☑ ◄ Show All Possible Responses

⊗ **Response is required**

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1. PROGRAM OVERVIEW

⊗ **Program Title & Code**

Program Title

❚ Hospitality Management
(Max chars: 100)

Program Code

❚ 1306
(Max chars: 100)

⊗ **1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.

☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.

☑ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

☑ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

☑ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.

☑ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.

☑ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

⊗ **1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: supporting statements of how program aligns with this goal).

The Hospitality Management program aligns with the Chaffey College goal (Goal 1) by catering to the needs of all students including underprivileged students. Students are taught the basic ideas prevalent in the hospitality industry that seeks to treat all people as equals. With this equity driven mindset, the program is tailored to the needs of DPS students, students of color, international students, and all low-income students to foster success for all students. Students are encouraged to attend workshops to learn about diversity as these are also made prevalent in lectures such as the American with Disabilities Acts and the Civil Rights Acts.

With regards to learning and completion (Goal 2) the program has worked with counselors and administrators to map out the timeliest completion of student's educational goals to attain the ultimate success and this is reflective of the number of students who graduated in 2019-2020. Since the program has a CTE focus, the program is geared towards developing and maintaining programs and services that maximize student's opportunities and reflect community needs.

(Goal 3) The program works with hospitality organizations in the community, especially through internships for students to help maximize student opportunities to get jobs that will earn them livable wages.

The use of technological tools (Goal 4) used in lodging properties and the commercial food service industry is a priority in the program. From lab courses at the Chaffey commercial kitchen set up, to e-procurement ideas in purchasing, to the use of commercial equipment furnished by the College; students learn to use an array of technological tools to advance their learning and efficiency. In collaboration with local high schools, industry leaders, a strong alumnus, and the college marketing department the program effectively manages to maximize capacity to achieve efficiency all year round.

(Goal 5) The program shows great agility and versatility with regards to the needs of students and continually responds to and adapts to changes in students' academic and career needs by learning from the needs of hospitality companies who are also present at Advisory Board meetings. This was made manifest in the last three years with the implementation of new programs such as Event Planning, the Associate Degree for Transfer in Hospitality Management, and a future certificate in Hospitality Facilities Management. The program thus tailors painstakingly to changes in students' academic and career needs as reflected in Goal 6.

To stay abreast with the hospitality industry, instructors embark on professional learning education to assist the program and the students. Professional development courses that have been completed by the faculty includes certifications from the American Hotel and Lodging Association, National Restaurant Association, and the International Facilities Management Association. Faculty attend conventions, seminars, and workshops to enable them stay current to fulfill the professional learning goal (Goal 7) as advised by the college to improve the program.

PRIOR VIP GOALS STATUS/PROGRESS

⊞ 1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).

During the last PSR cycle, the program had a VIP goal of writing a new degree program, the Associate Degree for Transfer in Hospitality Management, and a certificate in Event Planning. These goals were completed as the programs were written and are now part of the Hospitality Management Program.

The program was also working on a path to guide students through both CTE and GE pathways to enable them to plan for their certificates and degrees to graduate on time. This has also been completed through the Guided Pathway initiative and classes mapped accordingly to assist students to take the recommended courses every semester.

Additional goals included having adequate, updated, and improved equipment in the kitchen lab environment for students to be successful in the workforce with practical knowledge. This was completed with commercial equipment purchased to help with student learning.

To increase graduation rate: This was completed with a total of 80 degrees and certificates combined earned during the 2019-2020 Academic Year (33 certificates and 47 AA/AS degrees).

To increase the number of enrollments: This was completed, and in total, 386 fall and spring semester enrollment records were generated for fall 2019 and spring 2020.

OTHER RESOURCES REQUESTS

⊞ 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

○ Yes
◉ No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

N/A

2. EVIDENCE--EQUITY

The evidence section comprises of the following three distinct subsections: equity, program data (includes CTE data), and learning outcomes.

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Please reference the Equity Data file to evaluate the following areas.

⊞ 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.

Review data over the last six years.

	1	2	3	4
Number of enrollments by males		✔		
Number of enrollments by females		✔		
Success rate by males	✔			
Success rate by females	✔			
Retention rate by males	✔			
Retention rate by females	✔			

⊠ 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.

