008, a 15 credit Event Management concentration and a 15 credit Spa Management concentration. The program has grown from 2 to 388 student majors in four years. (Appendix A) The University plans to open the Herbert J. Sugden Hall for classes in August of 2008. (Appendix B) This building's classrooms, learning laboratories and public spaces are all designed to meet the specialized functions and needs of a hospitality academic program.

Mission and Purpose of Program

The Resort & Hospitality Management Program is committed to teaching, research and service that provides an outstanding educational experience to students and provides a continuing labor pool of educated individuals to fill resort and hospitality management positions in the region.

The Bachelor of Science Degree program in Resort & Hospitality Management prepares students for high demand professional careers in all aspects of the resort and hospitality industry including: resort management, professional golf management, club and spa management, hotel and lodging management, event management, commercial recreation and attractions management, food and beverage management, resort timeshare management and tourism destination management. The curriculum is uniquely focused on providing students with leadership skills and practical education. The curriculum combines traditional food, beverage and lodging courses with resort amenities management courses to meet the complex management challenges of the resort and hospitality industry today and in the future.

Previous Recommendations

Not applicable. This is the first program review for the Resort & Hospitality Management Program at Florida Gulf Coast University.

Teaching, Research, Service goals and objectives

The Resort & Hospitality Management program has an eight person team of staff, faculty and administrators dedicated to a long range vision of being recognized as the best resort and hospitality management program in the country. Each year the goals and objectives set by professional staff members reflect this vision in their Professional Development Plans (PDP). Ambitious goals and high standards are the expectation within the unit. Demonstration of these high standards are evidenced by the high teaching evaluation scores that faculty and adjuncts routinely receive from students, higher than expected research production by faculty and

demanding internal and external service hour commitments. These accolades are attributed to the RHM professional team despite the demands placed on them from a program that is in an unmanaged growth mode, does not have the requisite hospitality facilities found in competing programs, has a dynamic curriculum environment and does not have, nor has ever had the number of faculty lines and staff resources necessary to meet student demand and the ongoing and continuous goal of providing an outstanding teaching, research and service experience for students and stakeholders.

Academic Learning Compact (ALC)

The Division of Resort & Hospitality Management mission, goals and objectives are consistent and in keeping with Florida Gulf Coast University's Academic Learning Compact. (ALC) This compact commits the University and the RHM Division to academic excellence and continuous quality improvement as supported by a sound teaching—learning process. Within the process, students and instructors share the responsibility for learning that is a movement from the simple to the complex, the concrete to the abstract and the dependent to the independent. The RHM Division in support of the ALC has facilitated the teaching, research and service goals and objectives of the division to support the teaching-learning process by clearly stating expectations, aligning curricula with expectations, and using assessments to guide continuous improvement. To this end the Resort & Hospitality Management Division has identified the following core learning outcomes: (Appendix D)

Content/Discipline Knowledge and Skills

Graduates will be able to:

1. Demonstrate content knowledge in the field of Resort and Hospitality Management
2. Research and analyze information in the field
3. Translate theory into practical applications in the resort, hospitality, recreation and tourism industry
4. Demonstrate satisfactory oral and written presentation skills
5. Demonstrate industry competency and skills during field experiences/ internships
6. Evaluate information in order to understand the dynamics of changing work environments, problem solve, make decisions, and provide leadership skills necessary to succeed in the resort, hospitality, recreation and tourism profession
7. Analyze, synthesize, and evaluate real-world work experiences as contrasted with textbook theory
8. Demonstrate ability to develop a comprehensive recreation program plan for a resort or hospitality organization
9. Use accounting and financial skills necessary to demonstrate competence in dealing with changing economic conditions in the resort and hospitality industry

Communication Skills

Graduates will be able to:

1. Employ the conventions of standard written English
2. Select a topic and develop it for a specific audience and purpose with respect for diverse perspectives
3. Select, organize and relate ideas and information with coherence, clarity and unity

Critical Thinking Skills

Graduates will be able to:

1. Select and organize information
2. Identify assumptions and underlying relationships
3. Synthesize information and draw reasoned inferences
4. Formulate an appropriate problem solving strategy
5. Evaluate the feasibility of the strategy

Additional FGCU University Wide Learning Goals and Outcomes

1. Information Literacy
2. Technological Literacy
3. Ethical Responsibility
4. Aesthetic Sensibility
5. Culturally Diverse Perspective
6. Ecological Perspective
7. Community Awareness and Involvement

Learning Assessment systems

Assessment of Content/Discipline Knowledge and Skills

Content discipline knowledge and skills are assessed at the college and program levels through the following mechanisms:

