

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Covid-19 had an astronomical impact on our industry, in ways we are still researching. With that said the interest and excitement the students have for what is to come shows the resiliency of the industry and our program. Being a small program, the modality of our courses posed issues. Choosing to remain asynchronous was successful for our working students trying to get back on their feet, but caused significant changes to the 2022-2023 program review cycle.</p> <p>At the beginning of the pandemic when the hospitality industry was shuttered, we saw a staggering number of new students flood our program, to build their resumes during the downtime, that said as the industry opened we saw the opposite impact on the decline of students and success rates. We also, based on advisory board feedback, decided to convert 90% of our program to hybrid requiring students to come back to campus to complete our program. We know this was the correct decision but students left the San Diego</p>

		<p>area, applied for jobs with open availabilities, and adapted their lives to a 100% asynchronous program, with that said we saw a loss of students due to this decision. Without the technology to teach in a hyflex modality, we think we will continue to see students who cannot excel personally in our modality. We hope in the future BT-215 can be equipped with adequate hyflex technology.</p> <p>On a more positive note, we saw an increase in salary by \$4.00 an hour since the last program review cycle and a stable job market. This is fantastic for our graduating population but concerning for future enrollments.</p> <p>In the last year, we have seen increasing excitement from employers about an AS degree and many employers are removing BS requirements from job postings.</p> <p>The San Diego Tourism Industry Research states an increase in average daily rates, occupancy percentages, transient occupancy tax, and event participation. This establishes an increase in tourism since the last program review cycle and in turn a stable job market.</p>
<p>If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.</p>	<p>Optional</p>	<p>We had a comprehensive curriculum change before Covid-19 that was disrupted by the pandemic. Our program successfully changed many of our classes to Hybrid to create an industry-focused schedule for our students. With hybrid classes, we could schedule our courses now on Monday and Tuesday from 9:00 AM – 5:30 PM creating open availability for students to work in the industry Wednesday – Sunday based on advisory board comments.</p> <p>We were able to implement this schedule for one semester before the pandemic, this is our third term with this modality. We have seen an increase in students adding courses the first week and an increase in our enrollment numbers in the Spring of 2023, no classes were canceled and we feel that this schedule modality is a reason for this success. We will continue to monitor this modality and consider future curriculum changes after more data is gathered.</p>

If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	We received funding from SWF to create a lounge space in BT 215. The purpose of the space was twofold. First, to create a VIP area of our classroom for our employers and classroom guests. We have had Viejas, Hyatt, Marriott, San Diego Zoo, SeaWorld, KOA, San Diego State, and the University of Redlands since the lounge was created. Providing a VIP hospitality experience to our guests just shows our students and community the rigor that we take aligning our classroom with real-world experiences. Second, it has created a community space for students and faculty. We consistently see students using the space before and after class.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<b>Data Reflection</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course &amp; program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, and other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>Legend: HOSP/CAMPUS</p> <p>2021/2022 – 175 Students</p> <p>Wage: \$23.00</p> <p>23 graduates from 2020-Present</p> <p>Degree Efficiency:</p> <p><b>Years: 5.5/4.2</b>  <b>Terms: 10.1/7.8</b>  Units: 103/97</p> <p>Success Rate:</p> <p>Overall: 71.8/73.1</p>

**Success Rates to Note:**

Black/African American: Retention Rate – 83.9, Success Rate: 52.7  
Latinx: Retention Rate - 86.8. Success Rate: 69.9  
30-39: Retention Rate - 86.9, Success Rate - 65.5  
Male: Retention Rate - 87.1, Success Rate – 65  
Less than 6 Units: Retention Rate – 81.9, Success Rate 67.7  
First Time Student: Retention Rate - 87.2, Success Rate 56.6

Educational Goal:

**BS: 50.9/53.6**  
**AS: 19.6/10.3**  
**Skills: 14.1/5.8**

Student Status:  
SDCCD

**Part-time: 68/78.5**  
Full-time: 35.4/36

Student Status  
MESA

**Part-time: 74.2/92.2**  
**Full-time: 30.2/17.9**

Units:

.5-5.9: 31.6/63.7  
6-11.9: 49.1/41.9  
**12-14.9: 22.7/14.0**  
**15+: 9.6/6.2**

\*If <2% from campus, data not recorded.

