

# Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Hospitality, Culinary and Tourism Management**

**Term/Year of Review: Fall 2021**

## Summary of Program Review:

### A. Major Findings

#### 1. Strengths:

Increased enrollment in the following classes:

- HCTM-100 Safety & Sanitation: Foundational Course for Department. 175% between 2018-2021
- HCTM-121 Hospitality Cost Control: Up by 27.3% between 2018-2021
- HCTM-122 Principles of Hotel Administration: Up by 6.3% between 2018-2021

Overall, there has been a 9.3% increase enrollments within the HCTM Program between 2018-2021

- The Upper Valley Campus Kitchen has had equipment upgrades, making it a more realistic professional kitchen environment, for teaching the Advanced Culinary classes.

- Faculty members in HCTM and other complimentary programs (Business & Viticulture) have deeply embedded industry partnerships, making our curriculum approach timely and effective for student's professional growth.

- Non-Credit & Community Education alignments: Based on public demand, the HCTM program has ancillary connections that enhance credit student's growth. They include burgeoning Farm to Table NC classes and Basic Cooking Skills NC classes, both in the proposal stages. These are designed to help students expand their skills in these areas, that also can bridge over to Culinary and Hospitality career education. Last, HCTM student have the ability to sign up for HCTM-190 & HCTM-290, Internships which will give work opportunities for students that participate as teaching assistants to Food & Wine Enthusiast classes.

#### 2. Areas for Improvement:

Areas for improvement would be the following:

- **Marketing Department: Advertisement** of program and new class offerings in both Hospitality Management and Culinary Arts. We have no Bay Area or California presence in the media or any other outlet, short of our own social media postings.

- Increasing enrollment in all other HCTM classes not listed above.

- Increase class fill rates, with classes that won't jeopardize safety protocols.

- Retention and course completion rates need to increase within the following classes:

HCTM-121: Hospitality Cost Control

HCTM-122: Principals of Hotel Administration

HCTM-125: Food & Beverage Restaurant Management

- Increase conferment of degrees and certificates.

- **Facilities: The Main Campus Teaching Kitchen** needs to be upgraded in its lab and lecture space. Currently the kitchen and the classroom-lecture space, are configured to be a cafeteria. This is not spatially conducive for teaching, as it is impossible to see all the students working in the kitchen at the same time. In the lecture area, there is inadequate lighting, old heat-table equipment, drainage pipes with tree roots growing through them, that sometimes emits very foul smells.

- **Facilities: UVC** The roof at the UVC leaks tremendously and needs to be fixed. Every year that we delay, the more money it will cost us. Especially since with just invested 65,000\$ in new ranges and convection ovens.

- **Facilities: The UVC Culinary Arts Building the bathrooms** need to updated. The drains also emit foul smells.

- **Facilities: The UVC, room 9 Multi-Purpose room**, needs to have new dining room service tables, chairs and plate-ware, to create a realistic restaurant experience for students and patrons. Along with this, there need to be more proper storage for tables and chairs, as there isn't any now.

- Make textbooks and computer programs more equitably available to students.

- **IT:** Increase technology resources and training to our students. Our students need computers. They also need skills in basic computer programs, to complete course work and be viable employees.

- Increase instructor pool, in order to offer more classes, at student friendly schedules.

- The enrollment process of credit students en mass, from local employers needs to be streamlined. This was identified when Silverado Country Club & Resort needed to enroll 35 of its employees and found our process cumbersome and difficult to navigate. An employee of NVC had to hand enroll each student/employee, in order for us to not loose their participation.

### 3. Projected Program Growth, Stability, or Viability:

HCTM is a Viable program at this point, with contradictions between enrollment numbers, as it relates to the need for training by local business. HCTM has shown growth, but needs more shoring-up for long-term sustainability. There are extremely strong pleas by employers, as noted within this review, for properly trained culinary and hospitality students, but current enrollment doesn't meet this demand. The HCTM program of classes will remain a relevant, approachable and equitable in its training for students and employers within the North Bay Area, but again enrollment needs to be increased. The hospitality-culinary industry is one of the top private employers within the Napa Valley and Bay Area as a whole. Based on the current program and enrollment of 9.3% growth from 2018-2021, the projected program growth goal, taking covid into consideration, is projected to be 5% year over year, the next 3 years to come. Despite decreases in overall college enrollment, the HCTM is growing slowly and steadily.

## B. Program's Support of Institutional Mission and Goals

### 1. Description of Alignment between Program and Institutional Mission:

The HCTM program works closely with local educational institutions and industry leaders to equip our students with skills and resources for their college and professional growth. With the training they have received, the students of HCTM program have shown marketability of their skills, translating into an extremely high rate of demand for employment within the Hospitality and Culinary fields.

### 2. Assessment of Program's Recent Contributions to Institutional Mission:

The HCTM program and classroom settings have made equity and inclusion a priority for welcoming students into the program. This is reflected in the increase of participation and completion increases of 56.8% for African Americans/Blacks and 74.5% for Latinx.

### 3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Creating a new Associates Degree in Culinary Arts, to meet the industry demand for trained culinarians. This ties into the goal of enhancing collaboration between NVC, the community and civic partners.