1. Students successfully complete a resort and hospitality management senior portfolio project in the Resort & Hospitality Management Senior Seminar course. For this project faculty evaluate the content knowledge of the student in the field of Resort and Hospitality Management, the ability to research, use technology, analyze information, and the ability to translate theory into practical application through a series of assignments that are included in the portfolio submissions. The assignments also allow the faculty to evaluate the students' written and oral presentation and communication skills. Conceptual knowledge of the industry is furthered by case study analysis of ethics in the work place and review and analysis of invited industry expert panels that discuss, engage and convey exemplary leadership characteristics to the students in the classroom. (Appendix E)
2. Students successfully complete a minimum of 1500 division approved internship/field experience work hours in the resort, hospitality, recreation, or tourism industry. Students are externally evaluated a minimum of three times by a supervisor on their industry competency and skills as part of the internship/field experience. A competency assessment tool is part of the field experience and internship agreements between the hospitality businesses and FGCU's RHM program. (Appendix F)
3. Students successfully complete class simulation exercises and other assignments that demonstrate the ability to analyze, synthesize and evaluate their real-world required work experience as contrasted with textbook theory in the following RHM Core Courses;

HFT3003 Introduction to Resort Development, HFT3670 Law, HFT3407 Accounting, HFT4408 Budget & Finance, HFT3006 Human Resources, HFT3443 Hospitality Information Technology, HFT3573 Marketing, and HFT4342 Resort & Recreation Planning, Programming and Facilities Design. (Appendix E)

4. Comprehensive Test. On-going discussion among faculty and administrators in RHM of the design, development and benefit of administering an RHM Core Curriculum Comprehensive Examination, to be given to all seniors their last semester on campus. Plans to administer a comprehensive test have been deferred until at least 2010 in recognition of the need to develop a sound testing instrument, properly make students in the program aware of the testing requirement upon declaration of RHM major and to provide a test review guide to students prior to the administration of the test.
5. Prior to graduation each RHM student takes part in a Division exit oral interview program Director or faculty member and completes a self- assessment survey of RHM content/discipline knowledge and skills as part of the Senior Seminar class. The Golf Management Program in its third year of a five year program and plans to administer a program assessment test to the students in fifth or final year of the students' degree program. On-going assessment of the Golf Management part of the curriculum is part of meeting PGA accreditation standards and on-going. (Appendix G)

Assessment of Communication Skills

Communication skills are assessed as part of the General Education Program through papers, exams, and projects completed in ENC 1101, Composition 1, ENC 1102, Composition 11 and HUM 2510 Understanding the Visual and Performing Arts. Communication skills are also assessed in the RHM Senior Seminar Class and students are offered an RHM Professional Communications and Presentations elective course, HFT 4286 . A majority of the required RHM courses, as reflected in their course descriptions, learning objectives and accompanying syllabi which require students to demonstrate oral and written competency. The learning outcome is assessed through individual and/or group presentations, research and report assignments that are evaluated as a percentage of the course requirements and grade. (Appendix E)

Assessment of Critical Thinking Skills

Critical thinking skills are assessed as part of the General Education Program through papers, exams, and projects completed in ENC 1101, Composition 1, ENC 1101, Composition 11 and HUM 2510 Understanding the Visual and Performing Arts. Critical thinking skills are also assessed in the Senior Seminar class and the Internship Paper. Through a series of reports and assignments; as evidenced in the course syllabus and Internship Requirements; students translate theory into practice by linking information and concepts from hospitality courses they have taken in the RHM program to actual hospitality work experiences in their report. (Appendix F)

Implementation and/or modifications

The RHM program has graduated 79 RHM majors. Designated internship and field experience sites have been established and over 500 placements have been made since the programs inception. The senior class assessment survey has been administered to 109 senior

RHM students. The program did modify the curriculum in 2007 as a result of student and faculty feedback by developing a Lodging Operations and Management, HFT 4253, course that is part of the core curriculum choice. Students may elect to take HFT 3443 Hospitality Information Technology or if they enter the program technologically competent may take the Lodging Operations in its place. This was a change in response to the recognition that as of 2008 a majority of students entering college have been exposed since Kindergarten or pre-school to information technology, computers, internet and electronic game technology and know how to use these mediums of communication and reporting with ease, or easily adapt to the latest technological offering. The Hospitality Technology Course that is offered is geared to students that need a basic technology course that will allow them to easily navigate and learn the myriad of software programs that hospitality businesses use, that they will be exposed to in an internship experience and in their first job upon graduation.

In implementation of the program, student feedback identified the need for an on-site advisor and coordinator of the internship program. The program responded to this request by making it a priority position request to the College of Professional Studies Dean for 2008. The Provost's office approved the position. The Division will be filling the position over the summer of 2008.

At the urging in 2007 of the University Curriculum Committee and with Institutional Planning's office concurrence the 39 credit Professional Golf Management Concentration was submitted and approved as an RHM program major for fall of 2008.

Data collection for actual outputs and outcomes

The program, in its fourth year has been collecting self surveys of students regarding the program and stated mission of the university. (Appendix H) Data from the survey for the past two years of the senior graduating class has been analyzed and the results of the survey are positive, an indication that the program is meeting its mission from our students' perspective. The overall results of the self assessment survey follow and report responses in all categories in the range of 3.9 to 4.3 out of a possible 5 points. The program is in the process of collecting information on full-time employment upon graduation in industry jobs and percentage of students that are employed regionally, state-wide, nationally or internationally. The program also has an RHM Advisory Board of industry professionals that formally meet three times per year and provide feedback and make suggestions for improvement of the program.

