

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Cluster: 3 **Area of Study:** BAHL **Program:** Hospitality **Current Academic Year:** 2022-2023

Last Academic Year CPPR Completed: NA

Current Date: 2/1/2023

NARRATIVE: INSTRUCTIONAL CPPR

GENERAL PROGRAM INFORMATION

Program Mission

This CPPR was written by the Division Chair (who is NUTR faculty) with feedback requested from part-time Hospitality faculty.

Hospitality Management AST, Hospitality Management Foundation CA, Hospitality Management Non-credit CC, and also HOSP courses are included in the Culinary Arts Studies CA and the CUL/HOSP AS.

This program review was drafted by the the Division Chair, and then the one part-time faculty was asked for feedback.

Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

The HOSP program is new and this is the first CPPR.

List all current full-time and part-time faculty in the program.

Part-time (no Full-time in program)

Kendi Root, MHA has spent her entire career in the hospitality industry, hotel management, event planning and/or teaching it. Born in Idaho, she grew up in Modesto, CA., she received my undergraduate degree from Cal Poly SLO in EIM Experience Industry Management (previously Recreation Parks, and Tourism), and her advanced degree from UNLV in Hospitality, and Special Event Planning and Management. She has had my CMP Certified Meeting Professionals state designated license for over 25 years.

Kendi helped develop the hospitality, tourism and event management curriculum and courses at Cal Poly SLO and now retired as full time faculty from there. She taught event management, tourism, and hospitality courses in the Experience Industry Marketing Department. She spent a bulk of her career before teaching as an executive in the hotel industry as well as event planning. Currently she is the Director of Sales and Marketing at the Hilton Garden Inn, Pismo Beach. She has two children, Lawson and Halle. Halle is working on her special education teaching credential at Humboldt State and her son lives in Los Osos and works as a hotel night auditor. Her dog Maggie is a red merle Australian Shepherd, and her best pal!

Here are some additional highlights from Kendi's resume:

- Faculty CEO and Director for annual fundraising events through integrated class learning and assignments resulting in an excess of \$240,000 in 8 years
- Received and grant for the World Sustainable Educational Congress with the Advanced Event and Meeting Management class held in South Carolina. Measured the convention wasted from start to finish with a published document of their findings

- Core courses taught: Hotel and Resort Management; Hospitality Customer Service; Event Planning and Management; Advanced Event Planning and Management; Meetings and Convention Management; Facilities Management; Cruise Tourism; Tourism Planning and Management; Sustained Events; Event Design and Infrastructure; Fundraising; Introduction to Recreation, Parks, and Tourism and Internship Advisor
- Graduation coordinator; Special Events coordinator; Princess Cruise Course Abroad Chaperone; Promotions coordinator; Open House coordinator; alumni relations; SARC Sustainable Agriculture; Summer Orientation; accreditation assessment and student orientation
- Served in management positions at The Cliffs, Apple Farm, Sea Venture, Inn at Morro Bay, and Sycamore Mineral Springs

Kendi is currently part time faculty for the Cuesta College Hospitality program since 2018 teaching:

- HOSP 200 Introduction to Hospitality
- HOSP 230 Introduction to Food and Beverage
- HOSP 255 Catering Concepts
- HOSP 250 Hotel Management

Kendi is the recipient of many awards, including:

- San Francisco Planner of the Year
- Cal Poly Lecturer of the Quarter
- Corporate Director of Sales for John King's Boutique Hotel Collection

PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Hospitality Program's Mission mirrors Cuesta College's mission. Currently the HOSP Program offers **an inclusive program that inspires a diverse student population to achieve their educational goals**. In the HOSP courses at Cuesta College, students acquire the tools to **improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce**. In the HOSP Department at Cuesta College, we work together with dignity and respect toward the common goal of serving our students. The faculty in the HOSP Department at Cuesta College offer, **through dynamic and challenging learning opportunities, a program that improves lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world**. The HOSP Department values **Access, Success, and Excellence**.

Brief history of the departmental ADT

The ADT directly relates to the Program's Mission because it is responding to the needs of the transfer students. The following is the background and description of the ADT.

