2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025   **PROGRAM(S): HOSPITALITY**

CLUSTER 3   **AREA OF STUDY: BUSINESS, AGRICULTURE, HOSPITALITY, AND LEGAL**

LAST YEAR CPPR COMPLETED: 2022/2023 NEXT SCHEDULED CPPR: 2025/2026 CURRENT DATE: 2/28/2025

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Culinary/Hospitality, AS Hospitality Management Foundation, CA Hospitality Management Noncredit, CC, Hospitality Management, AS-T

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.Click here to enter text.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.
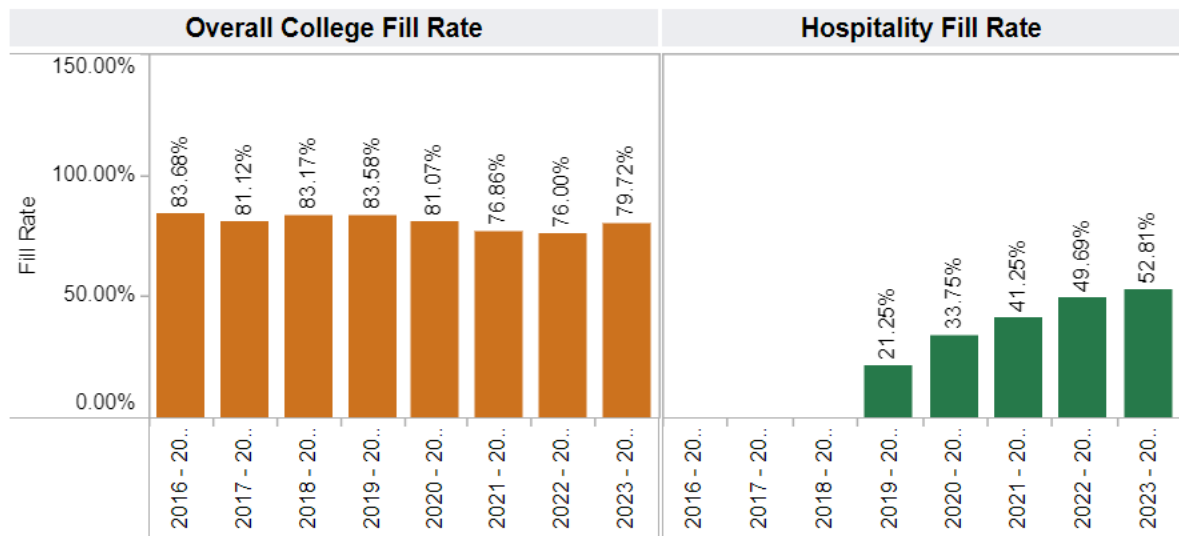
Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. **General Enrollment**
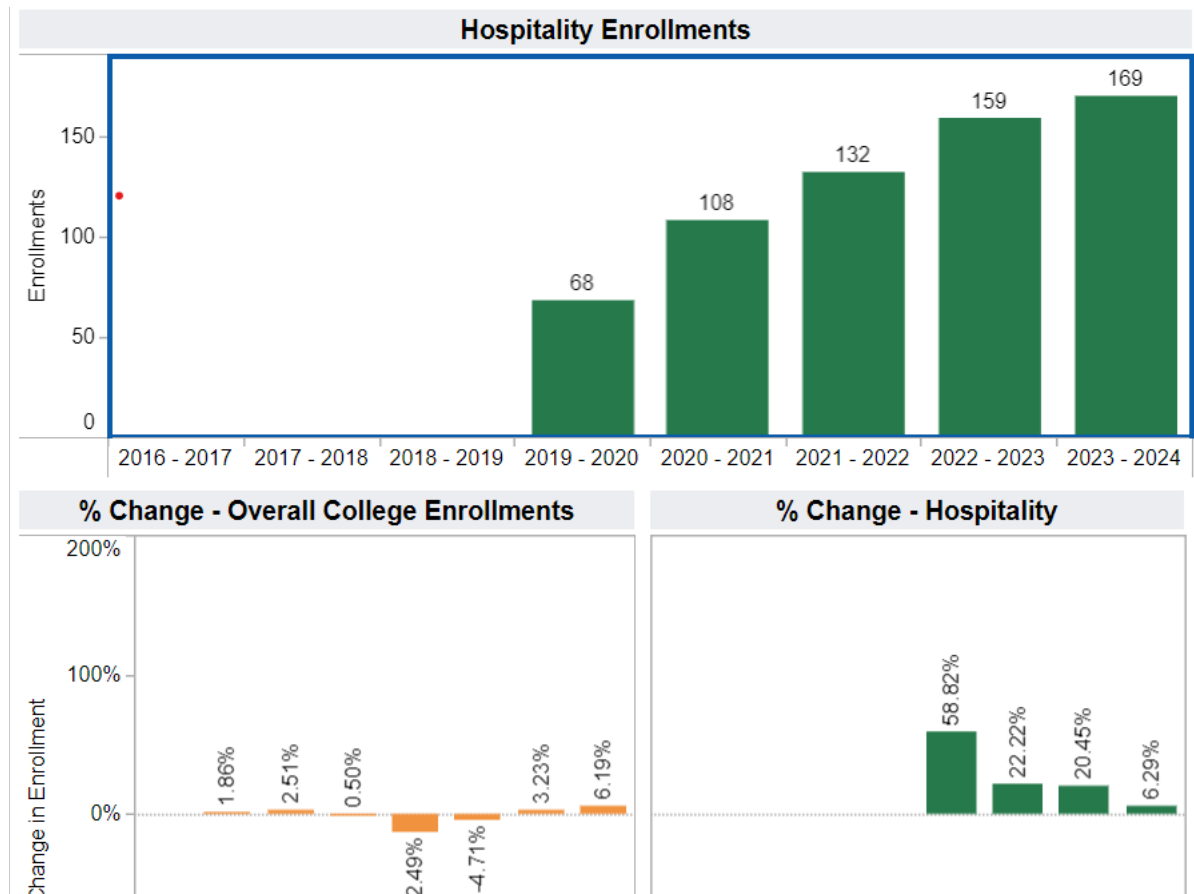
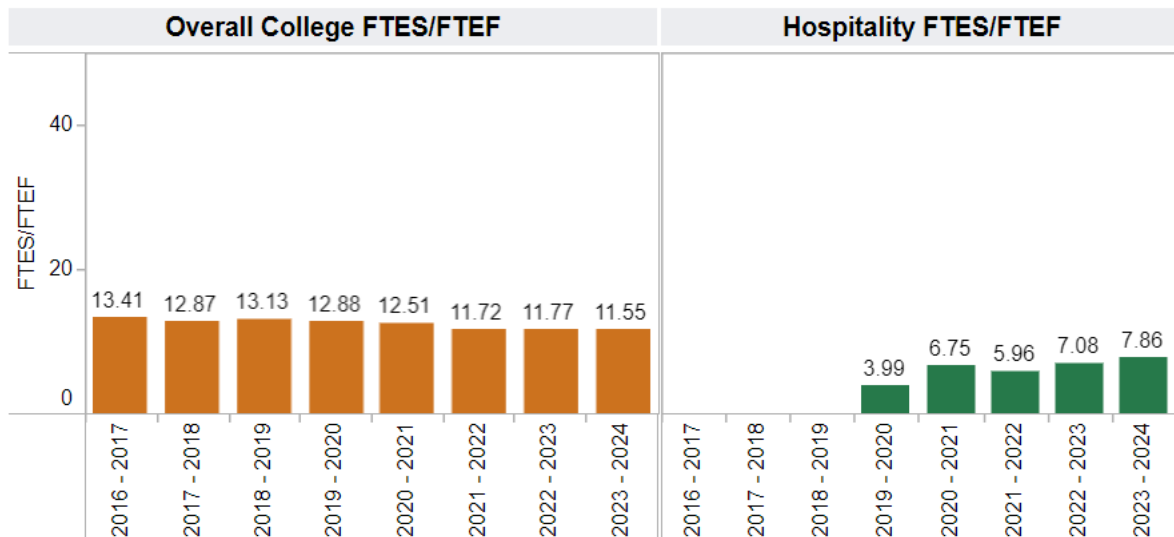All hospitality enrollments increased year over by 10 enrollments reflecting a 6.29% change.

