

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		Since our previous full review, the program has seen many successful changes as we navigate the new curriculum pathways we have forged. Over the past year, we started to schedule the completely reimagined culinary curriculum. We have reworked the current classes into smaller stackable courses, allowing students more success points and adding curriculum flexibility. We have observed success with this model in our pilot lab class, CACM 110, increasing retention and success from 87% to 95%. The program also added four new courses and two advanced certificates designed for advanced students and returning professionals, a long-term program goal. The ability for students and professionals to be recognized for prior learning through the Credit for Prior Learning (CPL) program will be a significant achievement in providing many new paths to a college degree.

		<p>The newly-organized program is also curricular aligned with the Mesa Hospitality program giving students from both programs the ability to obtain multiple awards across programs with just a few additional classes. We see success in offering these well-sequenced degrees and certificates that provide clear pathways to achievement.</p> <p>The program has added new high-tech, industry-relevant equipment to support the new curriculum. This equipment adds more significant learning opportunities for all program-level students. Embedded programmatically while also being used in the new curriculum, all students receive more in-depth and high-quality employment-relevant training while fostering student engagement to enhance retention. Another achievement is adding an industry-leading Point of Sales computer system that has allowed training students on operating and programming, management level skills. This innovative technology has facilitated online sales that have more than doubled restaurant sales, allowing for higher levels of training and experiences in laboratory classrooms. We have also seen the addition and classroom implementation of a new meat aging cabinet, chocolate spray paint, a modern combination oven, a blast chiller, a dough sheeter, a modern smoker, a modern bread oven, and all the support equipment. With this type of engagement, a broad goal is to create more than a bridge from one term to the next but to weave classes together based on these more advanced laboratory experiences. We note some challenges for students in purchasing some of the small equipment needed to maximize the experience. Procuring or replacing these items is very time-consuming, with sometimes a long time for approval and then procurement; a more streamlined process would be beneficial.</p>
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		<p>We have hired three new adjunct faculty members to teach these new classes to support these new certificates and courses. We are searching for a new Instructional Lab Technician to be hired in the fall of 2023 and a third full-time faculty member in the future. There is a critical need for additional staff as the program continues to try and support current and add new learning opportunities for students. Having robust and consistent support, including ongoing funding, support staff, and new faculty positions, will be the cornerstone of maximizing these innovative programs. Over the past data cycle, we have observed upward trends from previously observed academic struggles that resulted in lower program retention/success rates, lower program enrollment, and stagnated GPA. The plan we started several years ago with the curriculum rework and then a full return to in-person modality has seen these former numbers rebound; the success average was 73.5% over the previous period and recovered to 77% in 2022, retention which dipped from 90% to 86%, has returned to 91% in the 22/23 academic year. In addition, we have observed program enrollment rebound to the pre-pandemic level. We also expect to see increased success and retention levels, leading to better productivity for the advanced laboratory courses.</p> <p>In 2022 with reignited our outreach and support to our many partners in the community. We continued our work with our amazing local farmers and were given a plot of land as a learning space. From other local partners, we receive free organic garden supplies, produce, and proteins used in the program for students. We have added new industry partners, including Viejas and the Trust restaurant group, with help from the Mesa Employment Engagement Coordinator. Still, we must create more partnerships and pathways back to Mesa for professional development training.</p>
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		<p>We also collaborate and provide unique training for students in support of campus special events, but this has been overwhelming supported by our temporary NANCE's, another part of the complex need for more faculty and staff. Overall, it has been a busy but remarkably successful past year, but as noted, not without some challenges.</p> <p>A most immediate issue over the past year since updating and rolling out the new curriculum design has been the college class registration process and the problems with the college program recognizing equivalent classes and glitches with prerequisites and corequisites affecting an already confused student and challenged enrollment. We have also spent time revising and changing errors in other areas of this large curriculum rollout. Also, updating and presenting the new program and data widely for current and prospective students is still in the works, with the hopes that most faults will be corrected in the fall of 2023.</p> <p>We have also seen significant challenges in storing current and new specialized equipment and tools needed to train and operate in the new curriculum. Finding additional storage space is required. In addition to the existing program equipment, new and necessary equipment has created complex logistical issues in managing and maintaining equipment for each classroom use. We have been working with the Mesa facilities department for the past two years on a solution as the problems become more acute and expect to see resolution in the next year's term.</p> <p>Staffing is also an overwhelming challenge; there are only two full-time faculty members to 8 adjunct positions for the fall of 2023, with most adjunct positions maxed out. There are</p>
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		<p>overwhelming hours needed for program administration, classroom support, logistic lab operations, and other requirements to operate this unique high-level training space. Most of this is done by full-time faculty with assistance from student NANCE's while trying not to exceed fair use of time but find this idea beyond reality. To compound our challenge, we have experienced struggles finding well-trained staff and instructors in an industry with impacted employment, including higher pay and other compensations. The need for very specialist instructors, accompanied by the uncertainty that those classes might be canceled last minute, makes recruiting and retaining these high-level professionals even more of a challenge.</p> <p>According to previous data we see impending challenges in filling the advanced laboratory courses. Even with a nearly 50% increase in program enrollment, challenges in filling these classes will prevail without more robust enrollment in introductory-level laboratory courses. We already do extensive outreach to promote the program, with new program flyer's and a new program video but we need a directed marketing plan for community outreach and engagement. The need to penetrate less traditional markets will be required as conditions and audience engagement changes focus. We see these engagements as adding to a growing acknowledgment of the program resulting in additional enrollments.</p> <p>Challenges are based on many variables. A significant challenge is managing the program equipment and operations outside of teaching in the classroom or laboratory. Maintaining, setting up, ordering, and using all equipment is time-consuming. Having equipment staged and set up for instructors in laboratory classrooms that run 12 hours daily with minimum break time is complicated. Maintaining</p>
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		<p>relationships with vendors and program partners, maintaining equipment, and other program duties make fully realizing these new programs challenging.</p> <p>In addition, programmatic space is a challenge as it has become constrained. As the program expands with new courses, certificates, and overall content, there is minimal space to bring in additional required industry-standard equipment. Storage is becoming problematic for the equipment. It must be easily accessible without taking over the rooms.</p> <p>Challenges continue in funding equipment and small tools to ensure equity in learning. We want to ensure that every student has access to the proper tools in their field of study. The cost to the students for program materials, equipment, and safety gear continues to rise with inflation. We want to ensure each student has access. The program is trying to have student kits for students to borrow instead of purchase, . Marketing of the culinary program needs to be increased. As the program expanded, the marketing material and platforms have not met the program's needs.</p>
<p>If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.</p>	<p>Optional</p>	<p>The culinary program has completely revised courses and/or created and replaced older versions to maintain currency and relevancy in the industry. The courses are now in smaller sections to promote stronger student retention and persistence. Students have new pathways available with the additional courses and two new certificates. New adjunct faculty have been hired. The program continues to add and diversify the instructional voice with new industry experts. With the advisory committee's support, the culinary faculty have developed new industry entry points for students to gain higher</p>

