



One Year Periodic Program Review Report

Academic Programs

Culinary and Hospitality Management

Culinary and Hospitality Management, AAS

Culinary and Hospitality, Certificate

Baking and Pastry, Certificate

Statement of Collaboration

The program faculty, college staff, students, and community members listed below collaborated in an open and forthright dialogue to prepare this Periodic Program Review. Statements included herein accurately reflect the conclusions and opinions of this group.

Participants in the review:

Department Faculty: Sandra Kidwell, Cindy Tonielli

Non-discipline Faculty: Azariah Lehman

Academic Support Staff: Jason Gee

Date Submitted to the Dean of Instruction

Authorization

After the document is complete, print just this page and submit it to the Office of Instruction for the Dean's signature.

Signature of Dean _____

Report Sections and Guidelines

The report sections are described below. If you have questions on any section, please contact the [Office of Instruction for assistance](#).

1. Mission and Goals

Mission

The Culinary and Hospitality Management Program at Mohave Community College strives to provide a learning-centered environment which uses industry standard technology and technique to empower, prepare and equip students for careers in the culinary and hospitality industry.

Goals

Certificates and Degrees

Culinary and Hospitality Management, AAS
Culinary and Hospitality, Certificate
Baking and Pastry, Certificate

Mission and Goals

Mission The Culinary and Hospitality Management Program at Mohave Community College strives to provide a learning-centered environment which uses industry standard technology and technique to empower, prepare and equip students for careers in the culinary and hospitality industry.

Goals

- Secure various positions in the food service industry as front-of-house and back-of-house employees.
- Demonstrate correct technique in the use of knives, kitchen tools and equipment.
- Demonstrate problem solving and critical thinking skills specific to the food service industry.
- Display an understanding of the cultural dynamics of food.
- Demonstrate professionalism and communication skills necessary for successful interaction within the food service industry.

2. Program Data and Trend Analysis

Data will be supplied by Institutional Research. Faculty will be asked to respond to the trends found within the data. (See *Appendix B in the Periodic Program Review Guide for Faculty 2015* for detailed listing of the data sets.)

2.1. Data

- 2.1.1. *Program Resources (Profit/Loss)*: Please provide commentary on the program resources data points related to program revenue and expenses. Please comment on the adequacy of program resources, including such things as classroom and office space, laboratory space (if applicable), library and technology resources, and personnel.

Program Revenue and Expenses

Between 2012-14, Tuition decreased by 39% and fees decreased by 23%. Expenses also decreased by 34%. As a result, this combination resulted in a relatively steady loss ratio that averaged around 52%. To address this ratio, it has been determined to reduce the expenses further, particularly in the perishable food expenses and in the purchasing of additional new equipment. A soft freeze was also placed on the purchase of non-consumable inventory.

Program Resources

The culinary program space limits substantial increases in enrollment due to the importance of maintaining a safe working environment in the kitchen lab spaces. The adjoining classroom space has been partially repurposed to allow for expansion from the kitchen lab space. Freezer space continues to be at a premium. An ideal solution to this issue would be the purchase of a walk-in freezer similar to the walk-in refrigeration unit currently in use. Office spaces are adequate, though anticipated future growth would require a work space for associate faculty that is near the lab spaces. The kitchen lab limits course capacity to an optimum of 12 with an absolute maximum of 15. For baking courses, enrollment should have a cap of 12 based on current space availability. Library and technological resources are adequate. There are future plans to add an urban cultivator to the program to further reduce perishable food expense by growing herbs for use in the courses. Personnel is currently at maximum load. Two associate faculty are available for courses that exceed standard faculty load.

2.1.2.*Student Metrics*: Please provide commentary on the student metrics related to program success. Please comment on the adequacy of student metrics as the effect the program under review. The Culinary program saw a significant decline in credit hour production between 2012-13. In 2014, the credit hour production was steady. Unduplicated student headcount decreased steadily across 2012-14, resulting in an overall decrease of 35%. Student metrics, though they inform “how many”, fail to provide information about where or why the reductions have occurred.