- Direct engagement with students about how the HCTM program can help meet their personal-professional goals.
- Despite past restrictive attitudes, Equity and Inclusivity have taken on a much stronger, centralized role in the curriculum of the HCTM program. The need for diversification within the culinary-hospitality industry has finally be recognized by the masses and these are being addressed through empathetic staff, the teaching materials being used and implementation.

**C. New Objectives/Goals:**

- NVC is the only locally centric college that companies and individuals to get relevant training in hospitality-culinary within the Napa Valley. This creates a need for increasing and streamline processes for local companies to enroll their employees in classes for training. Promote “Upskilling Your Workforce”.
- Creating an affordable pathway for students who want an education in Culinary Arts.
- Increase computer literacy and access to technology for HCTM students.
- Upgrade Main Campus kitchen/lab class area, to a more modern teaching space, that is also Health Department compliant.
- Get a new roof on the Culinary Arts Building at the UVC.

**D. Description of Process Used to Ensure “Inclusive Program Review”**

The HCTM Department continually engages a wide variety of constituents. These include on campus, internal HCTM faculty, as well as others that have overlapping educational goals, such as Viticulture and Business Departments. We also take into account the needs of students employed within the industry, as well as local business and professional organizations. This allows our students and partners to engage in helping to keep the content of the HCTM curriculum relevant. This is noted in the annual convening of the Hospitality-Culinary Advisory Committee, a consortium of faculty, former students and business leaders ; that everyone is allowed a direct voice in the goals set in HCTM curriculum.

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Hospitality, Culinary and Tourism Management
<b>Degree(s)/Certificate(s)</b>	Hospitality Management: AS-T Culinary Arts Professional: AA Hospitality Management: CoA Introductory Basic Culinary Skills: SC Intermediate Basic Culinary Skills: SC Culinary Arts Advanced: CoA
<b>Courses</b>	HCTM 100/CUL 100
	HCTM 110/CUL 110
	HCTM 111/CUL 111
	HCTM 112/CUL 112
	HCTM 120/HOSP 120
	HCTM 121/HOSP 121
	HCTM 122/HOSP 122
	HCTM 124/HOSP 124
	HCTM 125/HOSP 125
	HCTM 126/HOSP 126
	HCTM 190
	HCTM 200
	HCTM 201
	HCTM 250
	HCTM 290
	HOSPNC 600
	HOSPNC 601
	HOSPNC 602

Taxonomy of Programs, June 2021

## I. PROGRAM DATA

### A. Demand

#### 1. Headcount and Enrollment

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
<b>Headcount</b>				
<b>Within the Program</b>	110	106	75	-31.8%
<b>Across the Institution</b>	8,176	8,181	7,208	-11.8%
<b>Enrollments</b>				
HCTM-100	8	17	22	175%
HCTM-110	8	14	8	0.0%
HCTM-111	18	--	6	-66.7%
HCTM-112	--	2	--	--
HCTM-120	58	59	18	-69.0%
HCTM-121	11	--	14	27.3%
HCTM-122	16	31	17	6.3%
HCTM-124	--	15	14	--
HCTM-125	32	23	16	-50.0%
HCTM-126	--	5	7	--
HCMT-200	--	--	24	--
HCTM-201	--	--	19	--
<b>Within the Program</b>	151	164	165	9.3%
<b>Across the Institution</b>	32,545	33,102	30,409	-6.6%
<i>Source: SQL Enrollment Files</i>				

*RPIE Analysis:* The number of students enrolled (headcount) in the Hospitality, Culinary and Tourism Management Program decreased by 31.8% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Hospitality, Culinary and Tourism Management Program increased by 9.3%, while enrollment across the institution decreased by 6.6%.

Enrollment in the following courses changed by more than 10% ( $\pm 10\%$ ) between 2018-2019 and 2020-2021:

*Courses with enrollment increases:*

- HCTM-100 (175%)
- HCTM-121 (27.3%)

*Courses with enrollment decreases:*

- HCTM-120 (-69.0%)
- HCTM-111 (-66.7%)
- HCTM-125 (-50.0%)

For HCTM-124, which was offered in two of the past three years, enrollments decreased by 6.7% between 2019-2020 and 2020-2021. For HCTM-126, which was offered in two of the past three years, enrollments increased by 40.0% between 2019-2020 and 2020-2021.

**Program Reflection:**

- HCTM has had much transition in faculty and leadership. Despite this, there has been a slight uptick in the number of enrollments, despite the lessening of the actual number of people. This means we have less students, but more of them are enrolling/ re-enrolling in HCTM classes. This seems to strengthen the foundation of the department.
- It is the opinion of the writer of this report, that because of consistent class offerings and faculty, that this has helped in stabilizing the program.
- Currently, we are continuously offering as many classes as possible, despite not meeting traditional class levels. Covid has had a tremendous impact on overall enrollment. It seems a more positive, student focused approach to have smaller populated classes, then it is to cancel classes because “enrollment numbers” weren’t met. It’s the belief, that if we don’t have classes for the students we have now, then it will be harder to increase enrollment later. We must make ourselves available for the “Guests of HCTM” (our students) now more than ever.
- *Were increases/decreases in offerings sustainable in light of recent enrollment trends?* Again, going back to the changes in faculty and leadership within HCTM, it has been the belief that class offerings need to be made consistent. This is a 2-3 year process that only began in Fall’ 2020.
- To answer the question as to what is “an ideal class size” for HCTM, it is dependent on the class itself. For a lecture only class, be it in-person or online, the numbers should be consistent between 16-40 people. For a lab class, within a culinary kitchen or dining room with only 1 instructor and no assistants, a class should never be more than 16 people. This is due to safety issues, with regards to hot food products, the use of various cooking equipment and knives. Many students come to us with little to no experience with these tools and getting hurt is a very real concern. This effects oversight within the lab setting. If there were Instructional Aides/ Teaching Assistants, also depending on the workspace, the Main Campus Kitchen versus the Upper Valley Kitchen, then an increase to 20 students per class might be possible. But an increase of this many students may also detract from the student’s learning experience.
- To reiterate what was previously written, class enrollment sizes need to be increased. Having more students will make the HCTM program more dynamic. There currently are numerous requests weekly, for our students to fill job vacancies, in an environment with a severe labor shortage in the Hospitality-Culinary industry. The area we are the weakest in is marketing. Our local business partners know we have training, but it is questionable if potential students know that they can increase their skills by attending NVC.

