



PROGRAM REVIEW

**A PROCESS FOR SELF-EVALUATION
AND
CONTINUOUS IMPROVEMENT**

**HOTEL/RESTAURANT/HOSPITALITY
MANAGEMENT**

CONTENTS

List of Tables.....	3
Program Review Team.....	4
Overview.....	5
Focus on Students.....	7
Focus on Faculty and Staff.....	25
Focus on Curriculum.....	28
Focus on Support.....	36
Focus on Community.....	38
Summary.....	39
Action Plan.....	41
BCC Vision, Mission and Values.....	42
External Reviewer’s Report.....	43

List of Tables

Table 1	Enrollment data by Race/Ethnicity, Age and Gender, Hospitality, Fall 2011 – 2014.....	p.7
Table 2	Enrollment data by Race/Ethnicity, Age and Gender, General Hotel/Restaurant/Hospitality, Fall 2011 – 2014.....	p.8
Table 3	Enrollment by Race/Ethnicity/Age and Gender, Catering and Banquet, Management, Fall 2011 – 2014.....	p.9
Table 4	Enrollment by Race/Ethnicity/Age and Gender, Culinary Entrepreneurship, Fall 2011 – 2014.....	p.10
Table 5	Enrollment by Race/Ethnicity/Age and Gender, Event Planning, Fall 2011 - Fall 2014.....	p.11
Table 6	Enrollment by Race/Ethnicity/Age and Gender, Hospitality Management, Fall 2011 – 2014.....	p.12
Table 7	Enrollment by Race/Ethnicity/Age and Gender, Culinary Arts Certificate, Fall 2011 – 2014.....	p.13
Table 8	Enrollment by Race/Ethnicity/Age and Gender, Certificate Event Planning and Management, Fall 2011 -2014.....	p.14
Table 9	Enrollment by Race/Ethnicity/Age and Gender, Certificate Hospitality Management, Fall 2011 -2014.....	p.15
Table 10	Enrollment by Race/Ethnicity/Age and Gender, Baking, Fall 2011 – 2014.....	p.16
Table 11	Enrollment by Race/Ethnicity/Age and Gender, Catering Fall 2011 – 2014.....	p.17
Table 12	Enrollment by Race/Ethnicity/Age and Gender, Hospitality Operations Fall 2011 – 2014.....	p.18
Table 13	Enrollment by Race/Ethnicity/Age and Gender, Professional Cooking Fall 2011 – 2014.....	p.19
Table 14	Main Graduate Follow-Up Survey, 2009 -2013.....	p.22
Table 15	Employment Statistics Available, 2009 – 2013.....	p.23
Table 16	Graduate Preparation Survey, 2009-2013.....	p.24
Table 17, 18, 19, 20	Faculty Demographics.....	p.25, 26

Bergen Community College

PROGRAM REVIEW: Hotel/Restaurant/Hospitality Management

PROGRAM REVIEW TEAM

Frank Danieli, Lecturer, Program Review Co-Chair

Arthur Tolve, Professor, Program Review Co-Chair

Prof. Dave Cohen, Program Coordinator

Dr. Laura Ochoa, Dean, Business, Arts and Social Sciences

Dr. William Mullaney, Vice President of Academic Affairs

DATE OF THIS REPORT: Spring 2016

PERIOD OF YEARS BEING REVIEWED: 2010-2015

OVERVIEW

The Hotel/Restaurant/Hospitality Program at Bergen Community College was approved by the New Jersey Division of Higher Education Department in 1973. The goals of the program are to provide a comprehensive education in the many areas of hospitality and culinary arts from theoretical to practical experiences gained in the laboratory and in cooperative work experience. Educational goals include transfer to a baccalaureate program or to gain entry into a middle management position in hotels, restaurants, food service companies and related areas of the hospitality industry. Students will learn the regulations and standards which govern the hospitality industry and culinary arts and will be proficient in food preparation, purchasing, cost control, and all phases in the hospitality industry. They will also strengthen their organizational and communication skills. The agenda is to increase enrollment by providing students with the knowledge and skills necessary to achieve employment goals and to enhance personal and professional growth through lifelong learning.

The following are major objectives:

1. Coordinating a broad, working private-public partnership.
2. Establishing new articulation agreements with various educational entities.
3. Developing new academic programs and managing enrollment of traditional students, as well as unemployed and underemployed adults.
4. Providing career counseling and transitional counseling services.
5. Developing and disseminating academic and non-academic products and programs.

