

Program Review 2021-2022

Hospitality

Created on: 10/29/2021 10:53:00 AM PDT
Last Modified: 12/06/2021 01:29:17 PM PDT

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General Information (Program Review 2021-2022)

2021/22 Program Review

2021/22 PROGRAM REVIEW FORM

Form: 2021/2022 Program Review (See appendix)

Reference Section

MESA2030 COMPREHENSIVE MASTER PLAN

ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026

MESA DATA DASHBOARDS

Requests Forms

REQUEST PORTAL

Appendix

A. **2021/2022 Program Review (Form)**

Form: "2021/2022 Program Review"

Created with : Taskstream

Participating Area: Hospitality

Date submitted: 12/06/2021 6:40 pm (PDT)

2021/2022 Program Review

(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor

Brian Lesson, Lead Writer

Tara Maciel, Chair

Monica Romero, Dean

(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.

- **Class Enrollment.** Hospitality enrollments in the past have been positive or negative based on economic drivers. When the economy is on the rise and jobs are abundant, our numbers decrease, as we saw in SP 19 and again in SP 21. We anticipate this to continue as hospitality gains traction in San Diego and travel increases. While we are unaware of what a new variant will do, it does not seem to impact the industry, in regards to employment, after vaccination rates have remained steady. We notice if students have more time for education and barriers are removed, we see an increase in enrollment, as noted in FA 20, where for the first time in eight years, a HOSP department class was not canceled.
- **Job Loss.** The hospitality and tourism sector are the second largest employer in San Diego County, representing approximately 200,000 jobs. Based on a SANDAG, October 2020 report, the industry was down to 70,000 employees due to Covid-19. Job loss played a double role for our students; they were either laid off during this time, or their workload expanded, leading to gaps in their education productivity. In a 2019 pre-pandemic department poll, 87% of students worked twenty hours or more, 83% of them worked in the industry. This also impacted 100% of adjunct faculty
https://www.sandag.org/uploads/publicationid/publicationid_4712_28193.pdf
- **Industry Change.** Hospitality has seen a shift in the need for employees, which are great for our graduates and current students but may have a significant blow to enrollment. A November 2021 data set from the Bureau of Labor Statistics stated that 164,000 jobs had been added. Uniquely, the industry has seen a rise of 2.4 million jobs in 2021, but unfortunately, this is still down 1.4 million since February 2020. Our program and San Diego County's job hiring means is that students receive the same positions they are looking for, with less experience and education due to lack of applicants. If they cannot balance home, work, and school, something will need to be reduced or eliminated. Based on discussion with faculty and students, the workload for most positions has increased significantly. <https://www.bls.gov/iag/tgs/iag70.htm>
- **Employer Interaction.** All faculty have been inundated with requests for employees. The online, asynchronous modality has made it challenging to communicate this information and have conversations about the opportunities with students. With the campus closure, we had

no way to engage the student/employer relationship outside of a Zoom meeting, in which faculty noticed much lower participation. We are hoping to improve this with the BT Hospitality Hub, where we intend to have an informal environment created in the BT building where employers can meet students and participate in classes or projects. With the help of SWF, we hope to make this space before the start of FA 22.

- **Class Modality.** The department chose to teach in an online, asynchronous modality during the campus shut down to allow students an open availability in anticipation of the re-hire phase of the last year. The modality has been appreciated by students who have navigated the re-hire or new hire process. While this has been successful in some cases, it has been a detriment in others. Class interaction and preparation for interviews, industry standards, and expectations have been difficult to express in the current modality. The faculty is excited to return to its hybrid format created before the pandemic. FERM, however, has received a considerable blow to already weak enrollment with the shift to asynchronous. The faculty requested the program return to campus as an essential industry; this request was denied.

- **HOSP 101 Pipeline Reduction.** With the shift to 100% online, we reduced the offerings of HOSP 101 from two to three classes. We anticipate this having an even more significant effect in 2022 and 2023.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.

- **Curriculum Changes.** With our new curriculum changes that took place just before the last Program Review cycle, we feel that these changes have been successful for students and the clarity of the program. We previously ran two award titles, Event Management and Hotel Management, while we currently run Hospitality Management. This change has increased class sizes for our upper-division courses, allowing students to identify themselves outside the two awards (i.e., Restaurants or Theme Parks), which crates retention and minimizes class confusion when registering. All students now have to take all HOSP classes.
- **Addition of HOSP 190, Capstone.** This addition is exciting in two ways. The course is the final course in the award, which focuses on individual brand identity, professional organizations, and volunteering. All of these aspects engage the student in networking opportunities before graduation. We feel that this was a missing link to introducing the students to opportunities that may not have been done in our program prior—applause to Nicole Matthews for creating and teaching this new course. The second success factor is the class is currently in the articulation process and has been informally approved by the faculty at SDSU. This course can now be written as a transfer for SDSU's HTM 219 and will hopefully be official in FA 2022. HOSP 190 will be our fourth HOSP course to transfer to SDSU; eight years ago, we had one. Our transfer courses are the highest attended and have the highest success rates.
- **HOSP Class Schedule.** We have to revisit our class schedule changes before the pandemic. We shifted our curriculum to one award and converted all classes to hybrid, allowing our program to transition seamlessly during the campus shutdown. This schedule change had equity in mind enabling students to have a more open work availability. Our program is designed to encourage working and

attending the program simultaneously. With this said, students have commented in a poll conducted in 2019 that the change allowed them to work one extra day a week, which can help with financial stability. The schedule provides a better relationship with employers if they know the program has their needs in mind.