## 2. Average Class Size

	2018-2019		2019-2020		2020-2021		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
HCTM-100	1	8.0	1	17.0	2	11.0	11.8	37.5%
HCTM-110	1	8.0	1	14.0	2	4.0	7.5	-50.0%
HCTM-111	1	18.0	--	--	1	6.0	12.0	-66.7%
HCTM-112	--	--	1	2.0	--	--	2.0	--
HCTM-120	3	19.3	2	29.5	1	18.0	22.5	-6.9%
HCTM-121	1	11.0	--	--	1	14.0	12.5	27.3%
HCTM-122	1	16.0	1	31.0	1	17.0	21.3	6.3%
HCTM-124	--	--	1	15.0	1	14.0	14.5	--
HCTM-125	1	32.0	1	23.0	1	16.0	23.7	-50.0%
HCTM-126	--	--	1	5.0	1	7.0	6.0	--
HCMT-200	--	--	--	--	1	24.0	24.0	--
HCTM-201	--	--	--	--	1	19.0	19.0	--
<b>Program Average*</b>	9	16.8	9	18.4	13	12.7	15.5	-24.4%
<b>Institutional Average*</b>	1,313	24.8	1,348	24.6	1,171	25.9	25.1	4.4%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

*RPIE Analysis: Over the past three years, the Hospitality, Culinary and Tourism Management Program has claimed an average of 15.5 students per section. The average class size in the program has been lower than the average class size of 25.1 students per section across the institution during this period. Average class size in the program decreased by 24.4% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.*

Average class size in the following courses changed by more than 10% ( $\pm 10\%$ ) between 2018-2019 and 2020-2021:

Courses with increases in average class size:

- HCTM-100 (37.5%)
- HCTM-121 (27.3%)

Courses with decreases in average class size:

- HCTM-111 (-66.7%)
- HCTM-110 (-50.0%)
- HCTM-125 (-50.0%)

### Program Reflection:

- In normal times the HCTM program should all have larger class sizes. The numbers of enrolled dropped dramatically after Spring 2020 due to covid. The pandemic and concerns with safety measure have severely impacted these numbers. The campus wide average has been an increase in 4.4% while the HCTM program has seen a decline of 24.4%

### 3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2018-2019	133	235	56.6%
2019-2020	166	256	64.8%
2020-2021	122	279	43.7%
<b>Three-Year Program Total</b>	<b>421</b>	<b>770</b>	<b>54.7%</b>
<b>Institutional Level</b>	<b>83,156</b>	<b>101,258</b>	<b>82.1%</b>
Productivity*			
	FTEs	FTEF	Productivity
2018-2019	13.7	2.1	6.5
2019-2020	18.5	1.6	11.6
2020-2021	13.6	1.4	9.7
<b>Three-Year Program Total</b>	<b>45.8</b>	<b>5.1</b>	<b>9.0</b>

Source: SQL Enrollment and Course Sections Files

*RPIE Analysis: Fill rates within the Hospitality, Culinary and Tourism Management Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 54.7% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, both enrollment and capacity increased, resulting in an increase in fill rate (due to a higher rate of increase in*

enrollment). Between 2019-2020 and 2020-2021, enrollment decreased while capacity increased, resulting in a decrease in fill rate.

Productivity increased between 2018-2019 and 2020-2021 and ranged from 6.5 to 11.6 across the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 9.0 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

*\*Note: Fill rates and productivity reported in the table do not include three Hospitality, Culinary and Tourism Management section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

**Program Reflection:**

- As reflected in previous analysis, fill rates need to be increased in all areas of the HCTM program.

**4. Labor Market Demand**

Economic Development Department Standard Occupational Classification Description (SOC Code): 11-9051, 11-9081	Numeric Change in Employment	Projected Growth (% Change in Employment)	Average Annual Job Openings (New Jobs + Replacement Needs)
Napa County (2018-2028)	110	+23.4%	700
Bay Area <sup>A</sup> (2018-2028)	1,900	+13.0%	19,580
California (2018-2028)	10,900	+14.5%	102,440
<p>Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (<a href="http://www.labormarketinfo.edd.ca.gov">http://www.labormarketinfo.edd.ca.gov</a>)</p> <p><sup>A</sup>Bay Area counties include: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).</p>			

**RPIE Analysis:** The figures reported in the table above pertain to Standard Occupational Classifications for the following positions:

- food service managers
- lodging managers

The Economic Development Department projects an increase of 110 positions for Napa County and 1,900 positions for the Bay Area for the types of positions described above by 2028 (compared to 2018). The increase in positions in Napa County translates into a 23.4% increase for the industry, the increase for the Bay Area translates into a 13.0% increase. The projected growth for Napa County exceeds the projected growth in California, while the projected growth for the Bay Area is consistent with the projected growth in California. Approximately 700 openings are projected each year in Napa County, while 19,580 openings are projected each year in the Bay Area (through 2028).