2.1.3.*Instructional Productivity*: Please provide commentary on the instructional productivity related to program success. Please comment on the trends found in this data. The retention rate of 45% is extremely disconcerting. Since the time of this study, personnel changes have occurred to address this issue. In addition, scheduling has been modified to better serve student abilities and needs. For example, dual enrollment was modified to allow a more limited number of courses until they are out of high school. Also, a 4-semester course plan was developed to better advise students. Courses have been scheduled to accommodate changes in the high school schedule, particularly offering Friday courses when the students have no classes.

2.1.4.*Enrollment Trends*: Please provide commentary on the enrollment trends for the program(s). Enrollment declined steadily across the study. Enrollment has since been steadied and successful measures are being taken to increase the number of students in the program.

- 2.1.5. *Faculty Data Points*: Please provide commentary on the faculty data points related to program success. Please comment on any trends or gaps found in the data. Student to faculty ratios were steady in 2013-14 after a significant decline following 2012. Associate faculty have been used intermittently, which is a reflection of the decline in student enrollment. Student enrollment numbers are projected to begin a steady increase due to scheduling measures where students are encouraged to enroll at the beginning of every semester, including summer.
- 2.1.6. *Other Data Points*: Please provide commentary on any additional data points reviewed for this review. As cost per credit hour continues to decrease, it is anticipated that the overall profit/loss ratio will improve, as will the breakeven headcount and FTSE numbers.

2.2. Strengths, Weaknesses, Opportunities, Threats (SWOT)

- 2.2.1. What are the strengths of your program as indicated in the above data?
- Faculty/student ratios are positive.
 - Enrollment has steadied and is increasing.
- 2.2.2. What are the weaknesses of your program as indicated in the above data?
- Profit/loss ratio
 - Course capacity limitations for lab courses
 - Facility limitations (freezer space, student work space, oven space)
- 2.2.3. What opportunities exist for your program based on the above data?
- Retention is low at 45%, and retaining students is one of the most effective methods to increase the overall profitability of the program.
 - Increase of partnerships with community members will increase potential student interest.
 - Reduced competition in the culinary education industry will provide opportunity for increased enrollment.
 - Increasing offerings in the hospitality portion of the program would provide a likely increase in student enrollment (for the student who likes the industry but doesn't want to cook).
- 2.2.4. What threats exist for your program based on the above data?
- Continued decline in enrollment would require significant modifications to the program.
 - Challenges in creating partnerships with area high schools has been challenging and can frustrate enrollment.
 - Loss of personnel: it is difficult to find qualified personnel in this field.

3. Assessment of Student Learning

- 3.1. What percentage of courses have identified student learning outcomes (SLOs)? (comment of progress/lack of progress)
 - 100% of courses have SLOs attributed to them. All SLOs are being addressed in each course.
- 3.2. What percentage of courses have ongoing SLO assessment? (comment on progress/lack of progress)
 - 8% of the courses have SLO assessments. Fall 2015-16 is complete. Spring 2015-16 has not yet occurred.
- 3.3. How has assessment of course level SLOs led to improvements in student learning and achievement?
 - Increased instruction in the areas of weakness shown in the National Restaurant Associate ServSafe Certification exam.
- 3.4. How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?
 - The chosen focus of the SLO assessment does not address this issue.
- 3.5. What challenges remain to make course and program level SLOs more effective?
 - Continued review of current and new SLOs will result in continued improvement of the courses and the program.

4. Evaluation of Progress Toward Previous Goals

- 4.1. Evaluate steps taken to achieve goals established in the last periodic program review.

This is the first periodic program review that the culinary program has participated in.

- 4.2. In cases where resources were allocated towards goals, evaluate the efficacy of that spending.

Not applicable

5. Program Goals and Plan

Short term goals (two year cycle):

Goal 1: Increase overall program enrollment

Measurable Outcome: Increase enrollment of students with Declared Culinary Arts majors from 38 students to 42 students the first year, then to 46 students the consecutive year.

Plan: Increased marketing, increasing partnerships with high schools and industry members, new certificate in hospitality.

Responsible Party(ies): Resident faculty, MPIO, Office of Instruction, Recruiters,

Goal 2: Increase student retention

Measurable Outcome: Increase and maintain retention at 80% for the program

Plan: increased advising opportunities, group advising, student activities that engage students across semesters, student club,

Responsible Party(ies): Resident faculty, advisors, associate faculty, Office of Instruction

What specific aspects of these goals can be accomplished without additional financial resources? All of these goals should be able to be accomplished without additional resources.