- Hyflex. We are excited to teach HOSP 115 in the Fall of 2022 as a hyflex option. With the small numbers enrolled, we can already see that both options are of interest to students. We want to note that all classes were prepared to be taught hyflex, but our request was denied. The denial will be a significant discussion if classes do not fill in FA 2022 as we are aware several students have moved from San Diego and are still currently enrolled.
- Four-Year Institution Relationships. We are excited to discuss two giant leaps of success we have had with our partnerships at local four-year institutions. As mentioned before, SDSU will be accepting four of our classes in the following two terms, and Brian spent a great deal of time creating a better relationship with the school of hospitality. We will be holding transfer fairs and have direct contact with their transfer coordinator, who was newly appointed last year. On an even more exciting note, we have created a relationship with the University of Redlands, which now accepts 100% of the Hospitality Degree, which is a milestone for our program. If a student completes their Associates's Degree and wants to continue to study hospitality, they would have to take many of the classes or similar classes again in any transferring BS program. Now the student can specialize in a business degree from the University of Redlands!
- Fermentation. Even with other similar programs being created around the country in the last few years, there is still no curriculum that rivals our complexity and rigor. D-200 continues to be worked on by faculty, administration, consultants, and facilities to ensure the very best classroom conditions for the program. We are excited to welcome students into the lab in the spring of 2022.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to change/discontinue? Identify impacts on student success and equity.

- Hospitality Advisory Board. We are looking to continue the evolution of our advisory board. Due to the pandemic, we have expanded our advisory board philosophy after much consideration. We plan to expand requests for participation to a more diverse membership and industries. We also plan to have a Zoom meeting in the fall and an in-person/Zoom meeting in the spring. The industry is changing so rapidly that increased meetings are essential for industry involvement. We have also discussed having sub meetings at the beginning and end of each semester. We had a very successful advisory board this term which shaped our decision to return 90% to in-person classes.
- Asynchronous Class Requirements. We continue to try and improve our teaching in all types of modalities. We have received feedback from students that requiring group work in asynchronous classes is not preferred. After reviewing student

success, we feel that we will remove all requirements and adapt the final projects accordingly.

- Return to On-Campus Classes. The online modality we feel has hindered retention in the program. We have decided for the equity of our students to return to campus. HOSP 101 and HOSP 190 will remain 100% online. We will be returning to our hybrid classes created before the pandemic. The faculty believe that the resources on campus are necessary for our students' success.
- Class Caps. We constantly struggle with our class fill rates; this is a concern for graduating students, who inevitably are the ones who are most impacted. We would love to revisit classroom caps to serve our students better and allow for reduced class cancellations as we approach a difficult semester with more change.

(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.

- We want to commend the school for the response to the pandemic and the ability to pivot to a learning environment that has allowed us to be better online teachers and allowed the students to continue their studies. We have all learned a great deal about the modalities of education. We feel that we are better because of the aggressive changes in technology, format, modality, and our definitions of success.
- We also want to commend the school on its focus on basic needs; during our time away from campus, we realized how vital the facilities, staff, and ease of access are for student success. As a year of mentorship, counseling, and learning the troubles our students faced, we greatly appreciate our colleagues who helped us throughout our student's journey.
- Outcomes Assessments. We are currently processing our outcomes assessments for our program, and we feel that the process is out of touch and puts too much weight on specific SLOs. We tirelessly update our curriculum in CTE programs because it is necessary and feel that we are penalized for doing so. The process is a form of monitoring our teaching, which is precisely what we continuously do. We have updated many SLOs and, as a result, have to do double the work to be ready for auditing.
- New Program Innovation. I want to speak as the lead writer for Fermentation, which does not necessarily reflect the program's faculty. I have had the pleasure of working for Mesa for eight years, six of them working on the launch of this program which has been delayed yet again. There are many barriers to a new program, which is why I don't believe any other new programs are being created in my time on the campus, which I feel is a detriment to our students. Here are some items I would like to recognize in our Program Review. We will continue to request two contract faculty for FERM, one ILT for FERM as well as financial resources from BARC, Perkins and SWF in the next cycles for each committee.
 - Faculty and Staff. For the past five years, we have requested CHP and FHP members to join the program. There is no official process that allows faculty or staff to be hired before the proper FTEF is available for someone to teach. This is difficult for many reasons. One, the hired person would be an expert in the new program's field, which should have a say in curriculum, facilities, teaching modality, course content, purchasing, etc. This is the same for an ILT when there is a lab component. Fermentation is a skill set that is not currently represented on campus, which requires money to be

spent on consultancy equivalent to salaries. The CHP and FHP processes require student outcomes as the main scoreable item for hiring, not considering a new program that does not have this data. Furthermore, we need adjuncts if there is no contracts available; in my opinion, we are taking advantage of their knowledge, passion and desire for the success of the program requesting so much more than should be expected from their contract with the college. Many of them who have still no taught the course that they are tirelessly trying to help us create. In some cases it has been two years. This is unfair and should be addressed.

- Purchasing Process. Except for Strong WorkForce, the purchasing process is complicated when dealing with a new program. The timelines and request process is unfair to vendors and is honestly embarrassing when requesting industry help. We have tried very hard to include local businesses that will, in return, help the program long term. An example is the creation of our R&D lab in D-200. We have asked San Diego Restaurant Supply and White Labs to help us design this new space. Because we requested this through Perkins, we needed to request quotes almost a year before our purchase date. The uniqueness of this project required much work on the part of both parties, with no return on this work for a year. This is disrespectful to treat our vendors who are trying so hard to help the school.
- Curriculum Process. While this process is better than in the past, it is still a full year before updating or changing the curriculum. With a new program, there are many cases in your curriculum that may need to change due to facility restrictions, equipment restrictions, or district restrictions. The opportunity to change the curriculum slows down the requirements for a new program to be developed, as it takes more than the learning outcomes to launch a class.