B. **General Student Demand (Fill Rate)**

Overall College Fill Rate

Year	Fill Rate
2016 - 20..	83.68%
2017 - 20..	81.12%
2018 - 20..	83.17%
2019 - 20..	83.58%
2020 - 20..	81.07%
2021 - 20..	76.86%
2022 - 20..	76.00%
2023 - 20..	79.72%

Hospitality Fill Rate

Year	Fill Rate
2019 - 20..	21.25%
2020 - 20..	33.75%
2021 - 20..	41.25%
2022 - 20..	49.69%
2023 - 20..	52.81%

Student Demand Fill Rate - Hospitality

2024 reflects a 52.81% Fill Rate compared to 2022-2023 of 49.69% for an increase of 3.12.

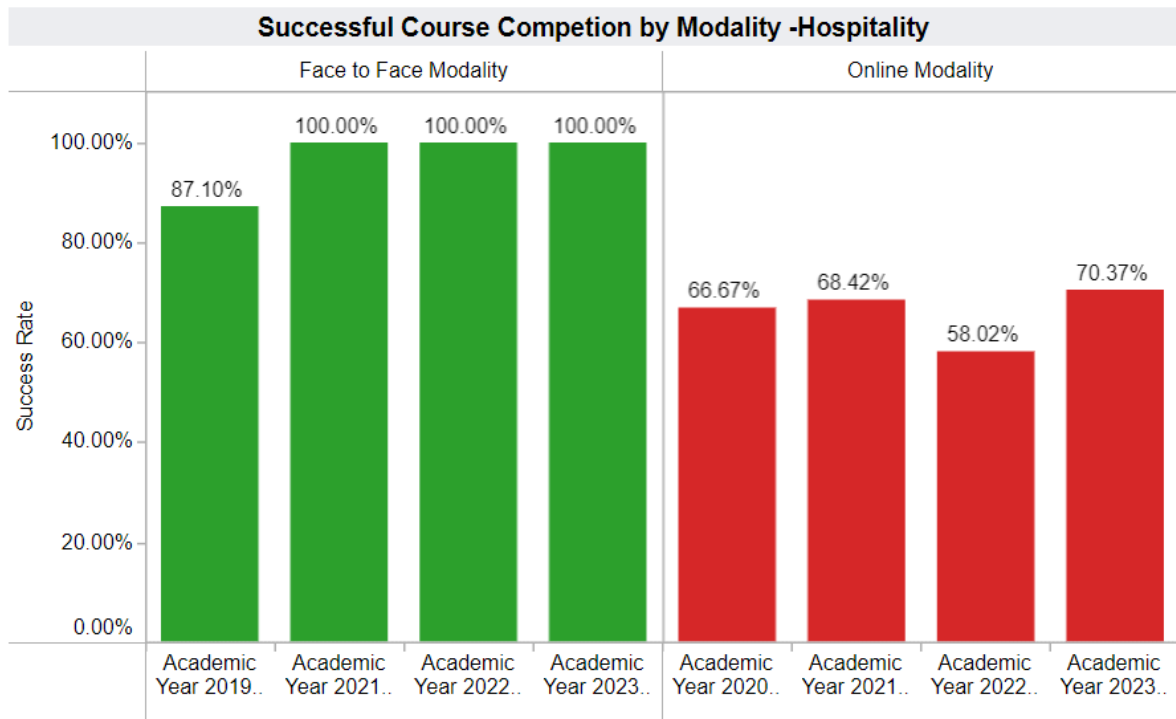C. **General Efficiency (FTES/FTEF)**

Overall College FTES/FTEF

Year	FTES/FTEF
2016 - 2017	13.41
2017 - 2018	12.87
2018 - 2019	13.13
2019 - 2020	12.88
2020 - 2021	12.51
2021 - 2022	11.72
2022 - 2023	11.77
2023 - 2024	11.55

Hospitality FTES/FTEF

Year	FTES/FTEF
2019 - 2020	3.99
2020 - 2021	6.75
2021 - 2022	5.96
2022 - 2023	7.08
2023 - 2024	7.86

Hospitality FTES/FTEH

The FTES/FTEF reflects year over year an increase by 0.78%. Compared to that of the college which dropped year over year by 0.22%, we contributed to a positive impact.

3 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

D. **Student Success—Course Completion by Modality**

Successful Course Competion by Modality -Hospitality

Successful Course Competion by Modality Table - Hospitality

		Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department Success Rate	87.10%		100.00%	100.00%	100.00%
	Total Department Enrollments	35.00		16.00	25.00	3.00
Online Modality	Department Success Rate		66.67%	68.42%	58.02%	70.37%
	Total Department Enrollments		55.00	57.00	81.00	83.00

Successful Course Completion by Modality Table - Hospitality
Year over year we increased by 12.35%.

E. **Degrees and Certificates Awarded**

4 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Top Code Description(s): Hospitality
Award(s): Hospitality Management (AST)
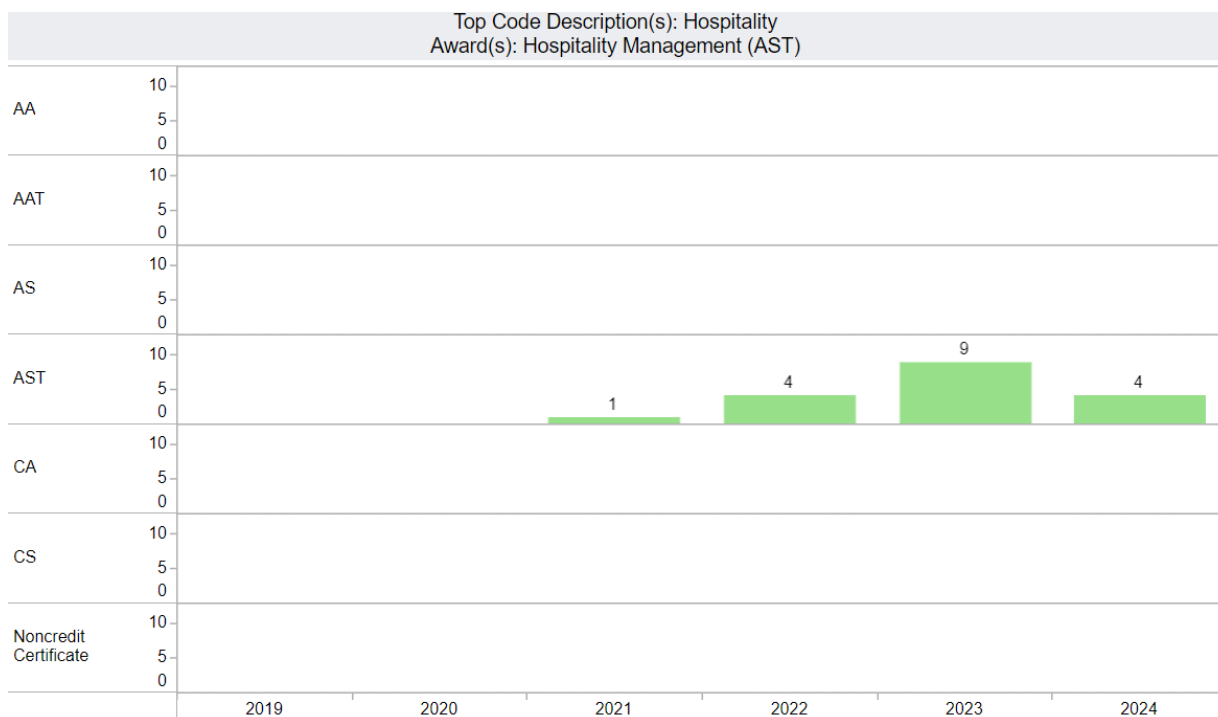
Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
AST	Hospitality Management (AST)			1	4	9	4
	Total			1	4	9	4
Grand Total				1	4	9	4