Programs

Hotel/Restaurant/Hospitality/Culinary Arts

- AAS.BT.HR.HOSP –Hospitality Management
- AAS.BT.HR.CATER – Catering and Banquet Management
- AAS.BT.HR.GEN – General Curriculum
- AAS.BT.HR.EVENT – Event Planning and Management
- AAS.BT.HR.CUL.EPR – Culinary Entrepreneurship

- AS.PS.BUS.HOSP – Degree in Professional Studies

Certificate Programs

One-Year Programs

- Cert.Culn.Arts – Certificate In Culinary Arts
- Cert.Culn.Sci – Certificate In Culinary Science
- Cert.Hosp.Mgmt – Certificate In Hospitality Management
- Cert.Event.Plan.Mgt – Certificate in Event Planning and Management

Certificates of Achievement

One or Two Semesters

- COA.Baking – Certificate of Achievement In Baking
- COA.Cater – Certificate of Achievement In Catering
- COA.Prof.Cook – Certificate of Achievement In Professional Cooking
- COA.Hosp.Opr – Certificate of Achievement Hospitality Operations

SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW

No previous reviews done by Bergen Community College.

FOCUS ON STUDENTS

The Hotel/Restaurant/Hospitality Management Program offers programs to students in Business Technologies, Hotel/Restaurant Management, Hospitality Management, Catering and Banquet Management, Food Service Management and Culinary Arts. The program consists of foundation classes for culinary students or professionals who are in related studies and who are interested in Hotel/Restaurant/Hospitality, but are not certain in which specific area they wish to specialize.

Demographics

The following tables show the Hotel/Restaurant/Hospitality Program's enrollment from the Fall Semesters 2011-2014.

**Table 1: Hospitality – AS.PS.BUS.HOSP.
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011 – Fall 2014**

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	0	0	0	0
Asian	2	2	3	2
Black/African American	1	2	2	3
Hawaiian/Pacific Islander	0	0	0	1
Hispanic, all races	5	5	8	11
Two or more races	0	0	0	0
White	3	5	6	16
Total Known Race	11	14	19	33
Non-Resident Alien	2	3	5	5
Unknown	0	6	9	11
Total Enrollment	13	23	33	49

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	0	0	1	0
18 to 21 years old	8	14	20	30
22 to 24 years old	3	5	5	6
25 to 34 years old	1	3	6	6
35 years and older	1	1	1	7
Total Enrollment	13	23	33	49

Gender

Male	3	11	18	27
Female	10	12	15	22
Total Enrollment	13	23	33	49

Table 2: General Hotel/Restaurant/Hospitality – AAS.BT.HR.GEN
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011- - Fall 2014

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	0	0	0	0
Asian	2	3	1	0
Black/African American	0	0	1	1
Hawaiian/Pacific Islander	0	0	0	0
Hispanic, all races	1	3	2	3
Two or more races	0	0	0	0
White	7	7	3	4
Total Known Race	10	13	7	8
Non-Resident Alien	5	3	1	0
Unknown	0	0	2	0
Total Enrollment	15	16	10	10

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	1	0	0	0
18 to 21 years old	9	12	6	8
22 to 24 years old	3	0	1	2
25 to 34 years old	2	1	2	0
35 years and older	0	3	1	0
Total Enrollment	15	16	10	10

Gender

Male	9	10	7	8
Female	6	6	3	2
Total Enrollment	15	16	10	10

Table 3: Catering and Banquet Management – AAS.BT.HR.CATER
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011- - Fall 2014

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	0	0	0	0
Asian	4	4	2	2
Black/African American	2	2	2	2
Hawaiian/Pacific Islander	0	0	0	0
Hispanic, all races	18	9	5	5
Two or more races	0	0	0	1
White	20	11	8	1
Total Known Race	44	26	17	11
Non-Resident Alien	9	8	3	2
Unknown	10	5	3	1
Total Enrollment	63	39	23	14

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	0	1	0	0
18 to 21 years old	33	17	11	3
22 to 24 years old	10	6	3	4
25 to 34 years old	13	11	7	3
35 years and older	7	4	2	4
Total Enrollment	63	39	23	14

Gender	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Male	31	17	12	6
Female	32	22	11	8
Total Enrollment	63	39	23	14

**Table 4: Culinary Entrepreneurship –AAS.BT.HR.CUL.EPR
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011- - Fall 2014**

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	0	0	0	0
Asian	3	1	3	1
Black/African American	1	7	7	7
Hawaiian/Pacific Islander	0	0	0	0
Hispanic, all races	14	16	17	13
Two or more races	1	1	1	2
White	14	23	17	20
Total Known Race	33	48	45	43
Non-Resident Alien	5	7	5	4
Unknown	9	15	17	15
Total Enrollment	47	70	67	62

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	2	4	1	2
18 to 21 years old	35	45	46	43
22 to 24 years old	3	8	8	6
25 to 34 years old	2	6	5	5
35 years and older	5	7	7	6
Total Enrollment	47	70	67	62

Gender	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Male	30	38	33	36
Female	17	32	34	26
Total Enrollment	47	70	67	62

Table 5: Event Planning – AAS.BT.HR.EVENT
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011- - Fall 2014