**Program Reflection:**

- As the labor market statistics show, along with local business demand for HCTM students to become employees, there is a large need for trained workforce personnel. An area in need for improvement is



housing. This seems to be huge drawback in getting more students enrolled in NVC, as well as getting a trained workforce available in general.

- The Napa Valley has a multitude of venues for a Hospitality-Culinary major, with hundreds of employers for students to choose from. This won't likely change soon, creating an ever bigger demand for employees, than what is currently available. Fall of 2021 is an employee's market. As long as there is a demand for training, NVC HCTM Program will remain a viable pathway for workforce training. But we must stay vigilant and relevant, in our curriculum and environment we teach in.

Supplemental Information Supplied by the BACCC For Program Proposal Review

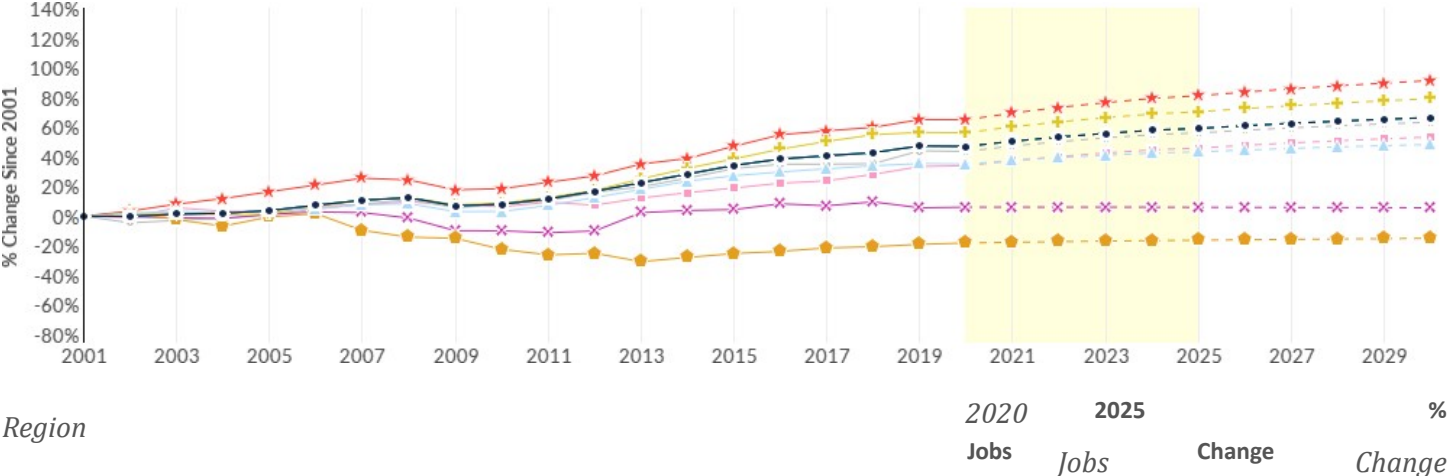
4 Accommodation and Food Services in DSN North Bay  
**Industry Summary for 4 Accommodation and Food Services**

<p><b>252,484</b>  <b>Jobs (2020)</b>          7% above National average</p>	<p><b>+8.3%</b>  <b>% Change (2020-2025)</b>          Nation: +7.1%</p>	<p><b>\$39,082</b>  <b>Avg. Earnings Per Job (2020)</b>          Nation: \$26,015</p>
--	---	---

**Industry Detail**

Establishments (2020)	14,050
Jobs Multiplier	Only Available for 6-Digit
Unemployed	Only Available for 2-Digit

Regional Trends



● Region	252,484	273,355	20,871	8.3%
● DSN North Bay	252,484	273,355	20,871	8.3%
● North Bay Collaborative	65,221	69,173	3,952	6.1%
● All Counties	252,484	273,355	20,871	8.3%
● Alameda County, CA	64,963	70,847	5,884	9.1%
● Contra Costa County, CA	35,863	39,388	3,525	9.8%
● Lake County, CA	1,142	1,168	26	2.3%
● Mendocino County, CA	3,876	3,873	-3	-0.1%
● San Francisco County, CA	86,437	93,948	7,511	8.7%
● Solano County, CA	13,435	14,625	1,190	8.9%

## B. Momentum

### 1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
HCTM-100	97.9%	X		<b>93.6%</b>	X	
HCTM-110	100%	X		<b>90.0%</b>	X	
HCTM-111	91.7%		X	79.2%	X	
HCTM-112	100%	X		50.0%		X
HCTM-120	94.1%	--	--	76.3%	X	
HCTM-121	88.0%		X	<b>56.0%</b>		X
HCTM-122	<b>85.9%</b>		X	<b>51.6%</b>		X
HCTM-124	100%	X		86.2%	X	
HCTM-125	94.4%	--	--	<b>62.0%</b>		X
HCTM-126	100%	X		75.0%	--	--
HCMT-200	91.7%		X	87.5%	X	
HCTM-201	100%	X		<b>94.7%</b>	X	
<b>Program Level</b>	<b>92.7%</b>			74.7%		
<b>Institutional Level</b>	90.3%			75.6%		

*Source: SQL Enrollment Files*

-- Indicates a value that is within 1% of the program-level rate.