Hospitality AST 2024

4 AST's were awarded for 2024 which was a decrease from 2023 by 5. Additionally 7 students earned the Culinary/Hospitality AS.

F. **General Student Success – Course Completion**
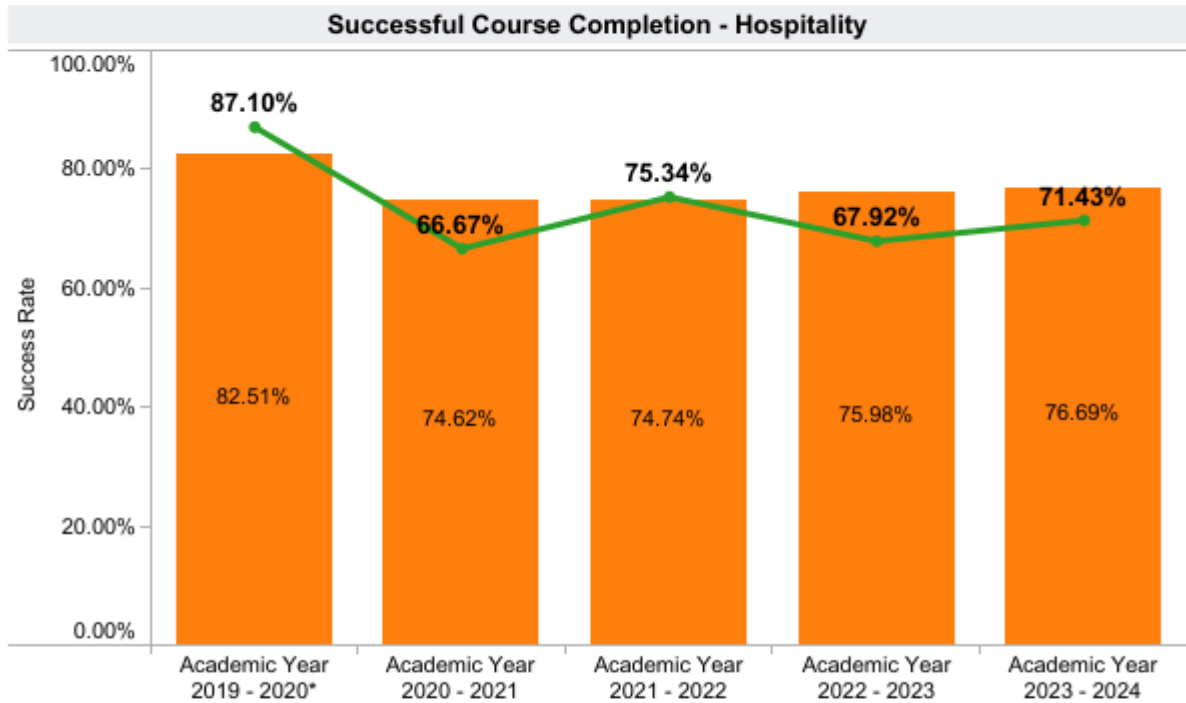Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Hospitality

COURSE
All

TERM
All

Measure Names
- 🟩 Department Success Rate
- 🟧 Overall College Success Rate

Successful Course Completion - Hospitality

	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success (green line)	87.10%	66.67%	75.34%	67.92%	71.43%
Overall College Success (orange bar)	82.51%	74.62%	74.74%	75.98%	76.69%

Hospitality Success Rate Table

	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	87.10%	66.67%	75.34%	67.92%	71.43%
Total Enrollments	35	55	73	106	86

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

HOSP student success increased over the past academic year.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

7 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Successful Course Completion by Student Subpopulation