- 5.1. Long-term Goals (four year cycle): Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program within the next six years.

Goal 1: (Goals describe what you wish to accomplish in support of program improvement.)

Program Expansion

Measurable Outcome: Hospitality and Restaurant Management AAS degree should be added to the departmental offerings

Plan: (Briefly describe how you will accomplish this goal.)

- Develop an advisory board
- Economic Impact/need study
- Develop the curriculum (DACUM)
- Competency-based programming

Responsible Party(ies): resident faculty, office of instruction, community members, financial aid,

Goal 2: Competency-based programming for all current degrees and certificates in the Culinary Department

Measurable Outcome: Degrees will be up and running using a competency-based model of instruction by 2020.

Plan:

- The culinary program courses will be designed using a Competency-Based Model of instruction, similar to that which has already occurred in the Auto Collision program. This design will be performed by the faculty and the Associate Dean of CTE.
- This design will include extensive use of the Schoology LMS and other online or technological components. Online teaching components (recorded lectures, written assignments, etc.) will be created by the culinary faculty with assistance from other college personnel.
- Program assessment components will be 100% embedded into the program during the design through the use of rubrics and other hands-on assessment models. These items will be designed and created by the culinary faculty with direct assistance from the Associate Dean of CTE.
- New program documents will be submitted in ACRES by the culinary faculty.

- New course packages for all courses will be rebuilt, modified, and submitted in ACRES by the culinary faculty.
- A teach-out plan will be designed for the students who remain in the program. This will be developed by the Associate Dean of CTE, with guidance from the culinary faculty and other college personnel.
- A program calendar must be developed and reviewed. This calendar will be developed by college personnel with the assistance of the culinary faculty.
- A complete redesign of the culinary spaces in Bullhead City will take place to reflect the competency-based instructional model. This will include both facility and equipment updates. Culinary faculty and the Associate Dean of CTE will work conjointly on this redesign with advisement from Campus Deans and Facilities Managers.
- A document to share with current and potential industry partners will be developed to educate the community about our new program. This document will also serve as promotional material for potential students throughout the Bullhead City community.

Responsible Party(ies): Resident faculty, Office of Instruction, financial aid, registrar's office, Campus Dean, facilities managers

What specific aspects of these goals can be accomplished without additional financial resources? Lack of financial support would prevent this change from occurring.

6. Requests for Resources

For any specific aspect of a goal listed in 5.0 that would require additional financial resources, complete the form below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel 1 lab assistant (40-hour)	\$25,000/year	
Facilities: increased kitchen lab space; increased baking lab space; smaller instructional space, but with increased technology	\$1-2 million new 500k-1 million remodel	
Equipment: <ul style="list-style-type: none"> • 3 4-burner gas stove with convection oven • 1 double-deck oven • 6 individual stainless steel work stations for kitchen lab • Walk-in freezer (same size as walk-in cooler) 	\$60,000	
Supplies		
<ul style="list-style-type: none"> • Computer Hardware • Laptop cart for the student study area • 8 work stations 	\$15,000	
Computer Software Training aids	???	
Training	none	
Other	none	
Total Requested Amount	\$600K- \$2.5Million	

- 6.1. Describe the resource request(s). Increase size and capacity of culinary program
- 6.2. What program outcome(s) does the resource request(s) address? Increase size and capacity of culinary program
- 6.3. What measurable outcome(s) will result from filling this resource request? Increased student capacity; higher retention rates; better completion rates; increased completion speed

7. Executive Summary

The Culinary Program has solid enrollment with growth potential, knowledgeable experienced faculty, classes with good faculty/student ratios, and have developed positive community partnerships.

The move to competency-based instruction, the development of new programming, and acquiring new facilities are all steps to enhance the Culinary Program.

Transitioning to a competency based model will embed assessment into the curriculum. Program reviewer comments and recommendations on the following areas will be appreciated.

What trends outside the industry may influence the program?

What should students be looking for as they transition from the program into industry?