***Bold italics*** denote a statistically significant difference between the course-level rate and the program-level rate.

**Bold** denotes a statistically significant difference between the program-level rate and the institutional rate.

**Note:** Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

***RPIE Analysis:** Over the past three years, the retention rate for the Hospitality, Culinary and Tourism Management Program was significantly higher than the rate at the institutional level. The retention rate for HCTM-122 was significantly lower than the program-level rate. The retention rate for the Hospitality, Culinary and Tourism Management Program falls in the 57<sup>th</sup> percentile among program-level retention rates (across 59 instructional programs, over the past three years).*

*Over the past three years, the successful course completion rate for the Hospitality, Culinary and Tourism Management Program was lower than the rate at the institutional*

level. (The difference was not statistically significant.) The successful course completion rates for HCTM-121, HCTM-122, and HCTM-125 were significantly lower than the program-level rate. The successful course completion rates for HCTM-100, HCTM-110, and HCTM-201 were significantly higher than the program-level rate. The successful course completion rate for the Hospitality, Culinary and Tourism Management Program falls in the 33<sup>rd</sup> percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (18.0%) was significantly higher than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Hospitality, Culinary and Tourism Management courses claimed differences (between retention and successful course completion) that exceeded 10%:

- HCTM-112 (50.0%)
- HCTM-122 (34.3%)
- HCTM-125 (32.4%)
- HCTM-121 (32.0%)
- HCTM-126 (25.0%)
- HCTM-120 (17.8%)
- HCTM-124 (13.8%)
- HCTM-111 (12.5%)
- HCTM-110 (10.0%)

#### **Program Reflection:**

- HCTM-112: Garde Manger has only been run once, in the Spring of 2020. It had a significant number of students withdraw from the class due to covid concerns.

- Areas for improvement in retention and course completion rates are within the following classes:

HCTM-121: Hospitality Cost Control

HCTM-122: Principals of Hotel Administration

HCTM-125: Food & Beverage Restaurant Management

Steps are being taken to improve student success in these areas and they are as followed:

- A new, consistent faculty member has taken over these three classes, as of Fall 2021, in order to teach these 3 classes, that are closely linked.
- Students are being introduced to costing principals in HCTM-110 to prepare for HCTM-121 and HCTM-125
- HCTM 122: Principals of Hotel Administration. This semester, Fall'21, students encountered an immediate disruption, as they were not properly notified of the need for a textbook in this class. The process for asking about textbook needs were sent out in May of '21, asking for both Summer & Fall book requests. There was no follow-up email requests, so it fell off the radar of the instructor and Coordinator. This will not happen again, but does need to be noted as a cautionary tale.
- New curriculum support is also being implemented in the way of a software simulator. The material is thorough, but may not be cost effective for our students. We would like to propose that the student

licenses get paid for by grant funds, rather than out-of-pocket by the student.

<https://knowledgematters.com/marketing-simulation/>

- Starting Spring of 2022 HCTM-121, 122, 124 and 125 will all be expanding to class run times of 8 to 10 weeks. This will give time for a more thorough exploration of the curriculum material.

These measures are being taken in order to help students better comprehend the costing and managerial process behind hotels and restaurants, thereby (hopefully) increasing the successful completion of these classes.

**Issues of Concern That Need Solutions**

- It is the belief of several instructors within the HCTM Department, that students are coming to class ill-prepared in the following areas, that hinder their ability to learn the material being taught in particular the Hospitality Management portion of the program.
  - Students don't know how to use a computer to do their work.
  - They are unfamiliar with Microsoft Word or GoogleDocs. This inhibits them from writing out paragraph based assignments.
  - They are unfamiliar with how to use Excel or GoogleSheets. This inhibits them from doing the most basic of calculations, which is vital in cost control, food & beverage management and hotel operations.

The concerns listed above are very serious and solutions need to be formulated as quickly as possible.

**2. Student Equity**

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
<b>African American/Black</b>	91.9%	86.8%	56.8%	65.0%
<b>Latinx/Hispanic</b>			74.8%	72.6%
<b>First Generation</b>			78.4%	74.4%

Source: SQL Enrollment Files

**Bold italics** denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

**Note:** Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

*RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three*

*years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.*

*Within the Hospitality, Culinary and Tourism Management Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.)*

*Within the Hospitality, Culinary and Tourism Management Program, the successful course completion rates among African American/Black students was lower than the rate at the institutional level. (The difference was not statistically significant.)*

*These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rate exceeded the institution-level rate for retention and the institution-level rate exceeded the program-level rate for successful course completion. (See Section I.B.1 above).*

#### **Program Reflection:**

- An area for improvement with Student Equity would be the Completion Rates within the CTM Program for African American/Black students. Currently, there is only a 56.8% completion rate, compared to 65% institution wide. Conversely, the Retention Rate for African American/Black students within HCTM is 91.9% and 86.6% college wide. This calls for the need to find out how what students need in order to finish the program. Also, it requires the question of what is considered "Successful Course Completion"? Is it the student getting their Associates Degree or Certificate of Achievement?
- Current information suggests that the HCTM program may be better serving our Latinx students with a completion rate of 74.8%, compared to college wide at 72.6%. In the future there will be a clearer window on retention rates for Latinx, as there currently is no data to reflect on.