Hospitality Success Percent by Eops

	Success Percent
EOPS	92.31%
Not EOPS	71.04%
Overall	**71.84%**

Performance Gaps

	Percentage Point Gap
EOPS	20.47%
Not EOPS	-0.79%
Overall	**0.00%**

Academic Year: All
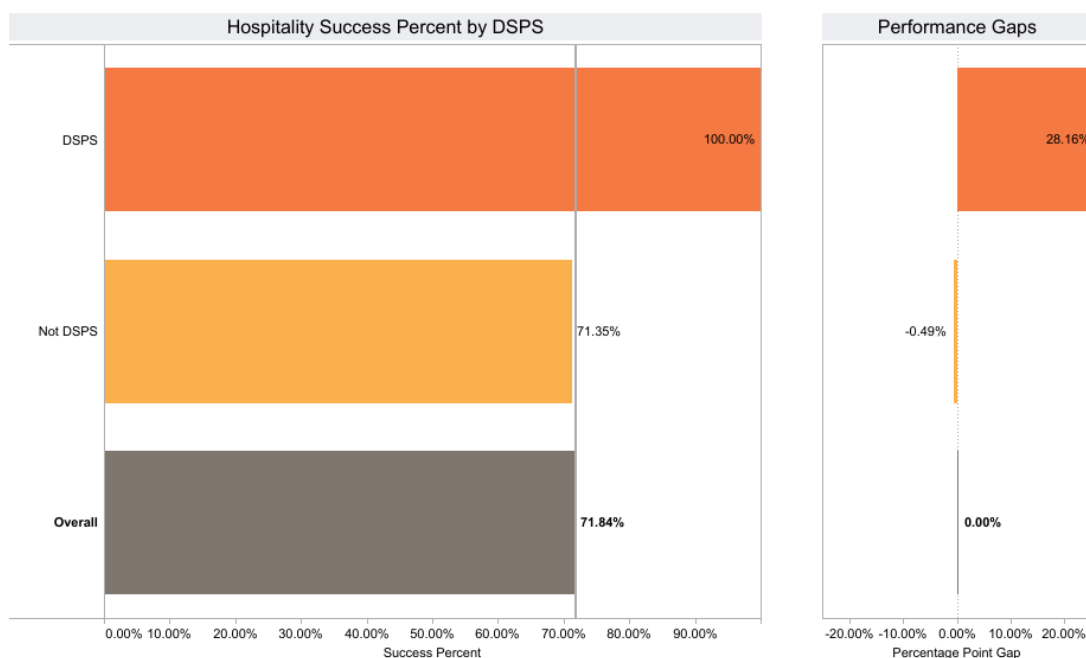
Department: Hospitality

Region: All

Enroll Status: All
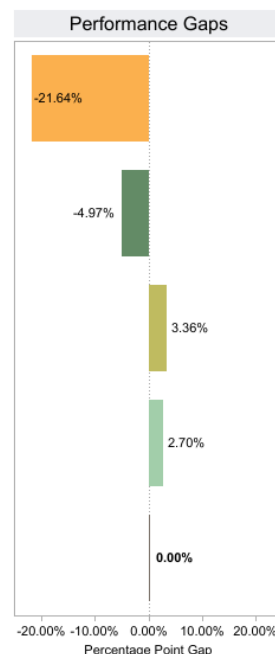
Dual Enrollment: All

Prison: All

Disaggregate By: Eops

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.
..