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	0	0	0	0
Asian	0	1	3	1
Black/African American	1	3	4	3
Hawaiian/Pacific Islander	0	0	0	0
Hispanic, all races	6	7	5	9
Two or more races	1	1	1	2
White	16	16	15	11
Total Known Race	24	28	28	26
Non-Resident Alien	0	0	0	0
Unknown	2	1	2	4
Total Enrollment	26	29	30	30

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	0	1	0	3
18 to 21 years old	14	16	13	13
22 to 24 years old	3	4	9	6
25 to 34 years old	4	4	5	4
35 years and older	5	4	3	4
Total Enrollment	26	29	30	30

Gender	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Male	3	4	3	3
Female	23	25	27	27
Total Enrollment	26	29	30	30

Table 6: Hospitality Management – AAS.BT.HR.HOSP
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011- - Fall 2014

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	1	1	0	0
Asian	11	9	12	7
Black/African American	6	5	4	3
Hawaiian/Pacific Islander	0	0	0	0
Hispanic, all races	33	23	22	17
Two or more races	3	3	4	2
White	53	42	22	22
Total Known Race	107	83	64	51
Non-Resident Alien	20	19	13	11
Unknown	14	19	18	13
Total Enrollment	141	121	95	75

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	1	0	0	0
18 to 21 years old	71	62	46	35
22 to 24 years old	31	24	21	17
25 to 34 years old	27	25	16	14
35 years and older	11	10	12	9
Total Enrollment	141	121	95	75

Gender	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Male	64	61	43	34
Female	77	60	52	41
Total Enrollment	141	121	95	75

Table 7: Culinary Arts – CERT.CULN.ARTS
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011- - Fall 2014

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	0	0	0	0
Asian	1	3	1	0
Black/African American	5	5	1	2
Hawaiian/Pacific Islander	0	0	0	0
Hispanic, all races	6	8	12	5
Two or more races	0	0	0	0
White	12	11	9	7
Total Known Race	24	27	23	14
Non-Resident Alien	2	2	1	1
Unknown	5	6	4	6
Total Enrollment	31	35	28	21

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	0	1	0	0
18 to 21 years old	16	18	13	8
22 to 24 years old	4	8	5	3
25 to 34 years old	6	3	3	4
35 years and older	5	5	7	6
Total Enrollment	31	35	28	21

Gender	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Male	16	17	9	10
Female	16	18	19	11
Total Enrollment	31	35	28	21

**Table 8: Event Planning and Management – CERT.EVENT.PLAN.MGY
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011- - Fall 2014**

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	0	0	0	0
Asian	0	0	0	2
Black/African American	0	0	0	1
Hawaiian/Pacific Islander	0	0	0	0
Hispanic, all races	1	3	1	0
Two or more races	0	0	0	0
White	0	1	1	2
Total Known Race	1	4	2	5
Non-Resident Alien	0	1	0	0
Unknown	3	0	0	0
Total Enrollment	4	5	2	5

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	0	0	0	0
18 to 21 years old	2	2	1	1
22 to 24 years old	0	2	0	1
25 to 34 years old	0	1	1	2
35 years and older	2	0	0	1
Total Enrollment	4	5	2	5

Gender				
Male	1	1	0	1
Female	3	4	2	4
Total Enrollment	4	5	2	5

**Table 9: Hospitality Management – CERT.HOSP.MGMT
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011- - Fall 2014**

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	0	0	0	0
Asian	2	1	1	1
Black/African American	2	1	0	0
Hawaiian/Pacific Islander	0	0	0	0
Hispanic, all races	2	1	0	0
Two or more races	0	0	0	0
White	8	1	0	3
Total Known Race	14	4	1	4
Non-Resident Alien	0	1	1	2
Unknown	1	1	2	2
Total Enrollment	15	6	4	8

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	1	0	0	0
18 to 21 years old	5	2	2	4
22 to 24 years old	3	1	1	2
25 to 34 years old	4	3	0	1
35 years and older	2	0	1	1
Total Enrollment	15	6	4	8

Gender	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Male	7	3	2	3
Female	8	3	2	5
Total Enrollment	15	6	4	8

Table 10: Baking – COA.BAKING
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011- - Fall 2014

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	0	0	0	0
Asian	0	0	0	0
Black/African American	0	0	0	1
Hawaiian/Pacific Islander	0	0	0	0
Hispanic, all races	0	0	0	0
Two or more races	0	0	0	0
White	0	2	1	2
Total Known Race	0	2	1	3
Non-Resident Alien	1	0	0	0
Unknown	0	0	0	0
Total Enrollment	1	2	1	3

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	0	0	0	0
18 to 21 years old	1	2	0	3
22 to 24 years old	0	0	0	0
25 to 34 years old	0	0	1	0
35 years and older	0	0	0	0
Total Enrollment	1	2	1	3