### **3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

*This section does not apply to the Hospitality, Culinary and Tourism Management Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2018-2019 and 2020-2021.\* During '20-'21 due to covid restrictions, all HCTM classes were converted to either entirely online or hybrid, making them taught in multiple delivery modes-efs*

#### **Program Reflection:**

- Reflection on delivery mode should be taken into consideration with HCTM, since we had to convert all of our classes to online for the majority 2020 Spring Semester. The Hospitality Management/Lecture based classes were easier to transition to online learning, but lab classes were not.

HCTM- 110 Culinary Production was switched to an online model from March 2020 until its completion May 2020. The students agreed to pick up groceries and cooking tools from the instructor, in order to cook at home. Once at home, they were assigned cooking projects to execute. They then took pictures of their progress and uploaded them into Canvas. Along with these "Remote Cooking Classes", they also completed module assignments that allowed them to fulfill their Student Learning Outcomes/ SLO's They included:

1. Identify and describe professional kitchen standards.
2. Identify and utilize commercial tools and equipment.
3. Demonstrate accuracy in following standard recipes.

The following classes were not able to be shifted to an online model, due to the complexity of the material and the equipment needed:

HCTM-111 Introduction to Baking & Pastry

HCTM-112 Garde Manger

As of June 2020, in-person culinary lab classes were allowed to resume in limited capacity, with capped classes for social distancing purposes. The rationale for this was that food service workers are considered essential personnel and needed their training to continue. All HCTM lab classes have been run at least once in a hybrid form.

### C. Student Achievement

#### 1. Program Completion

	2018-2019	2019-2020	2020-2021
<b>Degrees</b>			
Hospitality Management: AS	4	1	--
Hospitality Management: AS-T	--	--	1
<b>Institutional: AS Degrees</b>	<b>386</b>	<b>408</b>	<b>408</b>
<b>Institutional: AS-T Degrees</b>	<b>93</b>	<b>128</b>	<b>136</b>
<b>Average Time to Degree (in Years)<sup>†</sup></b>			
Hospitality Management: AS*	*	*	--
Hospitality Management: AS-T	--	--	*
<b>Institutional: AS</b>	<b>4</b>	<b>4</b>	<b>3</b>
<b>Institutional: AS-T Degrees</b>	<b>4</b>	<b>5</b>	<b>4</b>
<b>Certificates</b>			
Hospitality Management: CoA	9	1	2
<b>Institutional: Certificates of Achievement</b>	<b>349</b>	<b>308</b>	<b>496</b>
<b>Average Time to Certificate (in Years)<sup>†</sup></b>			
Hospitality Management: CoA	*	*	*
<b>Institutional: Certificates of Achievement</b>	<b>3</b>	<b>4</b>	<b>4</b>

*Source: SQL Award Files*

\*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

*RPIE Analysis: The number of AS degrees conferred by the Hospitality, Culinary and Tourism Management Program decreased by 75% between 2018-2019 and 2019-2020. Over the same period, the number of AS degrees conferred by the institution increased by 5.7%. The Hospitality, Culinary and Tourism Management Program accounted for 1.0% of the AS degrees conferred by the institution in 2018-2019 and 0.2% of those conferred in 2020-2021. The average time to degree is not reported due to small cohort sizes.*

*There is no trend data for the number of AS-T degrees conferred by the Hospitality, Culinary and Tourism Management Program, as 2020-2021 was the only year (over the past three years) that this degree was conferred. The Hospitality, Culinary and Tourism Management Program accounted for 0.7% of the degrees conferred by the institution in 2020-2021. The average time to degree is not reported due to small cohort size.*

*The number of certificates of achievement conferred by the Hospitality, Culinary and Tourism Management Program decreased by 77.8% between 2018-2019 and 2020-2021. Over the same period, the number of certificates of achievement conferred by the institution increased by 46.2%. The Hospitality, Culinary and Tourism Management Program accounted for 2.6% of the certificates of achievement conferred by the institution in 2018-2019 and 0.4% of those conferred in 2020-2021. The average time to certificate is not reported due to small cohort sizes.*

#### **Program Reflection:**

In addition to the certificates and degrees listed above, students may apply for and have received the following 2 culinary based certificates. These are not reflected in the above data. They are:

- Introductory Basic Culinary Skills: Skills Certificate
- Intermediate Basic Culinary Skills: Skills Certificate

In addition to the certificates listed, there has been a shift from the type of degree that students can achieve in Hospitality Management. Originally, students could get a Hospitality Management: AS, which had been conferred between before 2020. Between 2018-2020 this resulted in 5 degrees. It was changed to a Hospitality Management: AS-T, starting in 2020, with only 1 awarded since it's change over. Currently there does not seem to be enough data to make any suggested changes or adjustments, as well as the impact of covid on enrollment and completion. It's the goal that with the increasing enrollment and participation, that more degrees and certificates will be awarded within the HCTM program.