Successful Course Completion by Student Subpopulation

Hospitality Success Percent by DSPS

	Success Percent
DSPS	100.00%
Not DSPS	71.35%
Overall	**71.84%**

Performance Gaps

	Percentage Point Gap
DSPS	28.16%
Not DSPS	-0.49%
Overall	**0.00%**

Academic Year: All

Department: Hospitality

Region: All

Enroll Status: All
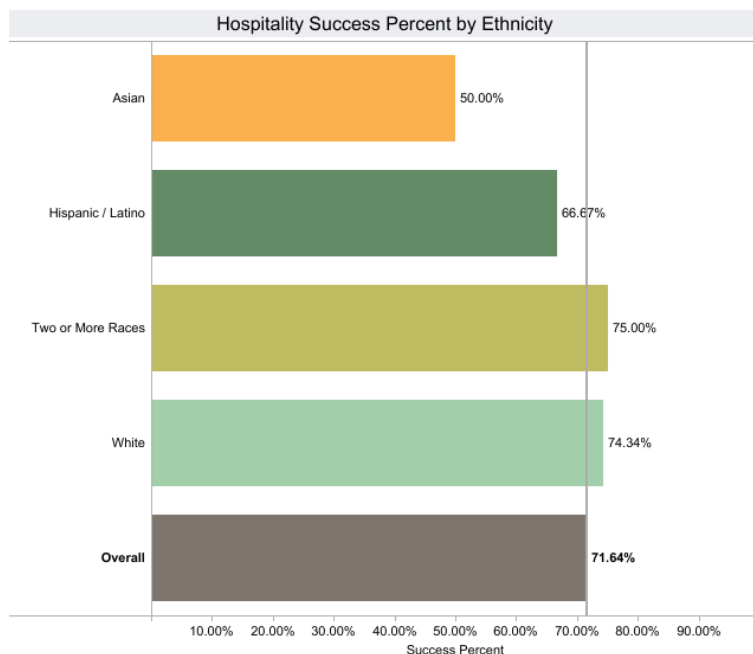
Dual Enrollment: All
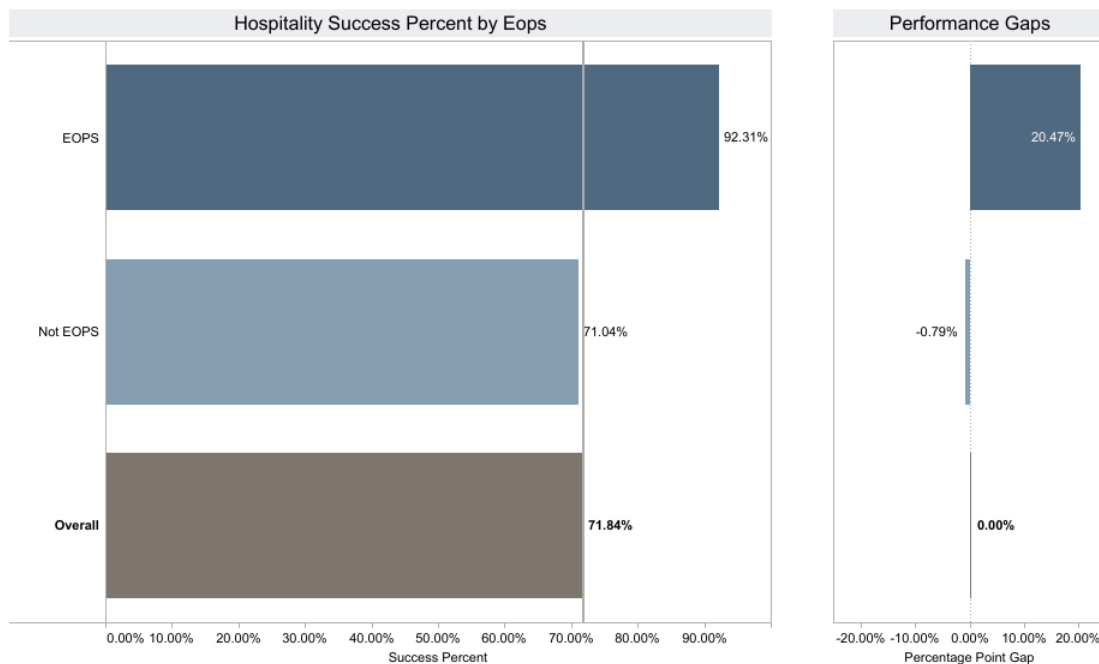
Prison: All

Disaggregate By: DSPS

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.
..

Academic Year:
All
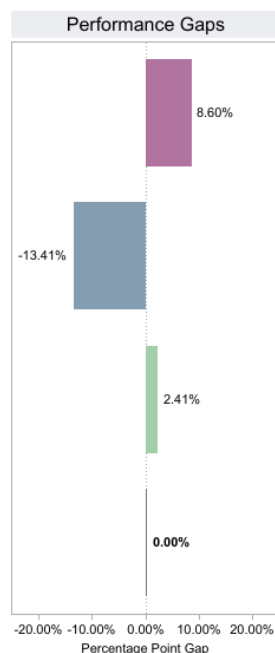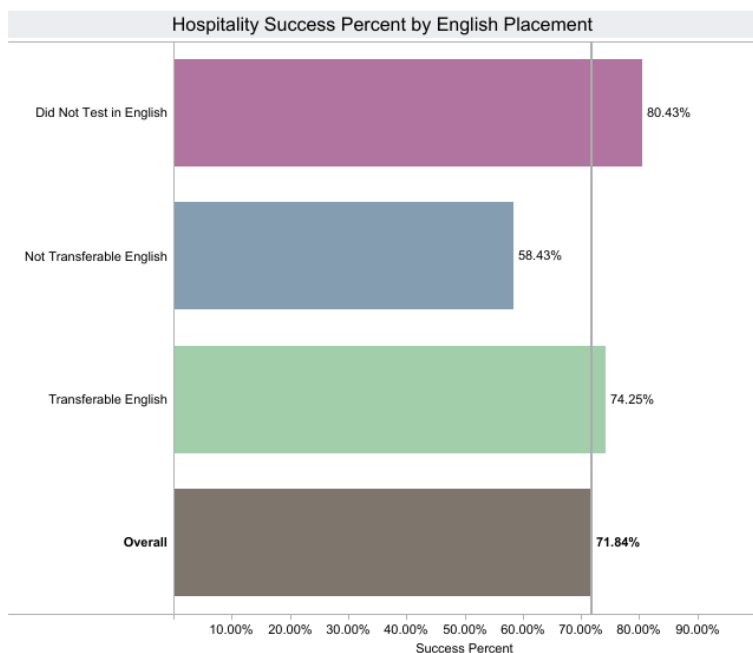
Department:
Hospitality

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Ethnicity

Successful Course Completion by Student Subpopulation

Hospitality Success Percent by Ethnicity

Ethnicity	Success Percent
Asian	50.00%
Hispanic / Latino	66.67%
Two or More Races	75.00%
White	74.34%
Overall	**71.64%**

Performance Gaps

Ethnicity	Percentage Point Gap
Asian	-21.64%
Hispanic / Latino	-4.97%
Two or More Races	3.36%
White	2.70%
Overall	**0.00%**

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.
..