Review data over the last six years.

	1	2	3	4
Number of enrollments by African American	✔			
Number of enrollments by Asian		✔		
Number of enrollments by Caucasian	✔			
Number of enrollments by Hispanic		✔		
Number of enrollments by other race/ethnicity	✔			
Success rate by African American	✔			
Success rate by Asian		✔		
Success rate by Caucasian	✔			
	1	**2**	**3**	**4**
Success rate by Hispanic	✔			
Success rate by other race/ethnicity	✔			
Retention rate by African American	✔			
Retention rate by Caucasian	✔			
Retention rate by Asian		✔		
Retention rate by Hispanic	✔			
Retention rate by other race/ethnicity	✔			

⊠ 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.

Review data over the last six years.

	1	2	3	4

	1	2	3	4
Number of enrollments by age group, 19 or younger		✔		
Number of enrollments by age group, 20-24		✔		
Number of enrollments by age group, 25-29		✔		
Number of enrollments by age group, 30-39		✔		
Number of enrollments by age group, 40-49		✔		
Number of enrollments by age group, 50 or older	✔			
Success rate by age group, 19 or younger		✔		
Success rate by age group, 20-24	✔			
	1	2	3	4
Success rate by age group, 25-29	✔			
Success rate by age group, 30-39		✔		
Success rate by age group, 40-49	✔			
Success rate by age group, 50 or older	✔			
Retention rate by age group, 19 or younger		✔		
Retention rate by age group, 20-24		✔		
Retention rate by age group, 25-29	✔			
Retention rate by age group, 30-39	✔			
Retention rate by age group, 40-49	✔			
Retention rate by age group, 50 or older	✔			

⊞ 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4
Number of enrollments by students with disabilities		✔		
Number of enrollments by first generation		✔		
Number of enrollments by economically disadvantage		✔		
Success rate by students with disabilities	✔			
Success rate by first generation	✔			
Success rate by economically disadvantage	✔			
Retention rate by students with disabilities	✔			
Retention rate by first generation	✔			
Retention rate by economically disadvantage	✔			

⊞ 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?

Response Legend: **1** = Increase **2** = Decrease **3** = No Change			
	1	**2**	**3**
Number of sections with zero-cost textbooks	✔		

⊞ 2b. Considering the evidence provided, elaborate on how the program is providing equity in educational opportunities or support to students and/or identify disparities in equity. Provide specific data that supports your answer.

If there is a disparity in equity, do not discuss responsive strategies in this section. This is addressed in the STRATEGIC PLANNING section (item 7d).

The Hospitality Management program provides equity in educational opportunities and support to all students to ensure their success. This is elucidated in the data shown above with regards to the increase in retention rate and success rate for economically disadvantage students, first generation students, and students with disabilities. Since the only full-time faculty member in the department was in this group during his college years, the idea of how to nurture students in this category to succeed is done with personal experience and empathy. Students are given support through the DPS office on campus, as well as all the support needed to succeed in the classroom. Students are informed of all the resources available to them in the classroom throughout the year.

The zero-cost textbook was spearheaded by the instructor to ensure no student would have to drop a course because of textbooks since the instructor has a "No Student Left Behind" motto and mindset. Students are also given all the information to go through financial aid services on campus to assist them with their tuition if needed. The Food Drive, and Food Banks are also used to bridge this disparity in equity to help with student success. Programs like the Extended Opportunity Programs and Services (EOPS) are designed to ensure student retention and success through academic support and financial assistance for eligible students. Guest speakers are brought to the classroom to go over how to apply and get these benefits. Cooperative Agencies Resources for Education (CARE) is another program that serves a limited number of EOPS students who are single heads of household parents. It provides additional support services beyond those available through EOPS.

The goal is completion of a certificate program, an associate degree, and/or transfer to a four-year college. Faculty Advisors are brought to the classroom to provide pertinent information and students are given the opportunity to obtain valuable major and career information regarding their chosen field of study, or to assist them if they are not sure of a career path. Together with the Guiding Panthers to Success centers (GPS), students in the program are given assistance with registration, unit load planning, logging in and utilization of MyChaffeyView, campus resources, as well as the development and creation of Abbreviated Education Plans, especially for first year course recommendations.