Describe any equity gaps you	Equity gaps refer to disparities in educational	Gender:
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<p>see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionality.</p>	<p>.7 – Non-Binary 40.2/42.8 – Male 58.8/56.1 – Female</p> <p>Ethnicity:</p> <p>African American/Black: 6.2/6.5 <b>Asian: 4.5/10.6</b> Filipino: 7.2/4.6 Latinx: 36.1/38.4 White: 32.0/30.0 Multi-Ethnicity: 7.9/7.6</p> <p>Age:</p> <p>Under 18: .7/8.4 <b>18-24: 54.3/56</b> 25-29: 14.1/16.8 <b>30-39: 22/13.8</b> 40-49: 6.9/4.8 50+: 2.7/3.6</p> <p>First Generation: Yes: 31.6/27.1 No: 57.4/61.7</p> <p>*If &lt;2% from campus, data not recorded.</p>
<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>Department Outcomes Coordinators (DOCs) facilitate a department-wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may help in supporting this section.</p>	<p>After looking at our department outcomes we have decided to consolidate our outcomes for the following classes. HOSP 101, 102, 111,115,130.</p> <p>The rest of our class roster was completely revamped in 2018 when our program awards were changed to Hospitality Management from</p>

		<p>Event and Hotel Management.</p> <p>Our advisory board requests we add more digital content to our classes. HOSP 190, 121, and 112 which we are currently being adapted.</p>
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*Practice Reflection*

Prompt	Guidance	Program Response
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<p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p>	<p>Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.</p>	<p>We are requesting funding for a digital conference focusing on DEI in hospitality education. All HOSP faculty have shown interest in attending. Our focus will be on our class offerings, syllabus, and our data reflection above.</p> <p>After completion of the digital conference faculty will be certified hospitality educators which will align with our focus on industry standards, the certification is through the American Hotel and Lodging Association.</p> <p><b>Reactions from data reflection include:</b></p> <p>Years of completion – 5.5 years</p> <p>Struggling Student Populations:</p> <p>First-time students  Students aged 30-39  Latinx  Black/African American  Male  Asian</p> <p>Program Trends:</p> <p>BS to Transfer: 50.9% of students</p>
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		<p>Enrolled for skills: 14% of students  AS Only: 19.6% - HOSP 111,112,115,121,152,162,166,190  Aged 30-39 is 8% higher than the campus</p>
<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>	<p>Outreach Factors:</p> <p>We have focused on high school recruitment this year by going to the SDUSD hospitality high school event.</p> <p>Strong Work Force will be launching a marketing campaign for the hospitality department, starting in the fall of 2023.</p> <p>Internal Department Factors:</p> <p>We have dedicated time during prep week to have a hospitality department open house to create community, answer questions, and be sure students are properly enrolled in classes.</p> <p>We have also dedicated similar time to the last week of each semester to offer extra credit for reviewing students' education plans.</p> <p>We have seen success during these events that we hope will link to data reflection.</p>
<p><i>Unit Goals and Action Plans</i></p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
<p>Unit Goals</p>	<p>Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.</p>	<p>Goal 1: Department Clinics for Students  Goal 2: Culinary Event Operations Certificate  Goal 3: Certified Hospitality Educator – DEI Class for Faculty</p>

Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1: Clinics  SO: Community  SO: Stewardship</p> <p>Goal 2: Certificate  SO: Stewardship  SO: Completion</p> <p>Goal 3: CHE  SO: Pathways and Partnerships  SO: Completion</p>
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1  1. Semester-long clinics that provide hands-on industry activities presented by industry professionals or faculty. (i.e. Resume workshops by Hyatt Hotel Recruiter or Floral Design Seminar by Adjunct Faculty).  2. Request SWF funding for materials for various clinics.</p> <p>Goal 2  1. Create a new curriculum for a new HOSP Certificate of Achievement focusing on catering and event food and beverage operations.  2. Introduce culinary faculty and practices to HOSP students focusing on food and beverage</p> <p>Goal 3  1. The American Hotel and Lodging Association has introduced a new curriculum to their Certified Hospitality Educator coursework and conference, specializing in DEI for hospitality education. Although Mesa does a remarkable job training in these topics, industry-specific content would benefit all faculty. The goal is to have all HOSP faculty go through the training.  2. Course curriculum changes based on DEI policies will be reviewed in this training.</p>
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes SWF under \$5,000.00 <input type="checkbox"/> No
Lead Writer and Manager Information		



Lead writer Name(s)	Brian Lesson
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Submission Date of Program Review Draft to Manager for feedback	4/14/2023
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