

Maine Community College System
Five Year Program Review

College: Central Maine Community College
CIP: 12.0504

Program: Restaurant Management
Credential(s): Associate in Applied Science (AAS)

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Date: November 2020

Period of review: AY1617-AY1920

Program Overview:

1) **Program description** (from the most recent college catalog):

The Associate in Applied Science Degree in Restaurant Management is for those who have an interest in pursuing a career in the restaurant management industry. Graduates will be prepared for managerial, supervisory or ownership positions which require skills in culinary arts and business practices. This program focuses on food service and lodging management. Full time students should be able to complete the program in four semesters.

2) **Program Learning Outcomes: all program learning outcomes are expected to be assessed within the five-year cycle. Please attach an Assessment Data and Reflection Template for each program learning outcome. Explain how the department used the assessment results to improve teaching, learning, and the curriculum.**

List the program learning outcomes:	Method of assessment: list the courses and activities/assignments used to assess the learning outcomes
1. Research, design, and prepare dishes and menus using cooking and baking techniques used in a professional kitchen. 2. Apply knowledge of safety and sanitation laws and regulations. 3. Evaluate operational procedures of a small to medium size restaurant. 4. Understand the legal environment and regulations of the food service industry. 5. Analyze the financial performance of a small to medium sized restaurant. 6. Research and prepare dishes and menus for specific dietary needs and concerns.	Please see attached Five-Year Assessment Plan for Student Learning Outcomes.

3) **Credentials Awarded within the IPEDS year, i.e. July 1-June 30:**

Credentials Awarded				
Credential	AY1617	AY1718	AY1819	AY1920
AAS	4	5	4	2

4) Program Graduates Employed: There are not enough graduates in the cohort for wage data comparison.

Number of Completers with any Wage Data	None
% of Completers with any Wage Data	None
# of Completers with First Year Earnings	None
Median First Year Earnings	None

5) Partnerships, collaborations, associations and memberships

a) Advisory Meeting Dates and Attendance (past 3 years)

<i>Date(s) of Meeting</i>	<i># of college attendees</i>	<i># of Non-college attendees</i>
11/02/2017	1	4
04/30/2018	1	4
11/08/2018	1	4
11/07/2019	1	3

b) Program external accreditation, associations, and memberships (if applicable):

n/a

6) Other Indicators of student success, direct and/or indirect, which may include:

	AY1617	AY1718	AY1819	AY1920
Licensure/certification pass rates (if applicable)				
Program Advisory Committee Member Survey (on scale of 1-5 averaged):				
Program Curriculum				4.5
Technical currency of the program				4.5
Preparation of program graduates for work in the field				3.5
Communication from program administration/faculty				4.5
Overall quality of the program				4.5
Other (please specify): Major equipment purchased recently for this program with federal funds				3.5

7) Student demographics:

Admissions				
	AY1617	AY1718	AY1819	AY1920
Fall Applications	36	12	8	12
% chg in Fall Applicants from PY	--	-67%	-33%	50%
Enrolled (Yield)	19	4	2	2
% chg in Enrolled from PY	--	-79%	-50%	0%

Student Enrollment ¹				
	AY1617	AY1718	AY1819	AY1920
Unduplicated Headcount Enrolled in Program	31	22	10	4
% chg in Headcount from PY	--	-29%	-55%	-60%
Enrolled Credit Hours	369	263	106	40
% chg in Credit hours from PY	--	-29%	-60%	-62%
FTE	25	18	7	3
% chg in FTE from PY	--	-29%	-60%	-62%

¹ = students within the program in the fall of the academic year

Student Success				
Cohort Year	AY1617	AY1718	AY1819	AY1920
Cohort Enrollment	34	13	3	2
Retained to the next semester	62%	77%	67%	50%
Retained to the next year	32%	23%	0%	0%
Graduation Rates				
100% of program time	29%	8%	33%	
150% of program time	32%	23%		
200% of program time	32%			
Transfer Rate (non-graduates) ²	6%	8%	0%	0%
Transfer Rate (graduates)	0%	8%	0%	0%
Enrolled in Another Program ²	0%			
Graduated from Another Program ²	24%	8%	0%	0%

². Determined at the maximum graduation point in this table, i.e. 200%

8) Strengths, challenges, and planned steps for continuous improvement: In your summary assessment you should reference sections of this review that informs the plan.