Gender	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Male	0	1	0	2
Female	1	1	1	1
Total Enrollment	1	2	1	3

Table 11: Catering - COA.CATER
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011- - Fall 2014

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	-	-	-	0
Asian	-	-	-	0
Black/African American	-	-	-	0
Hawaiian/Pacific Islander	-	-	-	0
Hispanic, all races	-	-	-	0
Two or more races	-	-	-	0
White	-	-	-	2
Total Known Race	-	-	-	2
Non-Resident Alien	-	-	-	0
Unknown	-	-	-	0
Total Enrollment	-	-	-	2
Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	-	-	-	0
18 to 21 years old	-	-	-	2
22 to 24 years old	-	-	-	0
25 to 34 years old	-	-	-	0
35 years and older	-	-	-	0
Total Enrollment	-	-	-	2
Gender				
Male	-	-	-	0
Female	-	-	-	2
Total Enrollment	-	-	-	2

Table 12: Hospitality Operations –COA.HOSP.OPR
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011- - Fall 2014

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	-	-	-	0
Asian	-	-	-	0
Black/African American	-	-	-	0
Hawaiian/Pacific Islander	-	-	-	0
Hispanic, all races	-	-	-	0
Two or more races	-	-	-	0
White	-	-	-	2
Total Known Race	-	-	-	2
Non-Resident Alien	-	-	-	0
Unknown	-	-	-	1
Total Enrollment	-	-	-	3

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	-	-	-	0
18 to 21 years old	-	-	-	1
22 to 24 years old	-	-	-	1
25 to 34 years old	-	-	-	1
35 years and older	-	-	-	0
Total Enrollment	-	-	-	3

Gender	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Male	-	-	-	1
Female	-	-	-	2
Total Enrollment	-	-	-	3

Table 13: Professional Cooking – COA.PROF.COOK
Enrollment by Race/Ethnicity, Age and Gender, Fall 2011- - Fall 2014

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Am. Indian/Alaska Native	0	0	0	0
Asian	0	0	0	0
Black/African American	0	1	1	1
Hawaiian/Pacific Islander	0	1	1	1
Hispanic, all races	2	1	1	0
Two or more races	0	0	0	0
White	4	2	1	0
Total Known Race	6	5	4	2
Non-Resident Alien	1	0	0	0
Unknown	1	0	2	1
Total Enrollment	8	5	6	3

Age	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Under 18 years old	1	0	1	0
18 to 21 years old	3	2	1	1
22 to 24 years old	2	0	0	1
25 to 34 years old	0	2	1	0
35 years and older	2	1	3	1
Total Enrollment	8	5	6	3

Gender

Male	3	2	5	3
Female	5	3	1	0
Total Enrollment	8	5	6	3

Tables 1-13 indicate the enrollment by Race/Ethnicity, Age and Gender for Fall 2011, Fall 2012, Fall 2013 and Fall 2014. Total enrollment for all categories and semesters was 285 students. A.S. Hospitality, A.A.S. Culinary Entrepreneurship, A.A.S. Event Planning and A.A.S. Hospitality Management had the highest enrollment. Certificate courses had the lowest enrollment with a total of 45 students.

Student Satisfaction

According to the Main Graduate Follow-Up Survey, graduates of Hospitality Management (AAS) and Catering and Banquet Management offered these comments:

Hospitality Management

2010

- “the only thing I didn’t like was the fact that as soon as a student registers for their class they must pay within a few days! Not everyone can afford to pay right away, this limits what a student is able to get in terms of scheduling because they have to wait until they have the money. Other than this my experience at Bergen was a pleasing one.”
- “I believe that academic advising and counselors could have been a lot nicer. I am not the only one who felt this way. I had a lot of friends say the same thing. Overall BCC did help me out to become successful.”

Catering and Banquet Management

2009

- “The experience at BCC was very much rewarding for me as an older student. Being an older student has given me a better outlook on life and has given me more self-esteem. Knowing that I was able to achieve my goal at this stage in life was a joy to me. I thank BCC for giving me the opportunity to achieve a lifelong dream of getting a college degree. Making college more affordable to senior citizens would let others achieve this goal.”

2013

- “Professor X was the best professor that I had there. I am still in contact with him and he is great. Professor X was great too. Some of the programs were ok and some weren’t. I was told to take more classes than were necessary. I was very upset about that. I had to spend a lot more money than need be.”