		wages with specialized training.
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	The culinary program has been able to hire three project assistants to assist in the collateral duties of the program, as well as learn management skills to enhance their employable skills. In addition, we have hired three new adjunct faculty members to teach these new classes to support these new certificates and courses. An Instructional Lab Technician position has been vacant for almost two years. The search to hire a new ILT is pertinent and needed immediately.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate <input checked="" type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support

Data Reflection

Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	Over the past five years, the Culinary program has observed upward enrollment, success, and retention trends. Program course success rates have also seen a 4% increase after two years of decline during the pandemic. Success in 21/22 exceeded the program's five-year average as students returned to the classroom. Program GPA trends are also moving upward. Over the past 5 years, the program GPA has increased from 2.55 to 3.06 in 21/22.
	Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work	<p>Program enrollment has seen a signification increase of almost 50% after dropping to 226 in 21/22. Enrollment for 22/23 is also 20% larger than the 19/20 headcount.</p> <p>Comparing face-to-face and online classes, we have observed lower success in online modality as a program. Upon returning</p>

		<p>to the face-to-face modality, the observed data has demonstrated more student success in individual courses and the overall program.</p> <p>As a program, we have seen an overall increase in success and retention but still find disproportionate gaps in the success of our black/African American and Latinx populations. Many of these challenges focus on the 18-24-year-old student group. This group is almost 60% of our program population and drives program trends.</p> <p>continue to affect students. As a program, we have recognized these challenges and strive to allow all students to overcome technology barriers.</p>
<p>Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>We also have success gaps in the Latinx 18-24 population. We are seeing an upward trend in success, which has increased by more than 5% but is still 10% lower than the overall program success rate. In this group, the female population saw a 16% increase but is still several points lower than the program's overall success. The male population has significant challenges going from a success rate of 65% to just over 58%. In this same period, we have seen the retention rate for this group trend upward, increasing by almost 4% over the past two years.</p> <p>We have seen a significant drop in the overall black/African American population success from 56% in 20/21 to 41% in 21/22. Looking deeper, the female population saw success go from 74% in 20/21 to 50% in 21/22, and the male population success was just above 23%.</p> <p>We also continue to see equity gaps in the success of face-to-face classes compared to any modality of online courses.</p>