3. EVIDENCE--PROGRAM DATA

"Program Data" represents the second element of the EVIDENCE component of the PSR evaluation. Please reference the Program Data file to evaluate the following areas.

⊞ 3a. Identify important PROGRAM developments and trends.

Review data over the last six years.

Response Legend: **1** = Increase **2** = Decrease **3** = No Change (plus or minus 2%) **4** = N/A **5** = No or Insufficient Data Available					
	1	**2**	**3**	**4**	**5**
Overall Enrollment		✔			
Overall Retention	✔				
Overall Course Success	✔				
FTES		✔			
All ADT degrees awarded				✔	
All AA degrees awarded				✔	
All AS degrees awarded	✔				
All degrees awarded	✔				

	1	2	3	4	5
All Certificate Completion		✔			
Average units earned, ADT degree				✔	
Average units earned, AA degree				✔	
Average units earned, AS degree	✔				
Average units earned, all degrees	✔				
Average units earned by certificate(s)	✔				
Overall average # of semesters to award degree(s)				✔	
Overall average # of semesters to award certificate(s)				✔	

⊞ **3b. Considering the evidence provided, explicitly identify specific program strengths and provide data/evidence that supports your answer.**

This is an assessment of your program's health. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increase number of certificates/degrees).

Programs may provide additional information or data that has not been included in their IR files.

The Hospitality Management program's strength is shown in the data above (3a), and in the 2019-2020 Chaffey College Institutional Research data, that reported that, in total, 386 fall and spring semester enrollment records were generated for Fall 2019 and Spring 2020. A total of 80 degrees and certificates combined were earned during the 2019-2020 Academic Year (33 certificates and 47 AA/AS degrees). This is due to guidance from the instructors and counselors who encourage students to follow the program maps to enable them to take classes in a timely manner and graduate. This shows an increase which confirms that in conclusion the Guided Pathway initiative coupled with the Mapping of courses in the programs has greatly contributed to the strength of the Hospitality Management program.

Furthermore, due to the efforts of the faculty to collaborate with industry leaders and employers through the program's robust internship, the 2020 College Core indicator for employment in the State of California shows a 9.7% increase in employment over the national average for Chaffey Hospitality Management students. (All evidence attached in Taskstream)

Another strength the program has is the state of the art kitchen where students ascertain practical experience and ideas due to culinary classes and the student managed restaurant (Bistro) in the spring semester. This helps students understand and learn the practical aspect of working in a restaurant environment, as well as different events while learning the intangible aspect incumbent in the hospitality industry: "service, the heart of hospitality."

⊞ **3c. Considering the evidence provided, explicitly identify specific areas in which the program can improve over the next three years. Provide specific data/evidence that supports your answer.**

Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 7d).

Programs may provide additional information or data that has not been included in their IR files.

Combing through the data, the areas that need improvement will be increasing the number of enrollments for students with disabilities, economically disadvantages students, and first-generation students. While there was a decrease in overall enrollment, retention and success rates of enrolled students increased significantly.

Another segment that needs to be addressed is the decrease in enrollment for the number of Hispanics and Asians. Although the retention rate for Hispanics increased, tapping into why there was a decrease will help with overall enrollment. Another area that needs improvement pertains to the decrease in number of enrollments for age groups 20-49, although the success rate was high. However, the success rate by age groups 19 or younger decreased.

The decrease in FTES as seen in the data is related to the decrease in overall enrollment, which coincides with the overall decrease in college enrollment.

4. EVIDENCE--Career & Technical Education (CTE)

✳ 4a. Is this a CTE program?

If yes, proceed to questions 4b-4e. If no, skip to section 5.

◉ Yes   ○ No

Labor Market Information (LMI): Regional Job Outlook (If Applicable)

4b. Identify important CTE PROGRAM developments and trends.

Response Legend: 1 = Middle Skill 2 = Above Middle Skill		
	1	**2**
CTE: Projected Occupational Growth		✔

4c. Please reflect on projected occupational growth. Are entry-level and median hourly earnings 10% below or 10% above regional living wages? Please explain and provide specific data that supports your answer.