Academic Year:
All

Department:
Hospitality

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
English Placement

Successful Course Completion by Student Subpopulation

Hospitality Success Percent by English Placement

English Placement	Success Percent
Did Not Test in English	80.43%
Not Transferable English	58.43%
Transferable English	74.25%
Overall	**71.84%**

Performance Gaps

English Placement	Percentage Point Gap
Did Not Test in English	8.60%
Not Transferable English	-13.41%
Transferable English	2.41%
Overall	**0.00%**

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.
..

Successful Course Completion by Student Subpopulation

Hospitality Success Percent by Age Group

Age Group	Success Percent
age_20_24	70.24%
age_25_29	64.00%
age_30_34	62.50%
age_35_39	79.17%
age_40_49	63.16%
age_over_50	85.71%
age_under_20	72.92%
Overall	**71.84%**

Performance Gaps

Age Group	Percentage Point Gap
age_20_24	-1.60%
age_25_29	-7.84%
age_30_34	-9.34%
age_35_39	7.33%
age_40_49	-8.68%
age_over_50	13.88%
age_under_20	1.08%
Overall	**0.00%**

Academic Year: All

Department: Hospitality

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Age Group
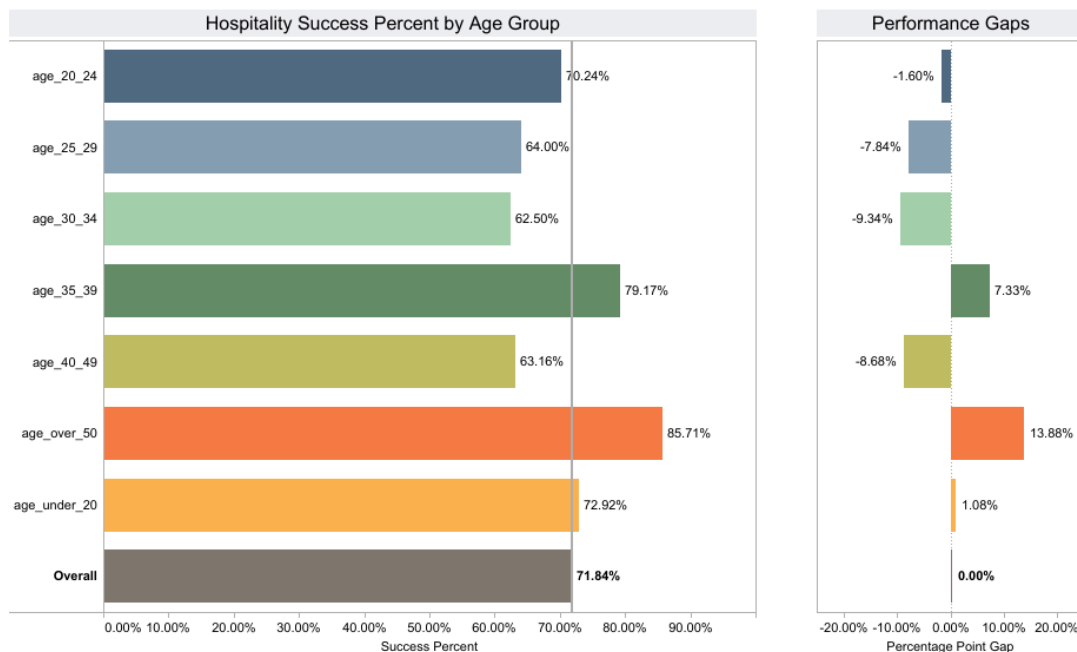
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Hospitality Success Percent by Academically Disadvantaged

Academically Disadvantaged	Success Percent
Academically Disadvantaged	60.00%
Not Academically Disadvantaged	78.90%
Unknown	
Overall	**71.84%**

Performance Gaps

Academically Disadvantaged	Percentage Point Gap
Academically Disadvantaged	-11.84%
Not Academically Disadvantaged	7.06%
Unknown	
Overall	**0.00%**