Program Learning Goals/Outcomes

- Obtain a broad understanding of the Hospitality field
- Demonstrate appropriate supervisory skills, techniques and methods used in the Hospitality Industry
- Read and understand relevant industry business reports
- Understand and apply industry specific laws and regulations
- Understand and use industry specific vocabulary and language
- Operate a small culinary related business
- Read and understand relevant financial statements and industry reports
- Pursue the industry required certifications
- Plan appropriate menus, prepare and present food

Student Success

In December 2013, a survey was sent to FY2012 and FY2013 graduates of Bergen Community College who transferred to a four-year institution according to data from the National Student Organization Clearinghouse. The goal of this questionnaire was to garner feedback on the transfer experience of BCC graduates. In total, the survey was sent to 2,345 graduates who received an Associate's degree from BCC, whether it was an Associate's of Applied Science degree (AAS), an Associate's of Arts degree (AA), an Associate's of Fine Arts degree (AFA), or an Associate's of Science degree (AS). 203 graduates responded. 1 Event Planning and Management graduate responded to the survey. After completing their degree at BCC they enrolled in New Jersey City University with Sociology major.

Table 14: Main Graduate Follow-Up Survey 2009-2013

Hospitality Management (AAS) – 15 Respondents

Of the 15 graduates, 5 enrolled into another college or degree granting program.

4 Full-time

1 Part-time

Each graduate was asked how well the courses at BCC prepared them for future education.

Composite score, 5.0 being excellent and 1.0 being poor:

2009 – 4.5

2010 – 4.5

2011 - no data

2012 – no data

2013 – 4.33

Graduates of the survey attended the following universities:

2009 – Fairleigh Dickinson University (2 grads)

2010 – Fairleigh Dickinson University (1 grad)

2011 – no data

2012 – no data

2013 – Fairleigh Dickinson University (1 grad)

Montclair State University (1 grad)

General Hotel/Restaurant/Hospitality – 1 Respondent

1 graduate enrolled into another college or degree granting program.

1 Full-time

Each graduate was asked how well the courses at BCC prepared them for future education.

Composite score, 5.0 being excellent and 1.0 being poor

2012 – 3.00

Graduates of the survey attended the following universities:

2012 – William Paterson University (1grad)

Catering and Banquet Management – 5 Respondents

Graduates enrolled into another college or degree granting program:

2009 – 1 Full-time

2009 – 2 No

2013 – 2 No

Each graduate was asked how well the courses at BCC prepared them for future education.

Composite score, 5.0 being excellent and 1.0 being poor:

2009 – 4.00

Graduates of the survey attended the following universities:

2009 – Fairleigh Dickinson University (1 grad)

As indicated in Table 14, 16 graduates of Hospitality Management, General Hotel/Restaurant/Hospitality and Catering and Banquet Management, responded to a graduate follow-up survey for years 2009-2013. 7 graduates enrolled in another college or degree granting program. On a scale from 5.0-1.0, 5.0 being excellent, 4.07 was the rating from graduates that BCC prepared them for future education. Of the 16 graduates, 5 enrolled at Fairleigh Dickinson University, 1 enrolled at Montclair State University and 1 enrolled at William Paterson University.

Table 15: Employment Statistics Available 2009 – 2013

General Hotel/Restaurant/Hospitality Graduates

2012 Full-time 1 grad

Catering and Banquet Management Graduates

2009 Full-time 1 grad

Part-time 1 grad

2013 Full-time 1 grad

Not employed, but seeking employment 1 grad

Event Planning and Management Graduates

2012 Not employed, but seeking employment 1 grad

Hospitality Management

2009 Part-time 2 grads

2010 Full-time 1 grad

Part-time 1 grad

2011 Full-time 3 grads

Not employed, but seeking employment 1 grad

2013 Full-time 1 grad

Part-time 1 grad

Hospitality Management (Certificate) Graduates

2012 Full-time 1 grad

As indicated in Table 15, employment statistics from 2009-2013 indicate that 8 graduates were employed full-time, 4 graduates were employed part-time and 3 graduates were not employed and seeking employment.

Table 16: Graduates were asked how well their studies at BCC prepared them for their current position. Composite score, 5.0 being excellent and 1.0 being poor:

General Hotel/Restaurant/Hospitality Graduates

2012 – 3.00

Catering and Banquet Management Graduates

2009 – 4.00

2013 – 5.00

Hospitality Management (AAS Degree) Graduates

2009 – 3.67

2010 – 3.67

2011 – 3.00

2012 no data

2013 – 4.50

Event Planning and Management Graduates

2012 – 2.00

Hospitality Management (Certificate)

2012 – 5.00

As indicated in Table 16, a survey from 2009-2013, 5.0 being excellent and 1.0 being poor, 3.76 was the average rating of graduates stating that BCC prepared them for their current position of employment.

Data Needs

Student surveys of attending students and transfer students.