Overall Rating

Student Exit Interview

RHM Division's Performance Rating:

	1 poor	2 fair	3 good	4 very good	5 excellent	no answer	Total Students	mean score
1. Translate theory into practical application in the resort, hospitality, recreation and tourism industry.			15	62	31	1	109	4.1481
2. Be sensitive to, and supportive of, a culturally diverse, complex, and technologically advanced workplace that is found in resort, hospitality, recreation and tourism organizations.			11	50	48		109	4.3394
3. Think quickly, make decisions, problem solve, be creative and flexible, embrace changing work environments, and provide leadership skills necessary to succeed in the resort, hospitality, recreation and tourism profession.		1	18	51	39		109	4.1743
4. Master good communication, listening, and interpersonal skills.			15.5	48.5	44	1	109	4.2639
5. Communicate with and manage employees and demanding customers in the resort, recreation and tourism workplace.	1		17	51	39	1	109	4.1759
6. Perform critical thinking skills.		1	19	53	36		109	4.1376
Overall Rating of the RHM Division in achieving its mission at FGCU:								4.2066
7. Internships/Field Experience	1	3	17	52	34	2	109	4.0748
8. RHM Curriculum Advising/Mentoring	3	8	24	38	34	2	109	3.8598
Overall Rating of the RHM work, advising, mentoring experiences:								3.9673

How well has the program met the goals and objectives within context of mission?

The program has been successfully implemented and has graduated 79 students with a B.S. degree in Resort & Hospitality Management. The program's academic experience is rated high by the students attending classes, meeting the goals of the program by providing a quality hospitality education experience in the classroom. The mean scores from the FGCU Student Assessment of Instruction that is administered by the University each semester which rates classroom instruction averages well over a 4.0 on a five point scale for all full time professors in the unit. Senior student majors have also given the program very good to excellent evaluation ratings of the degree program in the exit interview survey and discussions. Over the past four years RHM students have been placed in over 500 field experiences or internships with a majority placed in Lee and Collier County. The Professional Golf Management Program (PGM) program has also successfully placed its first two years of student cohorts into more than 80 internships across the country. The program has been tracking its graduates and is pleased to report a majority of RHM graduates are being offered supervisory and management tracked positions in the area resorts, hotels, restaurants, meeting facilities and country clubs, meeting the goals in establishing the program. A sampling of recent positions that RHM students have secured upon graduation from the program is found in the appendix. (Appendix I)

How well are students meeting expected learning outcomes

The self assessment surveys that the students have been completing in their senior year indicate that students rate the program and University very high on meeting its mission and academic learning compact initiatives. Students overall rating of the RHM Division on achieving the missions as set forth by the University and adopted by the program was 4.2 out of 5, a very good to excellent rating. (Appendix H) In analyzing the data in more detail the ratings from the most recent survey showed that in several categories results were higher than in previous surveys. This was particularly true in the ratings that are in categories relating to internship, field experiences, advising and mentoring. This is an indication that the changes the division has instituted to the internship and field experience process in response to past years student and employer feedback have been successful.

Another measure of students meeting expected learning outcomes is found in the internship and field work required student reports. Each student is asked a question in all three work experience reports that they turn in, what lessons they have learned, how do they relate to the RHM course work, and what suggestions they have for the RHM program based on their experience. They are also asked a similar question in the Senior Seminar Class regarding suggestions for the program and words of wisdom to pass along to future RHM students. (Appendix H) This format elicits feedback and discussion that helps the program administration, staff and faculty assess areas that need continued improvement and what areas of the program we are delivering successfully.

Exit interviews are given to all graduating seniors and have garnered overall positive responses to questions regarding meeting their education experience goals in the RHM program at FGCU. With very few exceptions, most students when asked feel favorably confident of being adequately prepared to seek, secure and be successful in a hospitality management professional position upon graduation.

All majors seeking a degree have been able to successfully complete the 1500 hour (approximately 9 months full-time) work experience in the hospitality field, a requirement of the program. The students have also been evaluated by industry supervisors and faculty to gain feedback on their work and knowledge competency.

Students consistently rate faculty high (over a 4.0 out of 5.0 average) on facilitation of learning category in all offered RHM classes.

The administration of Core Curriculum Comprehensive examination is under discussion as a possible assessment tool to review program progress in meeting goals and objectives and ALC compacts. This test is not expected to be implemented until 2010 or after.

Common pre-requisite and limited access

The students are offered HFT 1000 an Introduction to Hospitality and Tourism class, which can be taken freshman or sophomore year.

Through first year advising services and available on the FGCU website, students are also presented freshman year with *suggested* general studies courses for RHM majors (Appendix J) The RHM Division faculty have reviewed these suggested courses and believes they will assist students who are looking for guidance in their preparation to take upper division Resort & Hospitality Management classes and with their long term goal of a career in hospitality management. Hospitality and tourism is a very broad academic discipline and educates

students in sixteen major industry segment areas. The fundamental education that is needed to be successful in these areas is offered in the upper division RHM core curriculum classes that all RHM majors are required to take. Because of the different career options within the industry and the position variability over a hospitality career, a one type fits all personality and skills set does not best serve the education purpose. We encourage a range of differing strengths and interests and therefore do not promote or adhere to a strict set of pre-requisite classes for students to take prior to taking the RHM upper division coursework.