The Associate Degree for Transfer (AA-T or AS-T), which is a result of SB 1440, is a special degree offered at California Community Colleges. Students who earn an AA-T or AS-T degree are guaranteed admission to a campus within the California State University (CSU) system, although not necessarily to a specific campus or major. Students who complete an AA-T or AS-T are given priority consideration when applying to a particular program that is similar to the student's community college major and will be given a special GPA advantage when applying to CSU-impacted campuses or majors. Students who are planning to pursue an AA-T or AS-T are strongly advised to meet with a counselor for additional information about this transfer program.

The Hospitality Department ensures that classes are offered and rotated among campuses and semesters to ensure all students who want to take HOSP classes may take them and the department continues to add a variety of online class offerings and promote the HOSP 200 class, which is not only the main introduction class, but meets direct articulation with Cal Poly's **RPTA 114. Introduction to Hospitality and Travel**.

Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

The Hospitality program addresses or helps the district to achieve its institutional goals, objectives, and/or operational planning initiatives by directly contributing to the following Institutional Goals and Institutional Objectives:

Institutional Goal 1: **Access** Increase student access to higher education

Institutional Objective 1D: Increase career pathways for local high school students

Measure 2: Percent of local high school students enrolled in dual enrollment courses

The Hospitality (and Culinary Arts) department currently offers dual enrollment at 4 high schools.

Institutional Goal 2: **Completion** Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets

Institutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets

Measure 2: Percent of students who earn either an Associate Degree or Associate Degree for Transfer

The department offers an ADT, AS, and three certificates

Institutional Goal 3: **Transfer** Increase the number of students who transfer annually to a California State University (CSU) or University of California (UC)

Measure 1: Increase the completion of Associate Degrees for Transfer for all student groups

The department offers an ADT

Institutional Goal 4: **Unit Accumulation** Decrease the average number of units accumulated by Cuesta College students

Measure 1: Decrease among all students who earn an Associate Degree in the selected year and who were enrolled in the previous or selected year, the average number of units completed among students who had completed at least 60 units at any community college

The Hospitality program is within this range

Institutional Goal 5: **Workforce** Increase the proportion of exiting students who report being employed in their field of study

Institutional Objective 5C: Increase proportion of all students with a job closely related to their field of study

Measure 1: Increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported they are working in a job very closely or closely related to their field of study

Partnerships with local employers and advisory committee members, such as San Luis Coastal School District and our Chef Ann student placements, and also partnerships, fundraisers, and donations by local businesses

B. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

The following are the San Luis Obispo County Community College District Institutional Learning Outcomes. Mapped Hospitality course are in attached documents.

ILO 1. Personal, Academic, and Professional Development

- Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
- Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being
- Demonstrate the professional skills necessary for successful employment

ILO 2. Critical Thinking and Communication

- Analyze and evaluate their own thinking processes and those of others
- Communicate and interpret complex information in a clear, ethical, and logical manner

ILO 3. Scientific and Environmental Understanding

- Draw conclusions based on the scientific method, computations or experimental and observational evidence
- Construct and analyze statements in a formal symbolic system
- Analyze the relationship between people's actions and the physical world
- Make decisions regarding environmental issues based on scientific evidence and reasoning

ILO 4. Social, Historical, and Global Knowledge and Engagement

- Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world
- Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures

ILO 5. Artistic and Cultural Knowledge and Engagement

- Identify, create, or critique key elements of inspirational art forms
- Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories

ILO 6. Technical and Informational Fluency

- Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically
- Produce and share electronic documents, images, and projects using modern software and technology

PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

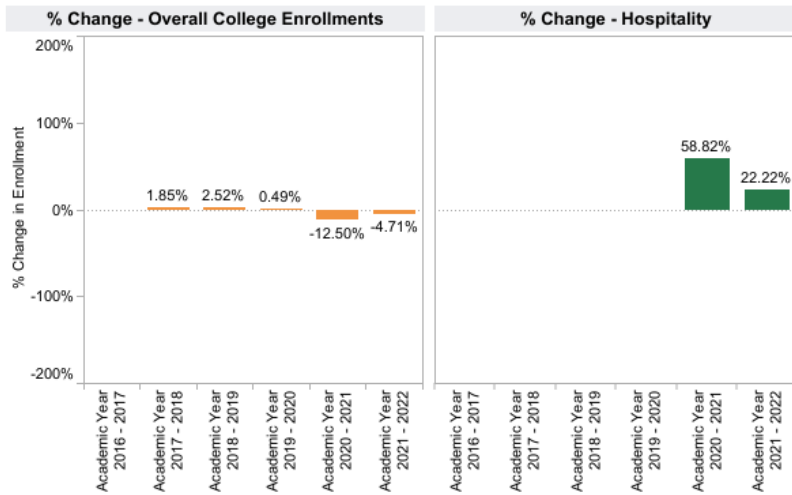
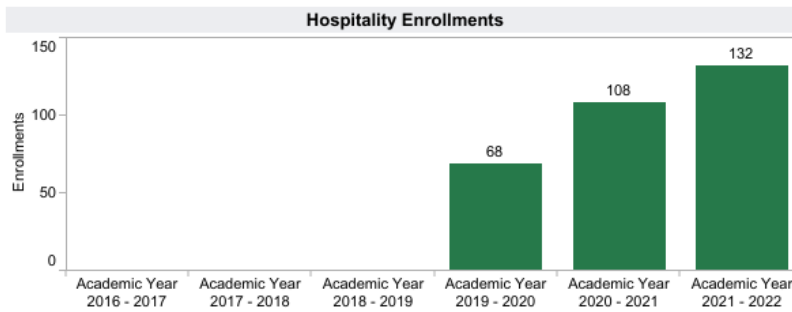
(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

- A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data - Enrollment

Department: Hospitality Course: All Dual Enrollment: All Prison: All

Region: All



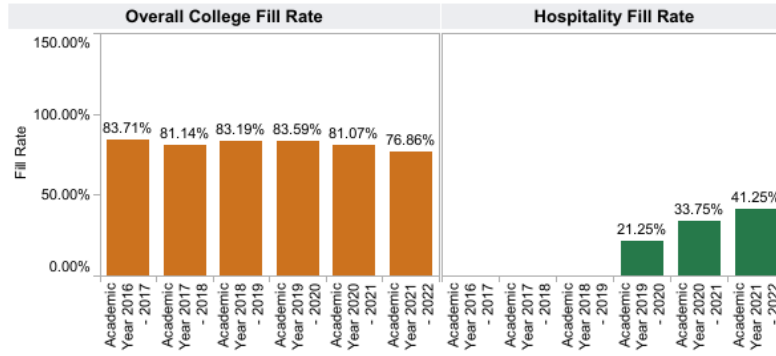
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Hospitality enrollment numbers are increasing since its inception. Tableau does not allow us to see the differences between noncredit and credit in enrollment.

B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Hospitality Course: All Dual Enrollment: All Prison: All



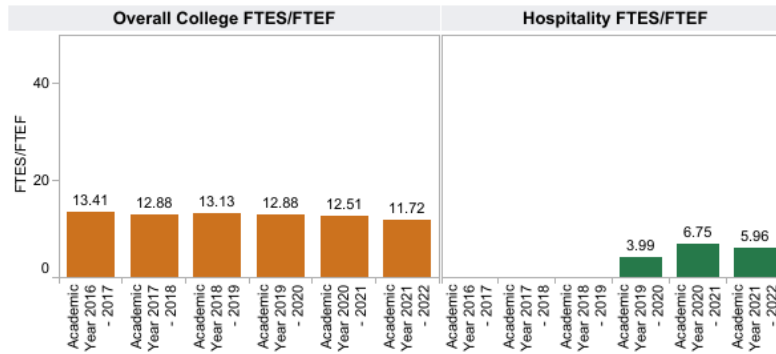
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Fill rates have been fairly low since the program began near the start of the pandemic.