FOCUS ON FACULTY AND STAFF

The Hotel/Restaurant/Hospitality Management Department consists of three full-time faculty members, one lecturer, four adjunct faculty members, one technical assistant and one part-time technical assistant. The background of the faculty varies from culinary arts training to hotel management providing a broad based background in the discipline. The lecturer is the Chairman of the Advisory Board which was formed in November, 2015. All full-time faculty, the lecturer and the Technical Assistant are members of the Hospitality HUB. The technical assistant position is a full-time position. Responsibilities include the purchase of food and non-food supplies. The laboratory assistant technical position is a part-time position. Responsibilities include the coordination of activities in the lab and the set-up of instructional supplies and equipment.

Demographics

Table 17: Gender of Full-time Faculty, Lecturer and Adjunct Faculty

	Male	Female
Full-time Faculty	3	0
Lecturer	1	0
Adjunct Faculty	4	0
Staff	0	2
TOTAL	8	2

Table 18: Ethnicity of Full-time Faculty, Lecturer and Adjunct Faculty

Gender	
Asian	0
Black/African American	1
Hawaiian/Pacific Islander	0
Hispanic	0
White	7

Table 19: Highest Degree Earned Among Full-time Tenured Faculty

Highest Degree Earned	Percentage
Master’s Degree	100%

Table 20: Full-time Faculty Years of Teaching Experience

Faculty Member	Years Teaching at BCC	Years Teaching
Dave Cohen	42	42
Daniel Chadwick	42	42
Arthur Tolve	31	53

As indicated in Tables 17-20, The Hotel/Restaurant Management Department is comprised of 8 faculty and 2 staff members. The tenured faculty is highly educated with 100% of them having their Master’s Degrees. Full-time tenured faculty have an average of 38 years teaching at Bergen Community College ranging from 31-42 years and an average of 45 years total teaching experience ranging from 42-53 years.

Professional Activities

In the past 5 years Professor Arthur Tolve served on a number of college-wide committees including the College Promotion Committee; BCC Senate Learning Assessment Committee; Assessment Liaison; Hospitality HUB; Hotel/Restaurant Advisory Board; President’s Communication Task Force; BCC Rotary International. In addition, his services also included preparation of curriculum mapping documents as a guide for BCC mandate; preparation and submission of the proposal for Ender Hall renovation and worked for Student Service Learning and Co-Ops.

Both Professor David Cohen and Professor Tolve have composed and received grant funding. Perkins Grants were awarded for the upgrade of culinary equipment necessary to provide the best educational experience for students, as well as conference allowance for professional growth.

Lecturer Frank Danieli created and serves as Chairman of the Hotel/Restaurant/Hospitality Advisory Board formed in Fall 2015; member of the Hospitality HUB and created and will teach a Summer Culinary Camp course.

Professional Performance Activities: TOPPS Training; Datatel Training; Moodle Workshops and preparation and submission of HRM Program proposals.

Special Projects: The Arthur and Cecilia Tolve Hospitality and Culinary Arts Scholarship Fund; Loaves and Fishes; Fund for Health and Wellness Food Pantry; Service Learning Projects and sponsorship of high school students to participate in Professional Kitchen Summer Camp.

Publications: Updated Cheware Computer Application and Manual for use in HRM 108; updated course book for HRM 103 and updated all HRM course syllabi.

Data Needs

Surveys should be distributed to full-time faculty, lecturers, adjunct faculty and full-time staff to gather pertinent data utilizing the following questions.

How satisfied are you with the leadership of the Hotel/Restaurant/Hospitality Department?

How satisfied are you with the office administration of the Hotel/Restaurant/Hospitality Department?

How satisfied are you with the academic offerings in the Hotel/Restaurant/Hospitality Department?

How satisfied are you with the facilities available for teaching in the Hotel/Restaurant/Hospitality Department?

How satisfied are you with the technology available for teaching in the Hotel/Restaurant/Hospitality Department?

Which of the following do you use for support in your teaching?

- **Library Services**
- **Computer Lab**
- **Writing Lab**
- **Technology**
- **Tutoring Center**
- **Office of Specialized Services**
- **Moodle**
- **Center for Innovation in Teaching and Learning (CITL)**
- **Center for Student Success**
- **Retention Alert**

FOCUS ON CURRICULUM

The curriculum in the Hotel/Restaurant/Hospitality Management Program provides a diverse introduction to the field and prepares the students for a career in hospitality management, catering/banquet management and culinary arts. The program also provides for the opportunity to transfer to a four year institution. The students take a variety of courses that provide theoretical knowledge in a traditional classroom environment combined with the “hands on” laboratory experiences of specific courses preparing them for their careers.