		<p>Success in online modality has increased from 66% to 70% but is still more than 20% lower than the overall success of face-to-face classes during the same period.</p> <p>We believe having greater access to space and using technology for classroom instruction are challenges that</p>
<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.</p>	<p>When reviewing our data, we redesigned the program curriculum to provide more focused class spaces with diverse voices and clear pathways to completion. The new format will allow more opportunities to enhance and further student knowledge with high-quality, specialized industry training. These assessments have also highlighted the need to accelerate the students toward completion and graduation. We expect to see this happen with the addition of CPL over the next two years.</p> <p>As the industry struggles for the additional workforce, students and returning professionals are conflicted about completing their educational goals, working to pay bills, or furthering their chosen careers. Outcomes from courses that only run once a year and/or in 16-week course lengths have program-wide challenges with success and ongoing retention. These outcomes and observations led to a rework of programmatic delivery in lecture and laboratory classes.</p> <p>These discussions prompted many changes, including modifying the curriculum and program to provide a more relevant industry experience. We have updated the program to have smaller, more stackable classes that we expect to drive students to more substantial knowledge and quicker competition.</p>
<p><i>Practice Reflection</i></p>		

Prompt	Guidance	Program Response
<p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p>	<p>Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.</p>	<p>We updated our entire program to create a more transparent and predictable pathway for student success. We reimagined how classes and curricula are scheduled to meet the expectations of current students. Smaller, stackable courses and certificates were created that offer additional way-points of success.</p> <p>We have observed the new class format allows students greater flexibility in their education plan and provides more on-ramps into the program through each semester. This stackable certificate format gives students other opportunities to succeed and stay on track with personal academic expectations. We are also dedicated to providing the highest level of training on new and updated technology and related industrial equipment. These opportunities to work with the most current technologies create an engaged learning environment where students can flourish in a safe learning environment. With this type of engagement, a broad goal is to create more than a bridge from one term to the next but to weave classes together based on these more advanced laboratory experiences.</p>
<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>	<p>As stated above, we have complex program space and administration challenges, as well as securing simple funding for loaner specialty tools to create more equitable access to advanced training.</p> <p>The most significant program challenge is the time it takes to complete all required tasks to operate the program before any class starts. The need for a new Instructional Laboratory Tech to provide a more sustainable work environment is dire. As we add new faculty, we need them supported to deliver at the highest level.</p>

<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Hire an Instructional Laboratory Technician (ILT) in the next term to manage the program resources.</p> <p>Goal 2: Continue implementing, updating, and improving the proper administration of new certification programs over the next two terms.</p> <p>Goal 3: Finalize the design and installation of new storage space in the next term.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1: Hire an Instructional Laboratory Technician (ILT) in the next term to manage the program resources.</p> <p>SO: Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community.</p> <p>SO: Increase student access and schedule efficiency by coordinating schedules among departments/ disciplines.</p> <p>Goal 2: Continue implementing, updating, and improving the proper administration of new certification programs over the next two terms.</p> <p>SO: Increase opportunities to be an asset and resource to the external community.</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>SO: Assess the impact of prerequisites and corequisites on student</p>

		<p>success and revise the curriculum as needed.</p> <p>Goal 3: Finalize the design and installation of new storage space in the next term.</p> <p>SO: Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students.</p>
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1: Hire an Instructional Laboratory Technician (ILT) in the next term to manage the program resources.</p> <ol style="list-style-type: none"> 1. Continue the planned staff hiring process to allow for well-managed laboratory and classroom experiences. <p>Goal 2: Continue implementing, updating, and improving the proper administration of new certification programs over the next two terms.</p> <ol style="list-style-type: none"> 1. Continue course development and delivery of new advanced courses. 2. Work with counselors, staff, and administrators to provide up-to-date support for curriculum changes. 3. Continue collaboration with the Hospitality program to support a well-sequenced and well-scheduled large cross-program transferability offered in the new curriculum. <p>Goal 3: Finalize the design and installation of new storage space in the next term.</p> <ol style="list-style-type: none"> 1. Create a more cohesive training space with needed equipment readily accessible.
<p>Does this Action Plan require resources</p>	<p>if yes, complete resource request form</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

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