C. [General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Hospitality Course: All Dual Enrollment: All Prison: All

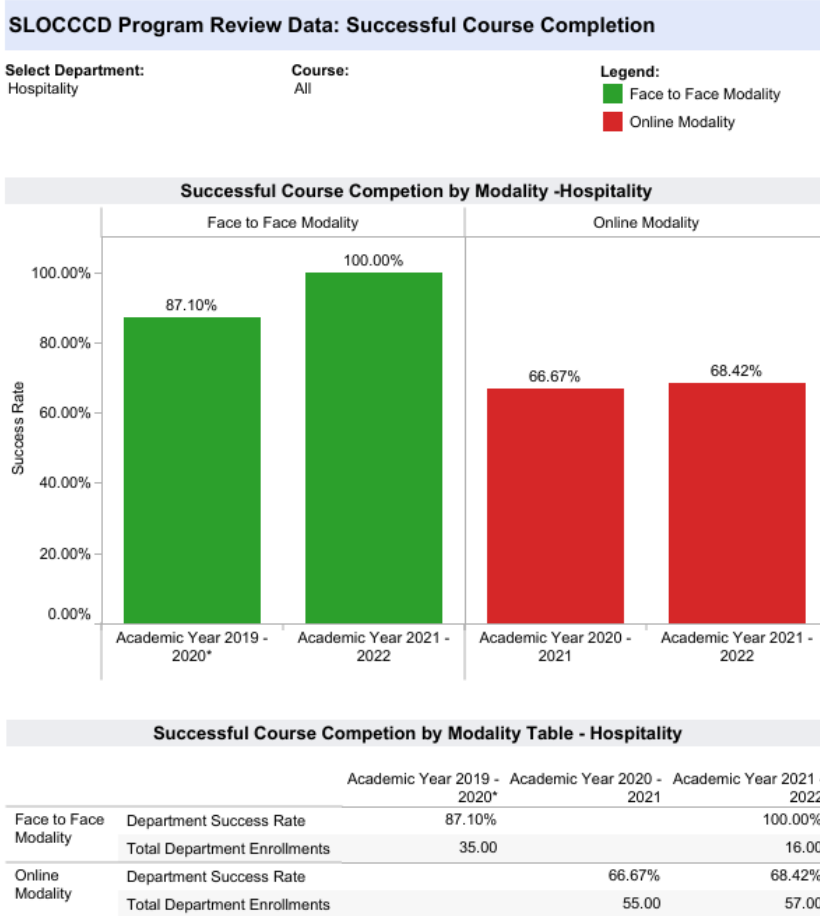


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

It is not surprising that the efficiency is low since the fill rates are low. Some strategies we practice to increase efficiency are: 1) Offer late start courses after full-term courses have filled, 2) Add additional sections of courses when there are large waitlists, 3) Schedule courses based on student need for times and days, 4) Work with other faculty, possibly in other divisions, to reduce course conflicts, 5) Convert low-enrolled FTE courses to DE where possible/offer courses as DE where there is a demand, 6) Cancel low-enrolled courses early enough to allow students to enroll in other courses, 7) Schedule courses on a rotation, especially for low-cap, low-enrolled courses, 8) Reduce duplicate courses that meet the same requirements, 9) Assess seat availability and reduce sections that consistently have open seats, 10) Cross-list courses to maximize enrollments, 11) Ensure all units and courses are necessary for degree and certificate completion, 12) Determine if the number of times class meets per week maximizes course efficiency and adjust the meeting days accordingly, 13) Discuss retention strategies in your department, such as Early Alert messaging and referring students to campus resources, 14) Consider enrolling over the

Enrollment Maximum so that with drops courses will end up with the Enrollment Maximum, 15) Consider ways in which you may promote your department, program, and courses, and 16) Consider reaching out to students who are slow to get started in a DE course instead of dropping them.

D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

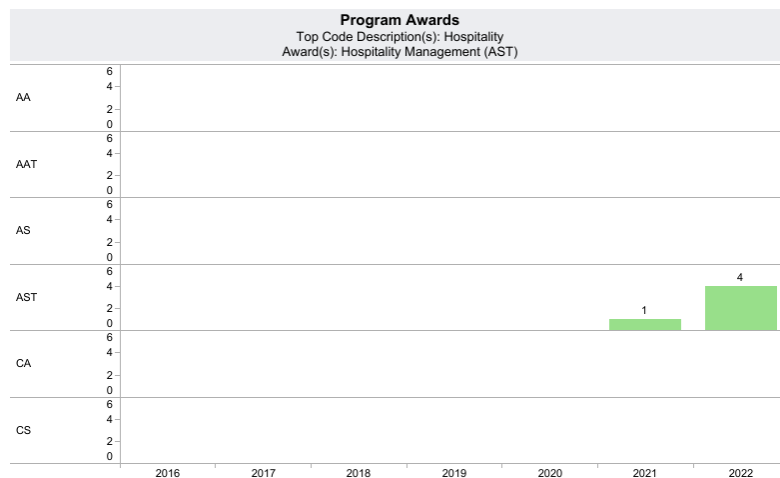


The Face-to-Face modality has typically produced more success in the Hospitality department than the DE.