Program Strengths:

- The Restaurant Management degree combines one year of culinary courses with one year of business courses. In the first year, students take courses such as Techniques of Cooking, Specialty Foods and Pastries and Contemporary Desserts. In the second year, students take courses such as Accounting Concepts, Principles of Supervision and Hospitality Management.
- Restaurant Management students have a high-level of access to advising support. The students are advised by the Program Chair and small program size allows for personalized attention. Students can also meet with Learning and Advising Center (LAC) specialists who are professional, full-time advisors. These advisors serve as back up advisors to students in all programs at the College.
- The student Culinary Club is an asset in drawing attention to the program and helps enrich the campus community through participation in Student Services events where the club can share their culinary creations.
- Online course delivery methods are available for at least ½ of program courses. This provides students with flexible options to attend school while balancing work, family and other commitments.
- Students take CUA 297 Internship during their last semester. This provides them with hands on, real world experience. The course provides the student with field experience in the restaurant industry under the supervision of a seasoned professional.

Challenges:

- It is challenging to maintain an active advisory board with regular attendance.
- The program was previously Hospitality Management in the Business Department. The name change to Restaurant Management may be impacting enrollment because students seeking a business degree may not identify this program as business or hospitality based.
- Kitchen space is limited. The limited space interferes with first and second year course scheduling as well as availability for Culinary Club usage.
- Completion of the program often takes longer than four semesters due to developmental course requirements. Many students work and are unable to attend full time, which further extends program completion.
- Students who failed to meet the set assessment goal percentages were found to have not completed assignments. Assessment data shows the work completed is accurate, but students are not finishing the task or project.

Planned steps for continuous improvement:

- Utilize Brightspace to collect and organize assessment data in an electronic format.
- Instructors will meet with students to determine why they are not completing assignments and determine appropriate strategies to help students.
- Actively encourage Culinary Club members to seek ways to increase student involvement in activities. Explore joint efforts with the Business Club.
- Focus on recruiting 3-5 new advisory board members during the next calendar year.
- Work with Business Administration Department chair to embed an assessment artifact in BUS and ACC courses. Establish a specific, bi-yearly process for reviewing gathered assessments in ACC and BUS courses.
- Examine existing BUS and ACC courses to determine if there are courses that would better serve employer needs in this program.
- Discuss the current program name and request feedback from advisory board, instructors, students, and employers.
- Work with Admissions to ensure students are selecting the correct program when enrolling. Department Chair and faculty members have found that some students change majors from Restaurant Management to Culinary Arts after learning about the program differences.

Five-year Assessment Plan for Student Learning Outcomes

Culinary Arts

November 2020

Name of Program or General Education Domain

Date

Learning goal (as appropriate):

Student learning outcomes:	Academic year during which assessment will occur	Source(s) and type of assessment artifact(s) that will be collected (e.g.: embedded questioning, capstone assignments, standardized testing, performance observation, portfolio reviews, etc.)	Method(s) to be used for assessing artifact(s)	Assessment Goal (targets/criteria) for direct measure	Assessment Outcome (<i>Number of Students Achieving an "acceptable" or better</i>)	Assessment Goal was:		
						Met	Not Met	Pending Review
Research, design, and prepare dishes and menus using cooking and baking techniques used in a professional kitchen.	AY1819	Research Project Practical Exam	Instructor observation Industry professionals	80%	81%	✓		
Apply knowledge of safety and sanitation laws and regulations.	AY1920	Standardized Test	ServSafe Certification Exam	80%	85%	✓		
Evaluate operational procedures of a small to medium size restaurant.	AY1920	Research Project	Still in process	80%	n/a			✓
Understand the legal environment and regulations of the food service industry.	AY1920	Embedded Exam Question	Still in process	70%	n/a			✓

Analyze the financial performance of a small to medium sized restaurant.	AY1920	Research Project	Still in process	70%	n/a			✓
Research and prepare dishes and menus for specific dietary needs and concerns.	AY1920	Research Projects – CUA 171 Shop Projects – CUA 152	Instructor observation	80%	77%		✓	

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.

- Many of our practical exams are judged by industry professionals. This provides guidance on what is acceptable in the industry.
- Practical exams have been identified as the best way for students to demonstrate what they have learned.
- Students who failed to meet the set assessment goal percentages were found to have not completed assignments. Assessment data shows the work completed is accurate, but students are not finishing the task or project.
- COVID-19 impacted our assessment process and we were unable to capture data for AY1920. AY1819 is utilized above.
- It was discovered that Program Learning Outcomes 3, 4, and 5 do not have artifacts embedded in BUS and ACC courses for assessment related to this program.