This is an opportunity to discuss middle and above middle occupations and whether these occupations are projected to grow or decline.

Programs may provide additional information or data that has not been included in their IR files.

The occupational growth for employment in the hospitality industry based on the Hospitality LMI from the Center of Excellence (COE) is projected to increase by 1% between 2018 and 2023. A total of 58 annual job openings will be achieved each year over the next 5 years time frame. Furthermore, the median hourly wages for both occupations in this group will be above $21.78 per hour, the self-sustainable hourly wage estimate for a single adult with one child. In 2018, there were 509 jobs in the hospitality occupational group in the Inland Empire/Desert region.

This occupational group is projected to increase employment by 1% through 2023. Employers are expected to have 288 job openings over the next five years to fill new jobs and backfill jobs that workers are permanently vacating (includes occupational transfers and retirements). According to the Occupational Outlook Handbook, employment of food and beverage serving, and related workers is projected to grow 10% from 2019 to 2029, much faster than the average for all occupations. Job prospects in most dining establishments will be excellent because many workers leave the occupation each year, resulting in numerous job openings. The Occupational Outlook Handbook also reflects that employment of meeting, convention, and event planners is projected to grow 8% from 2019 to 2029, much faster than the average for all occupations. Event Planning Manager salaries as projected can range from $73,580-$80,100 with a projected medial of $50,600.

Community colleges should ensure that training programs lead to employment opportunities that provide a self-sustainable level of income. This is the reason why the Hospitality Management program at Chaffey College combs for employers and alumni in companies who pay well, and help students apply for lucrative jobs during their internship. The Brookings Institute in their Advancing Opportunity in California's Inland Empire report found that a "good job" wage in the region is above the $18.00 per hour, or $37,440 per year (Shearer, Shah & Gootman, p. 25). The Family Needs Calculator estimates that a self-sustainable wage for a single adult with one school-age child is $21.78 per hour (Pearce & Manzer, 2018). The median wages for hospitality occupations are above the Family Needs Calculator self-sustainability rate. As elucidated in these findings, not only is there career growth in hospitality in general, but it also boasts of entry level and median hourly earnings 10% above regional living wages. The College Core indicator for employment in the State of California shows a 9.7% increase over the national average for Chaffey Hospitality Management students. (All evidence attached in taskstream)

External Oversight: Advisory Committee Information (If applicable)
Programs that have an active advisory committee must complete this section.

4d. Does your program have an active Advisory Committee (whether on campus or external) that informs the direction and/or operations of the department? If "Yes" Advisory Committee meeting minutes within the LAST 6 MONTHS must be included as an attachment to this form.

◉ Yes   ○ No

4e.1 Has the Advisory Committee recommended changes to your program that align with a current or emerging industry?

◉ Yes   ○ No

4e.2 If yes, what are the recommendations?

The advisory board recommended a certificate in Hospitality Facilities Management. The State of California Strong Workforce together with the International Facilities Management Association (IFMA) contacted the Hospitality Management program at Chaffey College to pioneer and write a certificate program in Hospitality Facilities Management. The 2020 Fall Advisory Board meeting members voted on this certificate program unanimously due to the report issued by IFMA that, a large job gap exists in Facilities Management (FM). With a lack of trained Facility Management (FM) professionals entering the workforce, and approximately 50% of the FM workforce retiring in the next 5-15 years, there is a need to fill the middle-skills jobs, the largest proportion of the workforce.

In California, many of these jobs are at Hospitality Facilities, including hotels, convention centers, arenas, concert venues, restaurants, attractions, and community centers. With positions needed even in a recession, and especially during a pandemic. While many hospitality/tourism employees have been furloughed or laid off, the ones with FM skills or experience are working more than ever to keep up with maintenance, cleanliness and sanitation of buildings and facilities across the state. Wages are fairly high for the Retail, Hospitality and Tourism (RHT) sector, averaging about $75K in the inland regions, and between $90-$110K in the Bay Area and other urban regions. Examples of positions available to those completing the certificate include Director of Facilities, Director of Operations, Operations Manager, Facilities Manager, Facilities Supervisor, Food Services Manager, Food Services Supervisor, Maintenance Manager, Maintenance Supervisor, Director of Engineering, and Engineering Manager.

