Maine Community College System
Five Year Program Review

College: Central Maine Community College   Program: Restaurant Management
CIP: 12.504   Credentials: Associate in Applied Science (AAS)

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Date: February 2025   Period of Review: AY 2018/2019-2022/2023

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	

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

Credential	AY1920	AY2021	AY2122	AY2223
AAS	2	1	1	1

4) Program Graduates Employed:

Number of Completers with any Wage Data	--
% of Completers with any Wage Data	--
# of Completers with First Year Earnings	--
Median First Year Earnings	--

5) Partnerships, collaborations, associations and memberships

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

Date(s) of Meeting	# of college attendees	# of Non-college attendees
11/4/21	1	0
11/2/22	1	1
2023 no meeting held		

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

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

	AY1819	AY1920	AY2021	AY2122	AY2223
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):	--	3.5	--	--	--

7) Student demographics:

Admissions	AY1920	AY2021	AY2122	AY2223	AY2324
Fall Applications	12	8	3	2	5
% chg in Fall Applicants from PY	--	-33%	-63%	-33%	150%
Enrolled (Yield)	2	1	1	--	3
% chg in Enrolled from PY	--	-50%	0%	-100%	--

Student Enrollment[1]	AY2021	AY2122	AY2324	AY2425
Unduplicated Headcount Enrolled in Program	2	1	4	3
% chg in Headcount from PY	--	-50%	300%	-25%
Enrolled Credit Hours	12	17	32	29
% chg in Credit hours from PY	--	42%	88%	-9%
FTE	1	1	2	2
% chg in FTE from PY	--	0%	1%	0%

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

Student Success				
Cohort Year	AY2021	AY2122	AY2324	AY2425
Cohort Enrollment	1	2	5	3
Retained to the next semester	100%	100%	20%	0%
Retained to the next year	0%	0%	0%	--
100% of program time	100%	0%		
150% of program time	100%	0%		
200% of program time	100%			
Transfer Rate (non-graduates)[2]	0%			
Transfer Rate (graduates)	100%			
Enrolled in Another Program[2]	0%			
Graduated from Another Program[2]	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:

- Students receive culinary experience and business knowledge to help understand both sided of managing a restaurant. They should be able to know when things are happening correctly and when they aren't.

- An 50/50 mix of cooking and baking classes make for a unique opportunity

- Just the Culinary classes need to be taking in classes, giving more that 50% of the degree should be able to be taken online.

- While the events have slowed down, the culinary arts program is still working on doing events throughout the year. Including events for the college, fall/spring fling, welcome back bbq, for the faculty and staff, Holiday lunch, and for the supporters of the college, Annual Awards desserts and in 2025 the Board of Trustees.

- Kitchen specific processes like menu creation, costing, ordering and recipe writing are all done within the CUA classes.

Challenges:

- Students tend to change degrees to CUAA after applying.

- Degree sits in a potion that given enough information for someone to understand what going on but not necessarily enough to know to do about it.

- Maintaining an active Advisory Board.

- Having a sufficient number of instructors to teach classes – Culinary Arts classes

- Current set of Business classes have been removed from the catalog.

Planned steps for continuous improvement:

- Work with the Business department to come up with classes that would promote the SLO's of REMA.

- Recruit more Advisory members.

- Use Brightspace more to get more data on student success.

Five-year Assessment Plan for Student Learning Outcomes

Restaurant Management   February 2025
Name of Program or General Education Domain   Date

Learning goal:

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 (*Number of Students Achieving an "acceptable" or better*)	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.	AY2425	Performance observation Unit Assignments	Daily kitchen work Practical exams Written assignments	Prepare items in the kitchen and pass exams over related topics	100%	**X**		
Apply knowledge of safety and sanitation laws and regulations.	AY2425	Standardized testing Performance observation	ServSafe Certification Daily kitchen work	Pass the ServSafe exam	n/a current REMA student already has ServSafe Cert.			
Evaluate operational procedures of a small to medium size restaurant		Research Projects						**X**
Understand the legal environment and regulations of the		Embedded Exam Questions						**X**

food service industry.							
Analyze the financial performance of a small to medium sized restaurant		Research Project					X X
Research and prepare dishes and menus for specific dietary needs and concerns	AY2425	Student research Performance observation	Research paper Daily kitchen work	Create meals in the kitchen with set guidelines for specific dietary needs.	Have not come to section in kitchen yet		X

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.
- 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.
- BUS and ACC classes are no longer being taught. Need to change classes to better align with current class selections. Outcomes 3,4 and 5