The Professional Golf Management Program has limited access. Students must certify they have a golf handicap of 12 or less in order to be admitted to the Professional Golf Management Program. This is required by the PGA accreditation body. No plans are under consideration to change the limited access program requirement.

Assess the sufficiency of resources and support services to achieve the program goals and objectives

The current faculty and staff resources of the RHM Division are:

Two full-time Assistant Professors

One full-time Associate Professor

One PGM Program Director/faculty with a half time teaching load

One RHM Division Director/faculty with a quarter time teaching load

One PGM Internship Coordinator

Two executive secretaries, one RHM, and one PGM
(Appendix K)

The division relies heavily on adjunct professors to be able to offer the necessary classes for students to progress toward their degree requirements at FGCU. The program offers approximately 25 classes per semester and 12 classes during the summer sessions. More than 50% of these courses are taught by adjunct professors. The goal of the program is to reduce this level to a more acceptable 25-30% of classes to be taught by adjuncts.

Full-time faculty teaching assignments assist the program in assuring that program delivery is attainable and full time faculty to student ratio's are important measures in seeking accreditation in the future. All faculty have routinely developed new preps for classes because of first time offering of RHM core courses or that new courses have been added to the curriculum by the additions of the event, spa and golf management concentrations.

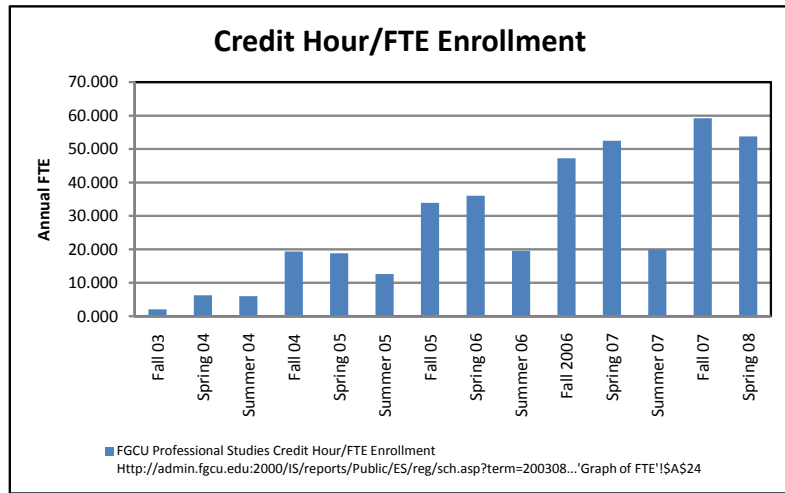
To meet demand for courses and provide flexibility to our student clientele offering all core RHM classes in an on-line format option is also the goal of the RHM Division. Faculty are very involved in the development, process and implementation of new or hybrid class delivery formats. Sixty percent of the RHM Divisions core courses are offered as either an in-class or on-line option. The on-line courses are offered at least one time per year.

The RHM program meets or exceeds the University's recently increased class size goal of 32 students per undergraduate class each semester, including summer sessions. Due to increased student demand the program has been increasing class sizes each year and adding sections. The new hospitality academic building, Sugden Hall will be open in fall semester of 2008. It has four large classrooms that hold over sixty students per room. This should alleviate the program's classroom size concerns on campus.

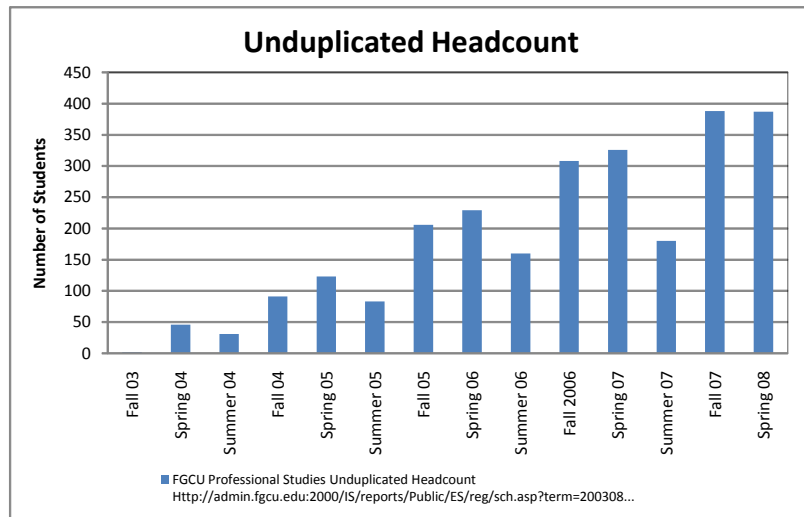
Because of limited classroom availability on campus and also to expand the reach of the program into the Naples area, the RHM program is one of the few FGCU programs to offer several classes during the fall and spring semester's at the Naples Campus facility, 30 miles away. Even with the opening of Sugden Hall the program plans to continue to offer classes on the Naples Campus if space is available. The RHM Division is in discussion with a local community college in formalizing a two plus two agreement to foster access and availability of classes to students and adjunct faculty that are a long distance from the main campus in Estero. This campus also serves both economically advantaged and disadvantaged areas of Collier County. This strategy plans to avail the RHM program to a more diversified student body and to provide more students for internship and field experience in Collier County resort and hospitality businesses.