5. External Oversight: External Regulations (If applicable)

External regulations apply to areas with outside accrediting agencies. If you DO NOT have external regulations, answer "no" on question 5a and skip 5b.

⊗ 5a. External Agency

Does the program have external regulations?

○ Yes   ● No

5b. External Agency Information

If yes, please provide the following information:
a) Name of Agency
b) Date of last review
c) Recommendations made
d) Any budgetary or institutional impacts from the recommendations
e) Progress on recommendations
f) Date of next review
*Note: more than one external agency can be added in the same field if needed.

No answer specified

6. EVIDENCE--LEARNING OUTCOMES

"Learning Outcomes" represents the third element of the EVIDENCE component of the PSR evaluation.

⊗ 6a. Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.
If you have any questions about learning outcomes, please refer to Chaffey College's Outcomes and Assessment website or email Jo Alvarez at jo.alvarez@chaffey.edu

☑ Current COURSE LOs for every course have been entered into Taskstream's "Course Learning Outcomes (CLOs) Workspace" for each course.
☑ Current COURSE LOs have been mapped to Institutional Learning Outcomes into Taskstream's "Course Learning Outcomes (CLOs) Workspace."
☑ Current PROGRAM LOs have been entered into Taskstream's "Program Learning Outcomes (PLOs) Workspace."
☑ Current PROGRAM LOs have been mapped to Institutional Learning Outcomes in the "Program Learning Outcomes (PLOs) Workspace."
☑ Current PROGRAM LOs have been mapped to align courses to Program LOs (Curriculum Map) in Taskstream's "Program Learning Outcomes Workspace."

⊠ 6b. Have you uploaded a current Chronological Assessment Plan (CAP) into the "Program Learning Outcomes (PLOs) Workspace?"

A CAP is a learning outcomes assessment schedule.

"Current" is defined as two assessment cycles. This means CAPs should project out at least SIX YEARS.

◉ Yes
○ No
○ Comment: [   ]

⊠ 6c. Three-year cycle

Do you evaluate all courses within the three-year period?

◉ Yes
○ No
○ Other: [   ]

⊠ 6d. Are all COURSE LO assessment results from fall 2017 through fall 2020 entered into Taskstream?

◉ Yes
○ No
○ Other: [   ]

ASSESSMENT REFLECTION

Look over your learning outcomes assessment results for the various COURSES in your program(s).

⊠ 6e. Based on learning outcomes assessment results, explicitly identify program strengths. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE been met.

Based on the recent learning outcomes over the past three years, the Hospitality Management program has met all learning outcomes with over 80% student success. This is clearly made manifest in the past three years learning outcome assessments. In the Introduction to Hospitality Management (HOTFS 10) course during the spring of 2020, students were asked to differentiate between departments in hotels or lodging properties, and how they relate to one another for the success of the entire operation. Over 90% of the students assessed understood the concept well and thus met the assessment goal. In the same year and semester, students in the Hotel Operations (HOTFS 42) courses students were asked to identify and define a variety of hospitality lodging operations. As elucidated in this assessment, the learning outcome was once again promising and met with a 90% success. Thus, in both assessments, the learning outcomes were met. Students showed so much knowledge in the industry due to a few field trips to hotels, which helped most of the students comprehend the concepts of the assessment better. Another example is in the Food and Beverage Management course (HOTFS 14) during the Fall 2018 semester assessment where students were to research the Hazard Analysis Critical Control Points (HACCP) procedures. A procedure which is important to avoid hazards and contamination of food in the food service industry. Students assessed in the course met the goal of the assessment with over 90% success, connecting what was taught in class with the specified National Restaurant Association industry standard. In the same course during the fall 2019 assessment, students were to create a standardized recipe for a food service operation, which they did well during the assessment as well with over 80% student's success.

⊠ 6f. Based on learning outcomes assessment results, explicitly identify areas in which the program(s) can improve. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE NOT been met.