Summary of Program Curriculum

Hotel/Restaurant/Hospitality/Culinary Arts

- AAS.BT.HR.HOSP –Hospitality Management
- AAS.BT.HR.CATER – Catering and Banquet Management
- AAS.BT.HR.GEN – General Curriculum
- AAS.BT.HR.EVENT – Event Planning and Management
- AAS.BT.HR.CUL.EPR – Culinary Entrepreneurship

- AS.PS.BUS.HOSP – Degree in Professional Studies

Certificate Programs

One-Year Programs

- Cert.Culn.Arts – Certificate In Culinary Arts
- Cert.Culn.Sci – Certificate In Culinary Science
- Cert.Hosp.Mgmt – Certificate In Hospitality Management
- Cert.Event.Plan.Mgt – Certificate in Event Planning and Management

Certificates of Achievement

One or Two Semesters

- COA.Baking – Certificate of Achievement In Baking
- COA.Cater – Certificate of Achievement In Catering
- COA.Prof.Cook – Certificate of Achievement In Professional Cooking
- COA.Hosp.Opr – Certificate of Achievement Hospitality Operations

Program Learning Outcomes

- Obtain a broad understanding of the Hospitality field
- Demonstrate appropriate supervisory skills, techniques and methods used in the Hospitality Industry
- Read and understand relevant industry business reports
- Understand and apply industry specific laws and regulations
- Understand and use industry specific vocabulary and language
- Operate a small culinary related business
- Read and understand relevant financial statements and industry reports
- Pursue the industry required certifications
- Plan appropriate menus, prepare and present food

Master Course Syllabi

The Hotel/Restaurant/Hospitality Management departmental course syllabi are available on the BCC website at Syllabi Central: www.bergen.edu/academics/syllabi-central.

Program Degree Course Requirements

The Hotel/Restaurant/Hospitality Management program degree course requirements are available on the BCC website at www.bergen.edu/Portals/0/Docs/Academics/2014-2015%20Catalog-AcadProgList.pdf.

Curricular Issues

The Hotel/Restaurant/Hospitality Management Program at BCC has articulation agreements with Fairleigh Dickinson University, Johnson & Wales, New York Institute of Technology (NYIT), Strayer University and New England Culinary Institute (NECI). An agreement with Culinary Institute of America (CIA) is in progress. Eliminated from the curriculum were Certificate in Culinary Science; Certificate of Achievement in Baking; Certificate of Achievement in Hospitality Operations due to low enrollment. Due to financial issues, students have the inability to register for courses in advance.

Program Development

According to an external evaluator of EPI (Employment Pathways Initiative), supported by the U.S. Department of Labor's Employment & Training Administration in June, 2010, the area of hospitality management has been very active in terms of curricular development. The expansion of BCC's repertoire of offerings was motivated by EPI which not only assisted in recruitment and employment, but also in equipping the program as necessary. Industrial-caliber appliances for baking and cooking have been acquired and supported through EPI funding to help train students adequately for professional jobs in this arena. This procurement included food processing, storage and refrigeration equipment. More recently, the Prep/Lab Kitchen in Ender Hall has been upgraded with State of the Art equipment providing students with an excellent learning opportunity. The program is continuing to develop with changing times. Experienced hospitality professionals from the private sector have been employed to assist in the continuation of the development process. There is discussion to remodel the Bergen Room as well as updating the Bergen Room kitchen replacing equipment that is obsolete or does not work.

Course Development

The last major revision of the Hotel/Restaurant/Hospitality Management curricula was done in 2008. These revisions were unanimously approved and passed by both the Curriculum Committee and Faculty Senate. The faculty reviewed the curriculum in Fall 2015. They agreed that the curriculum is current and as the industry changes, the necessary changes to the program will be made.

Lead-in Courses

Currently, the Hotel/Restaurant/Hospitality Management Department offers courses at the following high schools through our dual enrollment program.

- Academies @ Englewood
- Bergen Technical School – Paramus and Teterboro
- Bergenfield
- Bogota
- Cliffside Park
- Fair Lawn
- Garfield
- Glen Rock
- Hackensack
- Hasbrouck Heights
- Henry Becton Regional

- Lodi
- Lyndhurst
- Mahwah
- Northern Highlands
- Paramus
- Passaic County Technical Institute
- Peter Furian Rockland Youth Jazz Ensemble
- Ramapo Indian Hills Regional
- Ridgefield Park
- Ridgewood
- River Dell
- Rutherford
- Teaneck
- Westwood

Scheduling

Hotel/Restaurant/Hospitality Management course offerings per semester

Term: 2013-2014

HRM 101 Introduction to Hospitality Management
 HRM 102 Food Protection and Safety
 HRM 103 Professional Food Preparation Techniques
 HRM 104 Front Office Procedures
 HRM 106 Menu Planning and Nutrition
 HRM 108 Computer Applications for the Hospitality Industry
 HRM 110 Introduction to Baking
 HRM 129 Event Planning and Management
 HRM 201 Food and Beverage Cost Control

Term: 2013-2014 (cont.)