## 2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	60% (80%)	100%	100%	75%	88.2%
Licensure Exam Pass Rate	Licensure exams are not required for this program				
<i>Sources: Perkins IV Core 4 Employment data for Program (TOP Code 1307) for job placement rates (<a href="https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx">https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx</a>);</i> *Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.					

*RPIE Analysis: Among Hospitality, Culinary and Tourism Management Program students, job placement rates have consistently exceeded the program-set standard of 60%. The job placement rates have met the stretch goal of 80% in two of the past three years.*

### Program Reflection:

- Based on antidotal evidences, the decline in Year 3 employment is most likely reflective of the covid downturn in the hospitality-culinary industry. Conversely, all of our current students are employed full-time plus; with employers reaching out to me, Dr. Sherry Tennyson and the Career Center a minimum of 3-4 times a week, begging for students to become employees. The number of requests has gone up roughly 1000%. This statistic can be confirmed by the Career Center.

## II. CURRICULUM

### A. Courses

Subject	Course Number	Date of Last Review (Courses with last review dates of 6 years or more must be scheduled for immediate review)	Has Prerequisite* Yes/No & Data of Last Review	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
HCTM	100	Spring 2021	N/A			X
HCTM	110	Spring 2021	Yes, HCTM-100. Spring 110 Date of Last review Spring '21			X
HCTM	111	Fall 2020	Yes, HCTM-110. Spring 110			X

			Date of Last review Spring '21			
HCTM	112	Spring/Covid Summer 2020	Yes, HCTM-110. Spring 110 Date of Last review Spring '21			X
HCTM	120	2019	N/A			X
HCTM	121	2018	N/A			X
HCTM	122	Fall 2019	N/A			X
HCTM	124	Fall 2019	Yes, HCTM-120. 2019 Date of Last review Spring '19			X
HCTM	125	2019	N/A			X
HCTM	126	Summer 2020	N/A			X
HCTM	190	New	NEW			NEW
HCTM	200	Summer 2020	N/A			X
HCTM	201	Summer 2020	N/A			X
HCTM	250	New	NEW			NEW
HCTM	290	New	NEW			NEW
HOSPNC	600	Has Never Been Offered	N/A		?	
HOSPNC	601	Has Never Been Offered	N/A		?	
HOSPNC	602	Has Never Been Offered	N/A		?	

\*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

### B. Degrees and Certificates<sup>+</sup>

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
Hospitality Management: AS-T	8/14/2020	Yes			X
Hospitality Management: CoA	8/14/2020	Yes			X
Culinary Arts Professional: AA	8/13/2021	Yes			X

Introductory Basic Culinary Skills: SC	8/14/2020	Yes			X
Intermediate Basic Culinary Skills: SC Culinary Arts Advanced: CoA	8/14/2020	Yes			X

\*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

\*Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

**Program Reflection:**

The present form of the HCTM program, its classes, certificates and degrees are all in their infancy. There has not been enough longevity for substantial revisions or changes. The Associates Degree with Transfer in Hospitality Management was implemented August of 2020. The Associates Degree in Culinary Arts is the most recent addition to the HCTM Department, having gotten approval and made available this year, August 2021. The non-credit HOSPNC- 600, 601 and 602 have never been offered and will need to be assessed for archiving.

**III. LEARNING OUTCOMES ASSESSMENT**

**A. Status of Learning Outcomes Assessment**

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
15	12	12	80%	80%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Hospitality Management: AS-T Degree	2	2	2	100%	100%
Culinary Arts-Professional: AA Degree	8	0	0	0%	0%
Hospitality Management: Certificate	2	2	2	100%	100%
Culinary Arts-Advanced: Certificate	8	0	0	0%	0%

**Program Reflection:**

The currently available Hospitality Management: AS-T Degree and Hospitality Management: Certificate, have both had their Outcomes assessed within the last year, in 2020. The Culinary Arts-Professional: AA Degree and Culinary Arts-Advanced: Certificate are new and have not yet been run, making assessments pending towards the future.

**B. Summary of Learning Outcomes Assessment Findings and Actions**

HCTM-100's SLO and Course Objectives need to be reevaluated in the context of HACCP plans: It seems that the following isn't not a typical industry assessment: "Diagram the Hazard Analysis Critical Control Points (HACCP) during all food handling processes as a method for minimizing the risk of foodborne illness." The ServSafe exam does not require this type of diagramming for passing the exam, just general knowledge. For HACCP plan writing, there must be additional training required for the legally, acceptable documentation to be submitted to State Agencies for variance approval. Lastly, the majority of commercial restaurants do not need or use HACCP plans. When a HACCP plan is needed, trained personnel are required for the writing and executing. HACCP's are State and Federal mandated, driving the content and delivery of such plans. This seems like an extreme requirement for a 2 credit class.

**Program Reflection:**

At this point it seems that the majority of SLO's and Course Objectives within the HCTM program are current and relevant. They will need to be continuously reviewed for future revision. More data needs to be collected by the running of more classes. Feedback will be needed from the new faculty that have recently been put in place. So until that time, it will be hard to make recommendations for any more changes.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

- Section 1-Headcount & Enrollment: Enrollment has shown a 9.3% increase, even despite covid restrictions. As outside professional partners and potential students are made aware of our courses, interest and demand should increase, as antidotal evidence has shown. Example, increase in HCTM-200 & 201, has occurred because a local business partner enrolled their employees for continued training.