Although the Hospitality Management program has met all its learning outcomes, it can improve when it comes to finding ways to connect theory and practical. In most colleges that have hotel management and restaurant management programs, students are fortunate to have small in-house restaurants and lodging properties where students learn the practical aspect of the courses to connect with the theory they learn in class. This is evidenced in the 2020 Spring semester learning outcome in the HOTFS 10 (Introduction to Hospitality Management) course. Students were asked to

differentiate between the departments in a lodging property and how they relate to the overall operation. In the (HOTFS 42) Hotel Operations course learning outcome in the same semester students were asked to identify and define a variety of hospitality lodging operations. It was obvious in these two learning outcomes that all students would have been conversant with these ideas if they could relate it to the practical experience of being in a hotel or restaurant setting. This can be improved by organizing more field trips throughout the semester as discussed by the faculty. The other area where this can be improved is through virtual and visual tours using specific websites online for hospitality properties and incorporating this in the courses.

7. STRATEGIC PLANNING

7a. Do you have any plans to modify a degree or certificate in your program?

☐ Yes
☑ No

7b. Are you planning to initiate a new program?

☑ Yes
☐ No

OVERALL IMPROVEMENT

To help answer 7c and 7d, review the following subsections:

Subsection 2: EVIDENCE--Equity
Subsection 3: EVIDENCE--Program Data
Subsection 4: EVIDENCE--Learning Outcomes

7c. Identify specific reasons for "why" improvement is needed. Use an evidence-based approach to support your answer.

To help guide your thinking, consider framing improvement in more tangible ways: orientations for new faculty, inefficiencies in office processes, communication gaps (with adjuncts or other departments), tracking errors,
budgeting processes that are not as timely or efficient, coordination with other related areas in other educational units, resource management of supply budgets.

In the Hospitality Management program improvement is needed as elucidated by the equity and program data. The Equity Data shows a decline in the number of Enrollment by Asians down by -13.9%, and Hispanics down by -18.9% over a one-year period. Furthermore, the success rate with regards to the number of Asian students is down by -14.4% over a five-year period. The same applies to a low retention rate of Asian students at -6.6% over a five-year period. Therefore, improvement is needed in these area, and communication can be improved to solve these issues. The program information on the college website needs to be easily accessible, and students instantly pointed to the right direction on the website to get the necessary program information they need. This is an ongoing issue, especially with students who are trying to compare our program to other competing colleges and navigate the college website several times to no avail. Next, the program needs the help of the Chaffey College marketing department to communicate the program via several local, national, and international social media platforms to make potential students aware of the great hospitality program that Chaffey College has built over the years. Also, the International Student office needs to be advised to communicate the program information to potential international students, especially Asian students to entice them to Chaffey College. The counselors need to be advised as well to communicate correct program information to students when they are contacted whether they are potential students or students already in the program. Providing students with conflicting and confusing program information is not helping with enrollment, retention, graduation, and success rates. The responsibility will need to be addressed within the program as well. All faculty and administration in general, need to be made to understand how vital communication is with students. When communication gaps occur, students are often left in a state of quandary. In a nutshell, communication of program information to potential students, and students in the program is very important if the program will see any improvement in the number of enrollment and success rate among these groups. Lastly, as seen from the data, between 2017-18 and 2018-19 some of the class enrollments went over to the Culinary Arts program because of the split between the programs.

7d. What is your program's plan to make improvements? An effective plan is descriptive and has well-defined steps. Explain your answer in order of priority; rank highest priority first, followed by second highest priority, and so on.

If there is a disparity in equity, the strategies for implementation should be included in the plan.

The program's plan to increase enrollment with regards to economically disadvantages students, students with disabilities, and first-generation students as elucidated above (3c) will be to work in partnership with the counselors, admissions department, and marketing department to explain the diverse pathways a student can take to obtain a career in hospitality management. With assistance

from alumni and industry leaders, information will be passed on to all hospitality organizations and others alike to encourage potential students to enter the program.

It will also be advisable to also reach out to the Hispanic and Asian communities through the Marketing department to gather information that will help entice them again to the program. This may be done by way of social media or contacting the neighboring high schools and double up on the High School presentations in the entire Inland Empire. This strategy may also be applied to recruit and increase enrollment for age groups 20-49.