Is the demand for hospitality management certificate and degree worth pursuing?

Culinary and Hospitality Periodic Program Review

Review and advisement written by Cindy Tonielli, Resident Faculty-Culinary and Hospitality

Executive Summary Questions-

What trends outside the industry may influence the program?

Economic Trends

The U.S. economy surged ahead 5 percent during 2014's third quarter, the strongest three-month period since 2003. That followed a 4.6 percent jump the previous quarter. Meanwhile, the National Restaurant Association's (NRA) Expectations Index, which measures operators' six-month outlook for same-store sales and other measures, stood at 102.1 in November, down only slightly from October's 102.5, its highest level since 2007. Anything over 100 represents expansion among the RPI's key metrics. Consumers remain concerned about their personal finances. An NRA survey found that nearly seven in 10 adults say they are holding back on spending. The NPD Group, a market research firm, projects that restaurant traffic will increase 1 percent in 2015, an improvement over a flat 2014 guest count.

- Technology

The technology focus for restaurants has made big strides toward mobile platforms. New developments can be seen in ordering, marketing, loyalty programs, and payment. Developers are increasingly combining these applications into a single solution, adding an additional layer of convenience that is important to limited-service restaurants. In the U.S., mobile payments are expected to triple to nearly \$9 billion in 2015, according to digital marketing firm eMarketer.

- **DIY Health**

2016 will see customers' expectations for DIY health climb even higher. Menus are shrinking and consumers are looking for healthy non GMO menu choices.

Health-minded consumers often gravitate to places like Subway and Panera Bread that allow them to customize their orders, thus choosing their own healthful options. This extends to vegetarians and vegans, who are not only seeking healthier foods, but also have animal rights on their minds. The U.S. Food and Drug Administration finally released its requirements for posting calories to menu boards in November, nearly five years after the requirements had been passed with the Patient Protection and Affordable Care Act.

- **Generation Z**

Members of Generation Z have palates that are considerably more sophisticated than they were a couple decades ago. Generation Z members still like pizza, chicken, and pasta, but today are looking for variations on those themes. For example, they might be interested in ordering chicken teriyaki or chicken parmesan. Younger diners also want heightened experiences, louder music, and kinetic visuals. This is the first true digital generation, Fast service is critical for them.

What should students be looking for as they transition from the program into industry?

- **Transition from Culinary program to industry-**

Upon graduating students should pursue ways to gain front-line experience in the industry which will be extremely valuable. Entry-level positions help to build character and experience. This experience also allows students to see the inner workings of the industry first hand. Students should expect to stay informed and keep up on the latest industry news and trends by reading culinary and hospitality blogs and journals. Students should start build relationships along the way during college and in entry level positions. Students should seek out internships within the type of establishment they desire to work. That internship may lead to a full-time position. Education and experience go hand-in-hand when it comes to landing a job in the hospitality industry.

Is the demand for hospitality management certificate and degree worth pursuing?

- **Hospitality Degree**

It is a very marketable career choice. While the employment outlook increase number is somewhat lower, around eight percent compared to higher numbers in other fields, there is still growth and a real need for experts in hospitality management. Travel is becoming a more popular pastime than ever before. Travel for leisure and business is expected to increase in the future. This will create a real need for people with good working knowledge of the hospitality industry and all the latest practices. There will also be a need for people with great hospitality management skills. Making sure a hospitality business is well run with a primary focus on customer service and satisfaction, while also keeping an eye on the profitability of the business, takes skill and resourcefulness. People with a college degree in hospitality management will be in demand and get better jobs in the future than those without degrees.

Culinary and Hospitality Periodic Program Review

Azariah Lehman commented she feels that data for this document is limited and it is assumed the reader has prior background knowledge of the hospitality industry.

- Identify any requests for resources that result from this review.

Who to Call?

Questions about any of the report sections.	Office of Instruction	Jill Loveless, Dean of Instruction ext. 1918
Questions about resource allocations/budget requests.	Office of Instruction	Jill Loveless, Dean of Instruction ext. 1918
Questions about assessment of student learning.	Office of Instruction	To Be Determined, Assessment Director ext. 1951
Need more data?	Institutional Research	Bob Faubert, IR Director ext. 1140