– Section 2-Average class size: Demand for classes has not met traditional class number minimums, but there is still steady demand.

- Section 4- Labor Market demand: As stated, there has been a 1000% increase in demand for our students to be employees. These numbers can be substantiated by the Career Center, who we have been working closely with, to inform students of job opportunities. There is an extreme labor shortage in the Hospitality-Culinary industry that is driving this current demand.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program: Hospitality, Culinary and Tourism Management**  
**Plan Years: 2022-2023 through 2024-2025**

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Address impact among disproportionately effected equity groups and their ability to complete their coursework.	B.2	- Survey students to find out how class schedules impact their livelihood and ability to complete school. What will best serve their needs. By Spring 2023 - Survey student’s ability to pay for texts, materials and supplies needed for class. By Spring 2023 - Survey students understanding, abilities	Reduced gaps in successful course completion rates among equity groups identified

		and access to computer technology for school work completion. By Spring 2023 - Assess these surveys and strategize implementation of solutions by Fall 2023. -Evaluate impact by 2024-2025	
Address the need for increased enrollment.	3	- Launch an advertising campaign Spring 2022, State wide, in order to increase enrollment. - Inform and encourage local businesses to enroll their employees for training within the HCTM program - Assess the number of students enrolled by Spring of 2023, to see if these measures have helped increase student body counts.	Analyze student body counts, to see if there has been a positive effect in our outreach.
Retain students for program completion, so as to increase the number of Degrees and Certificates conferred	III.A	- Examine the numbers of students enrolled to those that complete all of the courses needed to get their degree or certificate. Spring 2024 - If by Spring of 2024, there is a substantial discrepancy in enrollment to completion, then students should be surveyed to ask what is blocking them from successful completion. Then these issues should be addressed with solutions during Fall'24-Spring'25	Analyze the enrollment numbers in conjunction with completion numbers.
Implement Advanced Culinary Classes at the UVC, so students may procure a Certificate or Associates Degree in Culinary Arts	III.A	- Appoint lead instructor to create curriculum, with the goal to launch Fall 2022.	Once the first class is completed, survey the exiting

		- Enroll proper number of students to run class	students to assess their opinion on the effectiveness of their training experience.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

Currently the following areas need to be addressed to help our students meet their goals.

- Students need access to and training on the use of technology hardware. Can we get our students free Chrome Books? Set up a partnership with Google?
- Students need to know how to use Excel/Sheets, Word/Docs and PowerPoint/Slides, in order to complete their coursework and be viable students, as well as employees.
- Students need more cost effective ways to get textbooks. Most are still very expensive, with no current OER materials, available to meet our needs.
- Lab/Kitchen 930 needs a dish-machine, in order to properly clean kitchen equipment legally. We currently are unable to meet legal Health Department Codes with water temperatures in the 3-compartment sink.
- To launch a second set of kitchen/lab classes at the Upper valley Campus, the culinary instructor pool needs to be increased.
- Previously purchased assets, not being used, should be sold to help pay for above suggested items.
- Classroom 930 needs to be overhauled. In the lecture space, it has low-fragmented lighting. There is dead space filled with old cafeteria hot-tables, along with drains with plumbing issues. At the same time, the kitchen isn't set-up in a way that is conducive for demonstrations or proper evaluations of student's performance. Because of the current configuration, student are spread out in a long, rectangle shape, some very far away from cooking surfaces. At this time, it is the only way to fit students in the space.

- There are 12 burners to cook on. This is not ample number of cooking spaces, if there are multiple projects and/or larger classes sizes.
- Roof leaks in Culinary Arts Building at the UVC. This is a danger and hazard for student safety.



## V. PROGRAM HIGHLIGHTS

### A. Recent Improvements

- Purchased more cookware for Main Campus Kitchen.
- Purchasing induction burners, for students to have more cooking space.
- Brought in new adjunct faculty for Hospitality Management classes.
- Have eliminated as many costly textbooks between some of the classes. But there is still need for textbooks and computer technology, that our students have difficulty affording.
- The UVC Kitchen had new ranges and ovens installed, as well as new cook-ware to go along.
- Exploration of Non-Credit Culinary courses, such as Farm-to-Table Gardening and Basic Cookery Skills, to enhance credit enrollment to build bridges for the community into the credit program.

### B. Effective Practices

- Constant evaluation of teaching methods and delivery.
- Assessing at each semester with colleagues, the best ways to improve the HCTM Program. This relates to reflecting on the best method of teaching delivery:
  - Academic support material such texts, computer simulations.
  - Kitchen tools and equipment.
- Soliciting feedback from industry partners in order to help them meet their needs for finding well-trained staff.
- Matching students with employers that will best meet their professional goals and be a good fit for the experiences at that present time.
- Help guide students on their pathway, as individuals with specific needs, both personally and professionally.

**Feedback and Follow-up Form**

**Completed by Supervising Administrator:**

Douglas Marriot

**Date:**

11/18 2021

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Building on transition to credit offerings, alignment with industry training, opportunity for work experience, non-credit alignment. Strong Workforce equipment and facilities upgrades.

Areas of concern, if any:

Enrollment and outreach, classified or grant funded support for Program Coordinator.

Recommendations for improvement:

Exploration of support for Program Coordinator, non-credit expansion, HS partnerships with Work Experience for summer 2022 pilot with Napa Valley County office of Education partners.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	