Furthermore, to help with enrollment, the program hopes to maintain 100% of the Hospitality Management courses online as specified in the VIP goals. This will be a gateway to have students from all walks of life be able to attend college and work independently. The online courses will help increase enrollment and go a long way to attract a diverse student population both nationally and internationally to the program.

The zero cost-textbook research with the library showed that 60% of the textbooks are now available to students in e-text. With the zero-textbook option for students, it will be easy for several students, especially economically disadvantaged students to join the program and register for classes knowing that they will not have to worry about purchasing expensive textbooks. Avoiding the cost of textbooks will go a long way to bring students to the program since financial burden often seems to be the plight of most students in general.

The low success rate for age group 19 or younger may be due to the transfer rate of students in that group who find it necessary to transfer and often do not complete a certificate or an Associate degree. This situation was assessed a few years ago and thus saw the birth of the Associate Degree for Transfer in Hospitality Management in the Fall of 2020. This ADT in Hospitality Management will make it possible for the 19 or younger students who intend to transfer to obtain the Associate degree and thus increase the retention and success rate for this group.

CURRICULUM IMPROVEMENT

As we move toward Guided Pathways, curriculum serves as a central catalyst for the movement. Reflect and provide information on questions 7e and 7f.

Information will be forwarded to the Curriculum Office. There is NO SCORING on curriculum improvement questions, 7e and 7f.

7e. How does (or will) your program incorporate experiential learning components into your curriculum?

No answer specified
(Max chars: 5,000)

7f. How does (or will) your program incorporate career exploration into early courses in your degrees and/or certificates?

No answer specified
(Max chars: 5,000)

7g. Do you have any recommendations for a professional development workshop(s) that will help you or your program execute future plans?

Type N/A in the response field if you are not making any recommendations for professional development.
Information will be forwarded to the Faculty Success Center for future professional development planning. NO SCORE is assigned.

N/A

8. VIP GOALS

8a. What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

Perhaps the most important piece in the PSR process is the creation of the Visionary Improvement Plan (VIP). The VIP is an opportunity for all program members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify program improvement goals for the next three years.

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

To launch a new certificate program in Hospitality Facilities Management by next year.

To increase the transfer rate by 20% in the next three years.

To embark on a zero textbook initiative for 80% of the courses in the next three years.

⊠ 8b. Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

- ☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- ☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- ☑ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- ☐ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- ☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- ☑ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- ☐ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

⊠ 8c. Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals
VIP Goal 2--Rationale and how it aligns with the Chaffey Goals
VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

VIP Goal #1: To launch a new certificate program in Hospitality Facilities Management.

The rationale behind launching a certificate program in Hospitality Facilities Management aligns with the Chaffey College VIP goals 3 and 6. According to IFMA, a large job gap exists in Facilities Management (FM). With a lack of trained Facility Management (FM) professionals entering the workforce, and approximately 50% of the FM workforce retiring in the next 5-15 years, there is a need to fill the middle-skills jobs, the largest proportion of the workforce. In California, many of these jobs are at Hospitality Facilities, including hotels, convention centers, arenas, concert venues, restaurants, attractions, and community centers earning an average of $75,000 in the Inland Empire.

VIP Goal #2: To increase transfer rate by 20%.

The rationale behind increasing transfer rate in the next three years is to ensure timely completion for students who want to transfer to four-year colleges to earn bachelor's degrees. With the introduction of the Associate Degree for Transfer in Hospitality Management, students will have a seamless and timely graduation to transition and be able to get jobs with living wages to support themselves and their families, thus "Improving lives through Education" resounding the mission of Chaffey College.

VIP Goal #3: To embark on a zero-textbook initiative for 80% of the courses.

The rationale behind embarking on a mission to have an 80% zero textbook cost in the next three years, is to help with the plight of equity which plagues the many low-income students at Chaffey College. By embarking on a zero textbook cost option, it will lift the financial burden that often makes it impossible for underprivileged students to attend college, and thus help them attend college, become successful, and eventually help themselves and their communities. This aligns with VIP Goal 1 which seeks to open the doors to an equity driven college that fosters success for all students regardless of their social status or income.