The rapid growth of the program from 2 to 388 majors in four years is reflected in the following detail.

Semester	Annual FTE
Fall 03	2.100
Spring 04	6.300
Summer 04	6.000
Fall 04	19.350
Spring 05	18.850
Summer 05	12.600
Fall 05	33.875
Spring 06	36.025
Summer 06	19.550
Fall 2006	47.200
Spring 07	52.475
Summer 07	19.950
Fall 07	59.225
Spring 08	53.750



Semester	Headcount
Fall 03	2
Spring 04	46
Summer 04	31
Fall 04	91
Spring 05	123
Summer 05	83
Fall 05	206
Spring 06	229
Summer 06	160
Fall 2006	308
Spring 07	326
Summer 07	180
Fall 07	388
Spring 08	387



Herbert J. and Margaret Sugden gifted \$800,000 and the local hospitality industry pledged and additional \$600,000 in money to seed the first three years(2003-2006) of start up salary and operation costs for a Hospitality Management program at FGCU. The plan was that from 2006 forward the University would be realizing the benefits of the students enrolled in this new program and be able to pick up the salaries and operation costs of the RHM Division as the gift and pledged money from the Sugden's and the industry ran out. As of July 2007 the University was budgeting for all full-time faculty and staff salaries in the RHM Division. The lion's share of the operation and adjunct budget has been paid for through division fundraising efforts in the community. The approval of the needed additional position lines to provide and assure the delivery of instruction in the core areas of the degree has not been realized to date.

The CPS Dean has been and continues to appeal to the Provost's office of the University to recognize through additional funding to the College, the positive impact and contribution the RHM program makes to the University through it's FTE generation, it's high percentage of out of State students, it's graduates contribution to one of the areas key economic sectors, hospitality and tourism and the program's good will in the community. The CPS Dean established an RHM Division operation budget in the College for the first time in 2007-2008. The budgeted amount in line items was nominal but hoped to serve as a starting point to being considered when the annual operating budget needs are determined for the Colleges.

The division is fortunate to have the support of the local hospitality community though a 45 member Resort & Hospitality Management Advisory Board made up of high ranking members in Southwest Florida's hospitality community. (Appendix N) The RHM Advisory Board puts on an annual fundraising event that raises approximately \$200,000 per year to benefit the FGCU hospitality program. These funds were used to meet the pledge the industry gave to the University to assist in start up funds for the first three years of operation or \$ 600,000 dollars. The understanding was that after their pledge was met, the costs of the program would be absorbed into the University budget because by that time it would have the necessary FTE generation to be self- sustaining. The RHM Advisory Board's continuation of the fund-raising event to raise money beyond the pledge of \$600,000 has assisted the RHM Division in earmarking monies for student scholarships and to pay for marketing and operation expenses that advance the quality of the program and build the program's state and national recognition and reputation. In 2007-2008 the Advisory Board recommended that the funds raised should be used to pay for upgrades to the resort & hospitality management facility being built on campus. The University has continued over the past two years to rely on these package auction dollars that are raised at the annual event to offset the basic operations costs of the division.

The community dollars that are raised through an annual fundraising auction are deeply appreciated and the money has created added opportunities for the RHM Division. However, the time commitment and dedication of faculty and administrative resources to every year raise its own external (non-grant) dollars for operations survival has been an added pressure on the limited faculty, staff and administration of the RHM Division during the first years of program's implementation. The challenge has been to ensure that the teaching, resource and service mission of the division does not take a back seat to the fundraising efforts.

Given the programs size of 388 majors, with a projected continuance of the double digit growth rate and high numbers of SCH's and FTE generation in relation to it's unit size, the RHM program is under- resourced in budgeted faculty lines, staff positions for advising and operations based on it's contribution to the University.

Identify strengths, weaknesses, opportunities and threats (SWOTs) that support or impede achievement of program goals.

Strengths

The programs geographical location in the middle of a hospitality rich environment of high end resorts, residential resort communities, hotels, private clubs and restaurants provide excellent work experiences for students and offer a plethora of full-time position opportunities upon graduation.

The program benefits from its' affiliation with a relatively young University, FGCU enhancing the nimbleness in creating programs and initiating new development to meet educational and research activities.

Support and recognition of the program from local area hospitality leaders. The program benefits from a 45 member Resort & Hospitality Management Advisory Board.

Support and recognition of the program from FGCU administration.

Herbert J. Sugden Hall is opening for classes and faculty occupation in August 2008. This building has been designed to meet the unique educational functions of a resort hospitality program and be a home on campus for the hospitality students. The second phase of the build out includes academic teaching labs to meet the curriculum needs of the program. This building is a source of pride for the students, faculty and hospitality community who have contributed to its design and development.

PGA Accredited Professional Golf Management Program. One of twenty programs of its kind in the country.

Education exchange program with international hospitality school in Switzerland , Cesar Ritz.

Growing scholarship endowment.

Ability to raise external funds to assist program in creating quality education experience for students and faculty

A strong administration, staff and faculty team structure.

Mix of on-line and in- class instruction build flexibility into the program for students.