E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Hospitality **Award Type:** All **Area of Study:** Business, Agriculture, Hospitalit..



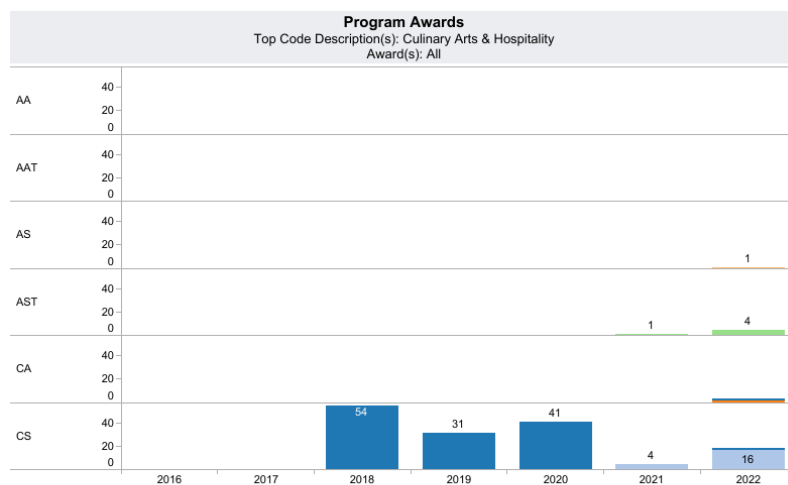
Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AST	Hospitality Management (AST)						1	4
	Total						1	4
Grand Total							1	4

Program Awards: The number of degrees and certificates awarded by program type

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Multiple values **Award Type:** All **Area of Study:** Business, Agriculture, Hospitalit..



Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
CS	Culinary Arts Foundation (CS)						4	16
	Savory Cuisine (CS)		1					
	Whole Foods (CS)		1					
	Total		3	54	31	41	4	18
Grand Total		1	5	54	31	41	5	26

Program Awards: The number of degrees and certificates awarded by program type

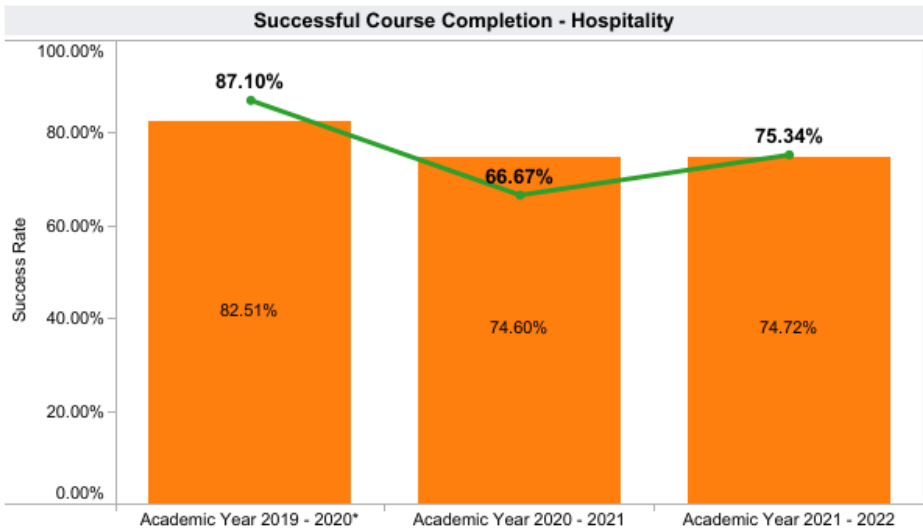
The degree and certificate earners increased in 2022, going up to 4 for the Hospitality ADT. Data was not listed for the HOSP certificates. When combined with CUL/HOSP certs and degrees, in which include HOSP courses, the table is 26 (second table).

F. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and [Institutional Set Standard](#). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Hospitality TERM: All Measure Names: Department Success Rate (green), Overall College Success Rate (orange)
 COURSE: All



	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	87.10%	66.67%	75.34%
Total Enrollments	35	55	73

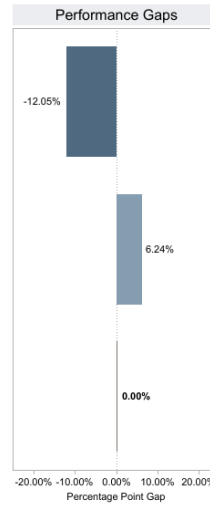
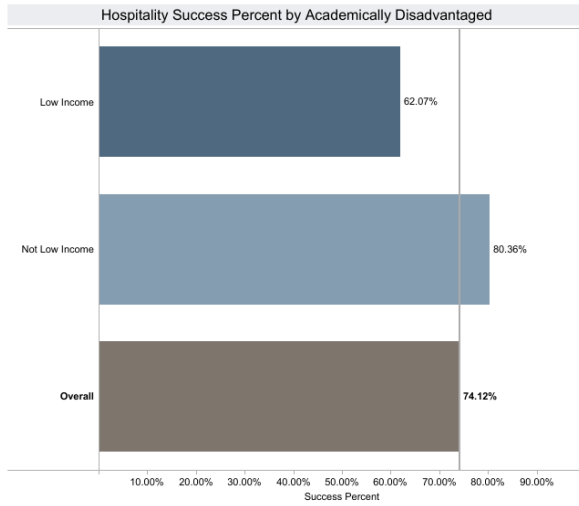
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Success has improved and is higher than the college average.

- 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.



Successful Course Completion by Student Subpopulation

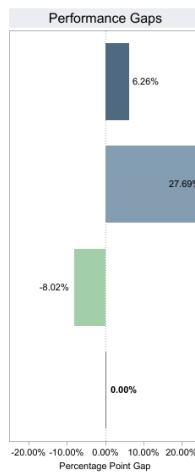
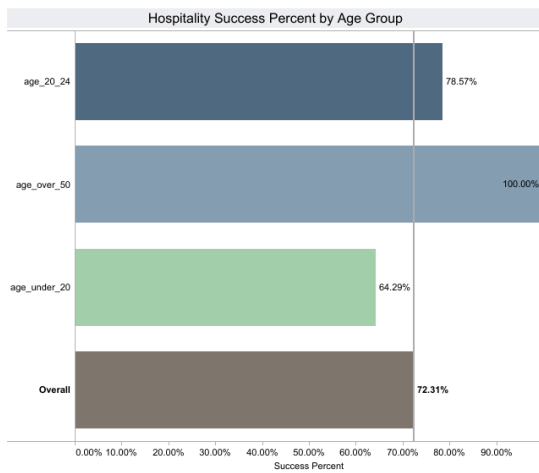


Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year: All
 Department: Hospitality
 Region: All
 Enrollment Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: Academically Disadvantaged



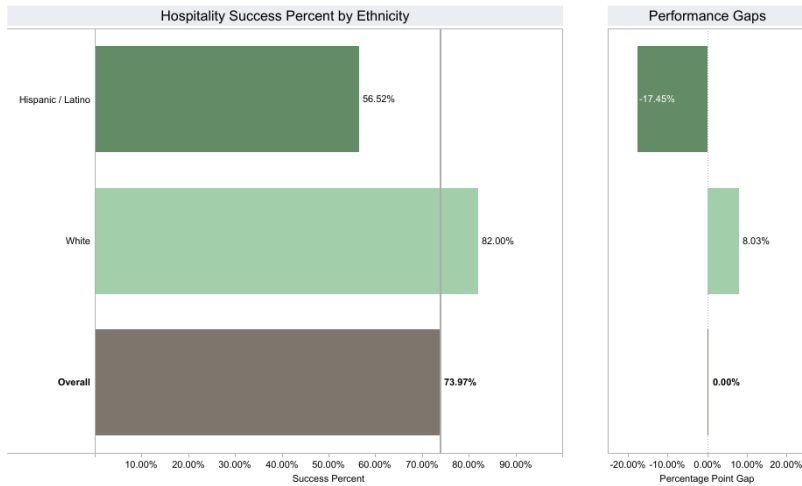
Successful Course Completion by Student Subpopulation



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
 Enrollment Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: Age Group