Academic Year: All

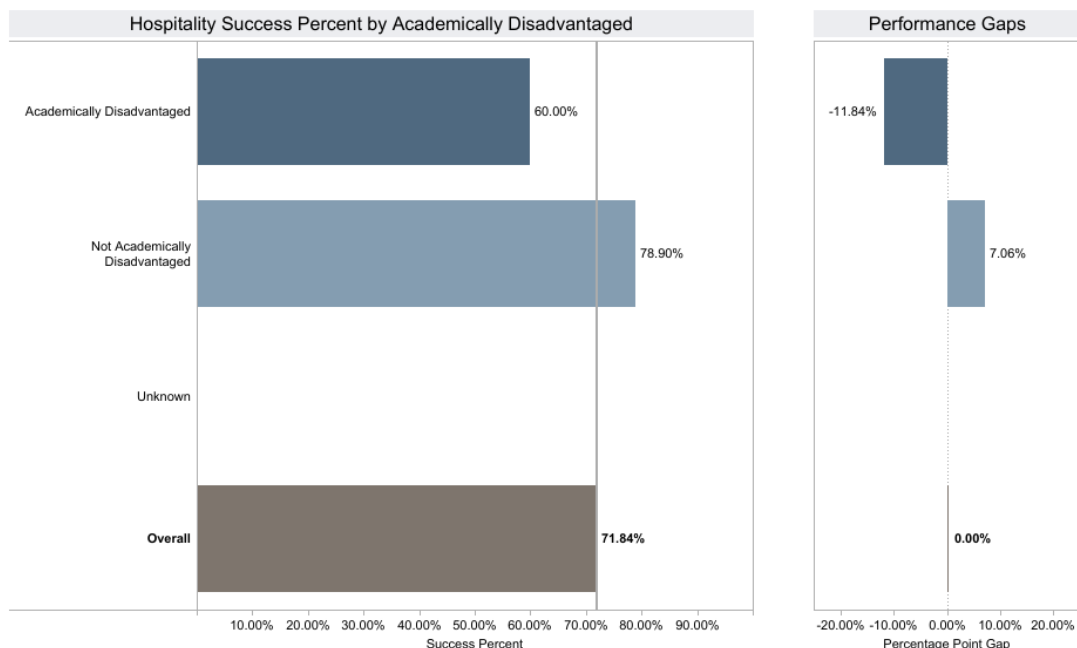**Department:** Hospitality

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Academically Disadvantag..

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Desegregated Student Success Report

This section examines the successful course completion rates across different student subgroups and identifies areas of both success and performance gaps. The analysis highlights the performance disparities based on various factors such as ethnicity, placement in non-transferable English courses, age group, and academically disadvantaged.

Areas of Success

1. **EOPS (Extended Opportunity Programs and Services)** Students who participated in EOPS demonstrated a successful course completion rate of **20.47%**. This indicates a positive correlation between students engaging with these resources and their likelihood to complete courses successfully. EOPS can provide advice and resources which might help students better navigate their courses, leading to improved performance.
2. **DSPS (Disabled Students Programs and Services)**: Students in the DSPS program showed an even higher successful course completion rate of **28.16%**. This is a promising outcome, suggesting that the support services provided to students with disabilities are effective in helping them complete their courses. The enhanced accommodations and tailored resources available through DSPS likely contribute to this success rate.

Performance Gaps

Despite the successes in EOPS and DSPS, several student subgroups are facing significant challenges in course completion. These performance gaps highlight the areas where further intervention is necessary to improve equity in academic outcomes.

1. **Ethnicity**: Students from specific ethnic backgrounds experienced a **-21.64%** gap in successful course completion. This disparity points to potential systemic barriers that these students face, which could include factors like access to resources, socio-economic challenges, or racial/ethnic bias in the classroom. It is critical to explore and address these gaps through targeted support programs, diversity initiatives, and inclusive teaching practices to close the achievement gap.
2. **Non-transferable English Placement**: There is a **-13.41%** performance gap among students placed in non-transferable English courses. These students may face additional challenges in mastering essential skills that are critical for academic progression, which could impact their overall success in higher-level coursework. Many students in this category may not be prepared for the rigors of college-level English and might require supplementary academic support or bridge programs to succeed.
3. **Age Groups (30 to 34 and 40 to 49)**: Students in the age groups of **30 to 34** and **40 to 49** show significant course completion gaps of **-13.41%**. These age groups may experience challenges balancing educational responsibilities with other life obligations such as family, work, and caregiving. Additionally, older students might struggle with technology

11 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

or academic skills that have evolved since their previous academic experiences. Targeted outreach, flexible scheduling, and resources tailored to adult learners could help address these issues.

4. **Academically Disadvantaged Students**: Students classified as academically disadvantaged show a **-11.84%** performance gap. This category likely includes students who may have struggled in prior educational settings, lack academic preparation, or face socio-economic disadvantages that hinder their academic success. Interventions such as mentoring, tutoring, and foundational skills development are essential to help these students succeed in their courses and reduce this achievement gap.

Conclusion

The data reveals both areas of success and areas requiring attention for desegregated student success. While programs like EOPS and DSPS contribute to improved course completion rates, significant gaps persist across certain student demographics, including ethnic minorities, non-transferable English placement, older students, and academically disadvantaged students. Addressing these gaps will require targeted interventions, such as tailored support programs, additional academic resources, and flexible course structures. By focusing on closing these gaps, institutions can work toward providing equitable educational opportunities for all students.

Click here to enter text.

Programs and Curriculum Review PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

   Click here to enter text.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024

13 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Program Outcomes Assessment Checklist and Narrative

CHECKLIST
- ☒ SLO assessment cycle calendar is up to date.
- ☐ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

Program Planning / Forecasting for the Next Academic Year
Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
B. Anticipated changes in curriculum, scheduling or delivery modality: Implementing face to face again for one section of Hospitality 200 Introduction to Hospitality.
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections: Possibly bring on a lecturer for Cost Controls.
F. Other
SUMMARY

14 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

We do have some changes since then and some that didn't get done. We did not have a program lead, and now we do:

- **HOSP 225 was deactivated.**
- **HOSP 230/730, 250/750, and 270/770 were scheduled to have minor modification proposals submitted to update textbooks by 11/1/24.**
- **HOSP 200/700 and 230/730 has updated textbook to current year.**

15 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.