Faculty has expertise in several areas of hospitality specialization.

Faculty have a balance in the areas of teaching, research and service.

Faculty has a student's first attitude and provides high quality teaching evidenced by a majority of evaluations receiving 4.0 or higher on a 5 point scale.

Faculty is skilled in diverse teaching delivery methods such as labs, distance learning, distributive learning, and large and small class sizes .

Faculty has a high level of motivation to create their own hospitality expertise niche and publish in that area to develop their professional reputation nationally and internationally.

Faculty service commitment to the College, the University, the Community and the Profession is high for all faculty members.

Over 100 partnering relationships with the regional hospitality and club industry to support RHM Internship program and the Professional Golf Management Program. These partnering relationships generate visibility in the community, creating a supportive industry environment, making the program and FGCU more germane to the area's economy .

Diverse demographic backgrounds of students. Program has a high percentage of out of state students (28%) and a number of international students . (Appendix M)

Weaknesses

High student demand for program with insufficient full- time faculty to meet instruction needs.

Program not yet accredited by Council of Hotel, Restaurant and Institutional Education (CHRIE). Number of years to seek accreditation goal extended as full time faculty positions are not increased and teaching to student ratios climb into ranges not acceptable for accreditation purposes .

High use of adjuncts for instruction. Adjunct taught courses are of extreme value to a program, especially to hospitality programs that place a strong value on experience in the industry in addition to teaching credentials. However, to continually rely on the ability of the program's administration to successfully seek out (SAC) qualified adjuncts in specialized areas to teach a majority of the program's classes is perilous. Not having enough full-time faculty to minimally cover the core required courses of a program is fraught with potential problems and probable jeopardy of the academic program's quality and long term success.

No alumni support due to young nature of University and program .

Lack of State and National name recognition or reputation of program.

Internship and field experience is high volume and requires faculty oversight and grading of final papers. No formula is currently used to credit faculty for the work that they do on these internships and field experiences. The program has made over 500 placements since its inception. All students take a minimum of nine credit hours of work experiences. At current student major numbers we will have triple the volume over the next two years .

Faculty are currently assigned to advise students once they are juniors and taking RHM classes. The high volume of students will require at least a part- time RHM advisor to assist students with advising issues.

Limited outside industry grant opportunities exist to assist faculty with their research and publications.

Because of the limited number of full- time faculty in the program; faculty are pressed to serve on many committees and attend many meeting that compete with hours needed for research and publication efforts .

Opportunities

Rapidly growing, popular program drawing students from across region, State and nation .

Program demand expected to rise with continued growth in FTE and SCH generation for College and University .

Event Management Concentration and Spa Management Concentration are selling points and differentiate the program from many other hospitality schools. These concentrations offer the program the opportunity to push image and reputation building for the RHM program though it's unique curriculum and faculty research and publications.

Spa Management and Event Management Concentrations offer the potential to develop future on-line certificate programs.

Distance learning offerings continue to build flexibility into the program and extend the reach of students that the program can serve.

Two plus Two Agreements with Edison Community College to further utilize the Naples Center campus.

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Begin to build program name recognition and national reputation through concentrated public relation strategy efforts detailing the programs progress, new building opening, faculty research and publication findings and special student interest stories.

Threats

The recent economic downturn in the State's economy and the impending budget cuts have already impeded the progress of the program in getting current faculty and staff resources to meet the current program needs. The projection of these cuts to continue over the next few years' along with and limited freshman enrollment may curtail the program's growth. Delivering a relatively new, growing quality program under these budget constraints is difficult.

Current and potential competition from other colleges in the area, state of Florida and nation wide.

Unmanaged growth of program. No control process is in place to limit student access to programs which are under-resourced, to ensure quality delivery of programs. Faculty suffer from fatigue as they have continuously growing class sizes and student advising responsibilities.

Insufficient number of PhD programs to educate needed hospitality faculty. This makes recruiting faculty to the area difficult and expensive especially with our non-tenure earning University status .

The Division has two out of unit administrative faculty members. The current promotion criteria at the University does not address out of unit administrative/faculty situations as any different than in- unit full-time faculty. Hardship conditions exist for getting a promotion as out- of- unit administrative / faculty in a reasonable time period.(4-6 years). This is problematic if the administrator does not have full professor rank when he/she is hired. In the long term this may become a factor in retaining experienced persons in administrative positions that seek promotion in order to improve their financial condition and long term financial retirement goals. They may choose to relinquish their administrative duties to be full-time faculty members out of financial prudence.

Hospitality is the world's largest industry. In robust and moderate economic time periods it is not uncommon for hospitality graduates at well reputed programs to have three to seven job offers upon graduation. The hospitality and tourism industry is predicted to suffer downturns as gas prices continue to climb and travel declines. As businesses tighten their belts during this economic cycle they may cut back or not expand business, making it more difficult for graduates of the RHM program to find work in the industry upon graduation .

Generate recommendations based on review findings

Short term Recommendations 1-3 years

Develop strategy to align number of full-time faculty positions and specialized staff needed with number of students enrolled in the program. The goal is to have 70-75% of all classes offered, taught by full-time faculty members. This will assist in the goal of seeking accreditation of the program in the next three to five years.