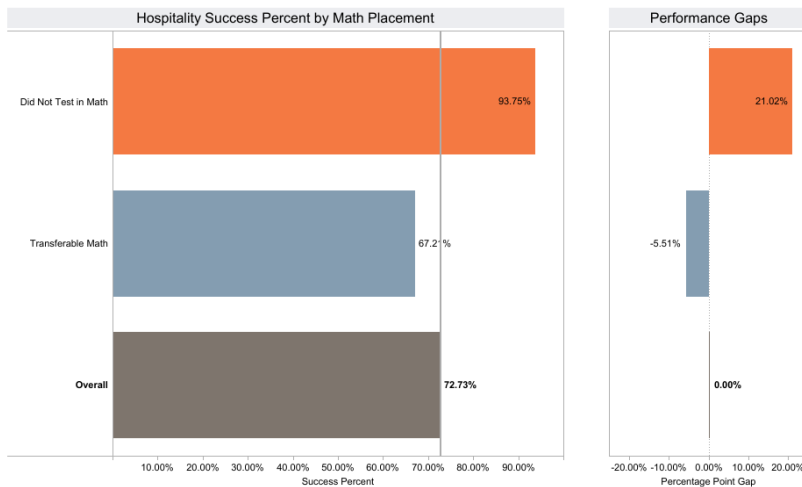
Successful Course Completion by Student Subpopulation



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



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: Math Placement

Performance gaps are noted with low income (-12.05%) and Hispanic/Latino ethnicity (-17.45%).

Interestingly, students not tested in math performed well. Over the age of 50 were also more successful.

Bulleted strategies, opportunities, and resources of how HOSP faculty address equity gaps:

What strategies have you implemented to address equity gaps in the classroom?

- Low cost and free course textbooks/materials
- Variety of course options, including DE, synchronous, in-person
- Connecting our HOSP-specific academic counselor with students and encouraging them to meet
- Check-ins with students falling behind in coursework early and periodically in semester
- Announcing student support/services events in our classes (e.g. Food Bank distribution, Cougar Pantry, student service events, free tutoring options)
- Welcoming syllabi

What type of professional development opportunities are your program faculty participating in to address equity in the classroom?

- FLEX activities

What resources might you need to minimize equity gaps?

- More free HOSP textbook options.

Sixteen additional strategies are explained in the earlier efficiency section.

PROGRAMS AND CURRICULUM REVIEW

The computer program where the entire curriculum resides at the SLOCCCD is CurricUNET. CurricUNET interfaces local campus curriculum design components with both upstream and downstream systems, such as local student systems, multi-campus curriculum searches, and state reporting standards. The full-time faculty member in Nutrition, Cherie Moore, was also the Curriculum Chair who helped develop and train faculty on the CurricUNET system. Cherie, along with Petra Clayton from Modern Languages, developed a Curriculum Review spreadsheet for the CPPRs that were approved by the Curriculum Committee.

The HOSP department’s curriculum has been carefully reviewed for currency in teaching practices and compliance with current policies, standards, and regulations. Evidence of the curriculum review is in the following curriculum tables:

A. Programs Review

a. Review the CurricUNET “Program of Study” outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
HOSPITALITY MANAGEMENT ADT	yes	yes, 1 st CPPR now	no	no
HOSPITALITY MANAGEMENT FOUNDATION CA	yes	yes	no	no
HOSPITALITY MANAGEMENT NONCREDIT CC	yes	yes	no	no

b. For all Currently Active Programs/Certificates, review the CurricUNET “Program of Study” outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are “no” for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
HOSPITALITY MANAGEMENT ADT	yes	yes	yes	NA
HOSPITALITY MANAGEMENT FOUNDATION CA	yes	yes	yes	NA
HOSPITALITY MANAGEMENT NONCREDIT CC	yes	yes	yes	NA

B. Curriculum (Course) Review

Complete the Curriculum Review Worksheet ([download from this folder](#)) and submit the form with your CPPR.

Please see attached

Special Note: The division may want to consider deactivating 2 courses in this program, that would call for modifications of all three degrees and certificates. This would also impact changes in the Culinary Arts department. The two courses are Hospitality Cost Control (HOSP 270/770), which has not been offered because of low enrollment in other courses. The other course would be Hospitality Law (HOSP 225/275), which has not been offered and may be deactivated because students can take Business Law (BUS 218) in its place.