Continue to collect and analyze data to make sure we are meeting the programs mission, goals and objectives as delineated in the Academic Learning Compact.

Continue to seek out fundraising opportunities in the industry to name rooms in the new building, provide specialized academic learning laboratory equipment, endow chairs for the program and provide student scholarships.

Continue to upgrade, edit and publish Resort Industry Review Publication, RHM Press.

Motivate faculty to continue to have strong research and publication records in their specialized areas of hospitality management. Seek sources of funding to support their professional development and growth. This will benefit the recognition and reputation of the program and University in the long term.

Continue to pursue marketing strategies to recruit a diversified RHM student body and diversified faculty to teach them.

Continue to develop formal partnerships and informal relationships in the industry as designated internship sites for student placement.

Professional Golf Management program becomes a major rather than a concentration.

Press for a re-review of out of unit administrative faculty criteria for evaluation, promotion and salary adjustment purposes.

Pursue marketing and PR strategies to build name recognition and reputation of the Resort & Hospitality Management program and FGCU at state, national and international levels in both academic and industry spheres.

Continue to build upon International Exchange Program agreement with Cesar Ritz School in Switzerland.

Begin seeking accreditation of the program from the Council of Hotel; Restaurant and Institutional Education's (CHRIE) accreditation organization, provided faculty and staff positions are at levels that will be viewed favorably by the accreditation team .

Long term Recommendations 4-10 years

Accreditation for RHM Program from CHRIE

Graduate School offering Hospitality Master's degree program

Develop additional international partnerships and faculty exchanges with other Universities

Develop additional concentrations and certificates in specialized hospitality areas based upon market demand for specialized knowledge

Continuous program improvement plan

The program review process through the ALC outcome assessment and SWOT analysis has clearly delineated the area's of the RHM program that are contributing to its' success and growth as well as identifying the program's current weaknesses and potential threats to the delivery of the program as envisioned. The findings of this report provide a foundation document upon which to base the program's strategic initiatives and plans for the future

In the near term many of the measures of success for a start up hospitality program are being met. The program is four years old and does not have a sufficient history to credibly assess the extent to which it meets the long term goal of graduating educated and skilled students to eventually supply the regions hospitality industry with mid and upper management professionals. The students that we are graduating are being offered supervisory and management tracked positions to date. The need to document the programs progress through measurable outcomes requires additional data collection and analysis in many areas as the program matures

The improvement of the program is dependent on accurately identifying areas that can be or need to be enhanced and implementing changes continually to meet the mission and ever

expanding goals and objectives of the Resort and Hospitality Management Program in a dynamic environment, benefitting students and stakeholders

President or Provost's confirmation of program review

Summary Program Review Report

(Summary Program review report. Mandatory inclusion of program review items 2, 3, 11, 12, and 14).

Previous Recommendations

Not applicable. This is the first program review for the Resort & Hospitality Management Program at Florida Gulf Coast University.

Teaching, Research, Service goals and objectives

The Resort & Hospitality Management program has an eight person team of staff, faculty and administrators dedicated to a long range vision of being recognized as the best resort and hospitality management program in the country. Each year the goals and objectives set by professional staff members reflect this vision in their Professional Development Plans (PDP). Ambitious goals and high standards are the expectation within the unit. Demonstration of these high standards are evidenced by the high teaching evaluation scores that faculty and adjuncts routinely receive from students, higher than expected research production by faculty and demanding internal and external service hour commitments. (Appendix O) These accolades are attributed to the RHM professional team despite the demands placed on them from a program that is in an unmanaged growth mode, does not have the requisite hospitality facilities found in competing programs, has a dynamic curriculum environment and does not have, nor has ever had the number of faculty lines and staff resources necessary to meet the on-going and continuous goal of providing an outstanding teaching, research and service environment for students and stakeholders.

Academic Learning Compact (ALC)

The Division of Resort & Hospitality Management mission, goals and objectives are consistent and in keeping with Florida Gulf Coast University's Academic Learning Compact. (ALC) This compact commits the University and the RHM Division to academic excellence and continuous quality improvement as supported by a sound teaching—learning process. Within the process, students and instructors share the responsibility for learning that is a movement from the simple to the complex, the concrete to the abstract and the dependent to the independent. The RHM Division in support of the ALC has facilitated the teaching, research and service goals and objectives of the division to support the teaching-learning process by clearly stating expectations, aligning curricula with expectations, and using assessments to guide continuous improvement. To this end the Resort & Hospitality Management Division has identified the following core learning outcomes: (Appendix D)

Content/Discipline Knowledge and Skills

Graduates will be able to:

1. Demonstrate content knowledge in the field of Resort and Hospitality Management
2. Research and analyze information in the field
3. Translate theory into practical applications in the resort, hospitality, recreation and tourism industry
4. Demonstrate satisfactory oral and written presentation skills
5. Demonstrate industry competency and skills during field experiences/ internships
6. Evaluate information in order to understand the dynamics of changing work environments, problem solve, make decisions, and provide leadership skills necessary to succeed in the resort, hospitality, recreation and tourism profession
7. Analyze, synthesize, and evaluate real-world work experiences as contrasted with textbook theory
8. Demonstrate ability to develop a comprehensive recreation program plan for a resort or hospitality organization
9. Use accounting and financial skills necessary to demonstrate competence in dealing with changing economic conditions in the resort and hospitality industry

Communication Skills

Graduates will be able to:

1. Employ the conventions of standard written English
2. Select a topic and develop it for a specific audience and purpose with respect for diverse perspectives
3. Select, organize and relate ideas and information with coherence, clarity and unity

Critical Thinking Skills

Graduates will be able to:

1. Select and organize information
2. Identify assumptions and underlying relationships
3. Synthesize information and draw reasoned inferences
4. Formulate an appropriate problem solving strategy
5. Evaluate the feasibility of the strategy

Additional FGCU University Wide Learning Goals and Outcomes:

1. Information Literacy
2. Technological Literacy
3. Ethical Responsibility
4. Aesthetic Sensibility
5. Culturally Diverse Perspective
6. Ecological Perspective
7. Community Awareness and Involvement

Identify strengths, weaknesses, opportunities and threats (SWOTs) that support or impede achievement of program goals.

Strengths

The programs geographical location in the middle of a hospitality rich environment of high end resorts, residential resort communities, hotels, private clubs and restaurants provide excellent work experiences for students and offer a plethora of full-time position opportunities upon graduation.

The program benefits from its' affiliation with a relatively young University, FGCU enhancing the nimbleness in creating programs and initiating new development to meet educational and research activities.

Support and recognition of the program from local area hospitality leaders. The program benefits from a 45 member Resort & Hospitality Management Advisory Board.

Support and recognition of the program from FGCU administration.

Herbert J. Sugden Hall is opening for classes and faculty occupation in August 2008. This building has been designed to meet the unique educational functions of a resort hospitality program and be a home on campus for the hospitality students. The second phase of the build out includes academic teaching labs to meet the curriculum needs of the program. This building is a source of pride for the students, faculty and hospitality community who have contributed to its design and development.

PGA Accredited Professional Golf Management Program. One of twenty programs of it's kind in the country.

Education exchange program with international hospitality school in Switzerland , Cesar Ritz.

Growing scholarship endowment.

Ability to raise external funds to assist program in creating quality education experience for students and faculty

A strong administration, staff and faculty team structure.

Mix of on-line and in- class instruction build flexibility into the program for students.

Faculty has expertise in several areas of hospitality specialization.

Faculty have a balance in the areas of teaching, research and service.

Faculty has a student's first attitude and provides high quality teaching evidenced by a majority of evaluations receiving 4.0 or higher on a 5 point scale.

Faculty is skilled in diverse teaching delivery methods such as labs, distance learning, distributive learning, and large and small class sizes .

Faculty has a high level of motivation to create their own hospitality expertise niche and publish in that area to develop their professional reputation nationally and internationally.

Faculty service commitment to the College, the University, the Community and the Profession is high for all faculty members.

Over 100 partnering relationships with the regional hospitality and club industry to support RHM Internship program and the Professional Golf Management Program. These partnering relationships generate visibility in the community, creating a supportive industry environment, making the program and FGCU more germane to the area's economy .

Diverse demographic backgrounds of students. Program has a high percentage of out of state students (28%) and a number of international students . (Appendix M)

Weaknesses

High student demand for program with insufficient full- time faculty to meet instruction needs.

Program not yet accredited by Council of Hotel, Restaurant and Institutional Education (CHRIE). Number of years to seek accreditation goal extended as full time faculty positions are not increased and teaching to student ratios climb into ranges not acceptable for accreditation purposes .

High use of adjuncts for instruction. Adjunct taught courses are of extreme value to a program, especially to hospitality programs that place a strong value on experience in the industry in addition to teaching credentials. However, to continually rely on the ability of the program's administration to successfully seek out (SAC) qualified adjuncts in specialized areas to teach a majority of the program's classes is perilous. Not having enough full-time faculty to minimally cover the core required courses of a program is fraught with potential problems and probable jeopardy of the academic program's quality and long term success.

No alumni support due to young nature of University and program .

Lack of State and national name recognition or reputation of program.

Internship and field experience is high volume and requires faculty oversight and grading of final papers. No formula is currently used to credit faculty for the work that they do on these internships and field experiences. The program has made over 500 placements since its inception. All students take a minimum of nine credit hours of work experiences. At current student major numbers we will have triple the volume over the next two years .

Faculty are currently assigned to advise students once they are juniors and taking RHM classes. The high volume of students will require at least a part- time RHM advisor to assist students with advising issues.

Limited outside industry grant opportunities exist to assist faculty with their research and publications.

Because of the limited number of full-time faculty in the program; faculty are pressed to serve on many committees and attend many meetings that compete with hours needed for research and publication efforts.

Opportunities

Rapidly growing, popular program drawing students from across region, State and nation.

Program demand expected to rise with continued growth in FTE and SCH generation for College and University.

Event Management Concentration and Spa Management Concentration are selling points and differentiate the program from many other hospitality schools. These concentrations offer the program the opportunity to push image and reputation building for the RHM program through its unique curriculum and faculty research and publications.

Spa Management and Event Management Concentrations offer the potential to develop future on-line certificate programs.

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