The division may also want to consider deactivating the non-credit versions since those are receiving very low enrollment. This was a partnership with Cuesta College non-credit for hotel and industry partners, but it appears that these are too high (3) of unit classes to work for this purpose.

The division chair is currently working with the Cuesta College Foundation on finding out what the industry wants and she attended a business meeting with industry leaders in North County to discuss needs and this resulted in a survey that was sent to all hospitality business leaders in North County (results pending).

The HOSP program still has funding from a fundraiser (dinner event) at Justin Winery in which they raised \$6000.00 for student internships.

PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Hospitality Program Assessment Calendar								
	Fall 2023	Sp 2024	Fall 2024	Sp 2025	Fall 2025	Sp 2026	Fall 2026	Sp 2027
SLO Assessment Data Collection & eLumin Input	HOSP 200/700 HOSP 225/725	HOSP 230/230 HOSP 250/750	HOSP 255 HOSP 270/770		HOSP 200/700 HOSP 225/725	HOSP 230/230 HOSP 250/750	HOSP 255 HOSP 270/770	
Complete Inputting; Analyze Results & Plan Improvements		HOSP 200/700 HOSP 225/725	HOSP 230/230 HOSP 250/750	HOSP 255 HOSP 270/770		HOSP 200/700 HOSP 225/725	HOSP 230/230 HOSP 250/750	HOSP 255 HOSP 270/770

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

yes

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Non-credit certificate not in Elumen; coordinator is aware

Cuesta College
PLO Summary Map by Course/Context

Map Origin: ADT_HOSPITALITYMANAGEMENT
Map Target: AST_HOSPITALITY_MANAGEMENT

AST_HOSPITALITY_MANAGEMENT Course	AST_HOSPITALITY_MANAGEMENT				
	Apply knowledge and skills associated with problem solving, critical thinking, and decision making.	Apply knowledge and skills imperative to achieve and exceed guest satisfaction.	Demonstrate effective communication skills, including both written and verbal.	Demonstrate leadership and teamwork to achieve common goals.	Demonstrate one's self in a professional and ethical manner.
ACCT201A	4	2	2		
BUS218	2		2		3
CUL210	3	3		2	2
CUL215	4		2		
HOSP225	2	4		2	2
HOSP230	4	2	2		2
HOSP250	4	1			2
HOSP270	6				
MATH247	6				
	35	12	8	4	11

PLO Summary Map by Course/Context

Map Origin: CA_HOSPITALITYMANAGEMENT_FOUNDATION

Map Target: CA_HOSPITALITY_MANAGEMENT_FOUNDATION

CA_HOSPITALITY_MANAGEMENT_FOUNDATION Course	CA_HOSPITALITY_MANAGEMENT_FOUNDATION			
	Apply concepts and skills necessary to achieve guest satisfaction.	Conduct one's self in a professional and ethical manner.	Demonstrate effective communication skills, including both written and verbal.	Demonstrate teamwork to achieve common goals.
BUS218	2	3	2	
GUL215	4		2	
HOSP200	4	3	3	3
HOSP225	3	2		
HOSP230	4	2	2	2
HOSP250	2	2		
HOSP270	6			
	25	12	9	5

D. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Please see attached 28-page document for credit versions (non-credit not in Elumen; coordinator is aware)

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

No change has been made in assessments since this is the first program review.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

The Hospitality Department requests money for:

- Conferences
- New building with NUTR/CUL

PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

The Hospitality program clearly supports the Institutional Goals, Objectives, and Outcomes, as described in detail in the preceding report sections. The department has already made formally mentioned adjustments, continuing to increase efficiency.

B. Institutional Learning Outcomes

Previously listed.

C. Program outcomes

Previously listed.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

- Continue trying Face-to-face, including at NCC, and consider deactivations as mentioned previously

B. Support services to promote success, persistence and retention

These have been good

C. Facilities needs

- **Combined departments (NUTR and CUL/HOSP) food truck and lab**
- **Plans for a new Nutrition, Culinary Arts, Hospitality building**

D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

*After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before **May 12, 2023**.*

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Cherie Moore

Cherie S. Moore

Mar 2, 2023

Division Chair/Director Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [Faculty Prioritization Process Handbook](#)

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.






HOSP_CPPR_2023_Final

Final Audit Report

2023-03-02

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