HRM 202 Quantity Food Production and Services (Fall Only)
 HRM 203 Beverage Management
 HRM 204 Food Purchasing
 HRM 205 Restaurant Services Management
 HRM 206 Commercial Restaurant Operation (Spring Only)
 HRM 207 Hotel Sales and Convention Planning
 HRM 212 International Cuisine
 HRM 213 Classical Garde-Manger
 HRM 214 Banquet and Catering Management

HRM 216 Facilities Planning, Layout, and Design
HRM 217 Issues in the Hospitality Industry
HRM 219 Hospitality Law
HRM 220 Advanced Baking Techniques (Spring Only)
HRM 229 Event Planning and Management II
HRM 462 Co-Op Work Experience (Hotel/Restaurant/Hospitality)

Term 2015-2016

HRM 101 Introduction to Hospitality Management
HRM 102 Food Protection and Safety
HRM 103 Professional Food Preparation Techniques
HRM 104 Front Office Procedures
HRM 106 Menu Planning and Nutrition
HRM 108 Computer Applications for the Hospitality Industry
HRM 110 Introduction to Baking
HRM 129 Event Planning and Management (Fall Only)
HRM 201 Food and Beverage Cost Control
HRM 202 Quantity Food Production and Services (Fall Only)
HRM 203 Beverage Management
HRM 204 Food Purchasing
HRM 205 Restaurant Services Management
HRM 206 Commercial Restaurant Operation (Spring Only)
HRM 207 Hotel Sales and Convention Planning
HRM 212 International Cuisine (Spring Only)
HRM 213 Classical Garde-Manger (Fall Only)
HRM 214 Banquet and Catering Management
HRM 217 Issues in the Hospitality Industry
HRM 219 Hospitality Law
HRM 220 Advanced Baking Techniques (Spring Only)
HRM 229 Event Planning and Management II (Spring Only)
HRM 462 Co-Op Work Experience (Hotel/Restaurant/Hospitality)

Assessment

Two assessments were conducted. Business Technologies-Hotel/Restaurant/Hospitality General Hospitality Studies for the period 2013-2015, Hospitality Management-AAS and Catering and Banquet Management-AAS for the assessment period 2011-2013. Professor Arthur P. Tolve served as the Department Assessment Liaison.

The program learning goals/outcomes are to:

- Obtain a broad understanding of the Hospitality field
- Demonstrate appropriate supervisory skills, techniques and methods used in the Hospitality Industry
- Read and understand relevant industry business reports
- Understand and apply industry specific laws and regulations
- Understand and use industry specific vocabulary and language
- Operate a small culinary related business
- Read and understand relevant financial statements and industry reports
- Pursue the industry required certifications
- Plan appropriate menus, prepare and present food

Business Technologies-Hotel/Restaurant/Hospitality General Studies 2013-2015

Semester 1: Creating Program Level Assessment Plan

To **Demonstrate Proficiency in Student Selected Concentration**, one of the required core courses, HRM-106 Planning and Nutrition was assessed for a 28 day period.

The **Means of the assessment**: The course, HRM106-099WB is a distance learning course which encompasses planning a menu, as well as an introduction to the fundamentals of menu planning which includes such material as market trends, nutrition, yield tests, standardized recipes, recipe costing and sales history.

Semester 2: Developing Assessment Tool(s) and Timeline

Students were to describe or attach assessment tool(s), including sources of data, timeline for data collection and how data will be analyzed for HRM106-099WB.

Semester 3: Collecting and Analyzing Data

Summary of results included an aggregate data table, survey tool, etc., to support the summary. Students completed numerical menu schematic following all guidelines. Students completed a 28 day cyclical menu listing entrees for Lunch and Dinner. Students completed a 28 day cyclical menu listing desserts for Lunch and Dinner. 85.7 percent of the students received a perfect grade for their menu submission.

Hospitality Management AAS and Catering and Banquet Management AAS Fall 2011 – Spring 2013

INTENDED OUTCOME: In the Capstone course, HRM 206, Commercial Restaurant Operation, students will be able to plan a menu, develop job descriptions and manage the operation of a dining room and kitchen.

2. GENERAL EDUCATION REQUIREMENTS TO WHICH THE INTENDED OUTCOME RELATE:

1. Written and Oral Communication Students will communicate effectively in both speech and writing.
4. Technological Competency or Information Literacy Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
8. Global and Cultural Awareness Students will understand the importance of a global perspective and culturally diverse peoples.
9. Ethical Reasoning and Action Students will understand ethical issues and situations.

3. SECTIONS OF THE STRATEGIC PLAN TO WHICH THE INTENDED OUTCOME RELATES:

3. We will expand and improve our key programs and processes.
 - 3.1 Renew academic programs and develop new credit and noncredit programs and classes to meet career and workforce needs, the demands of the new economy, and changing demographics.
 - 3.3 Increase the integrity, accuracy and consistency of college information and data.

4. **MEANS OF ASSESSMENT:** Students in HRM 206, Commercial Restaurant Operation will be assessed on their Management Day performance. Page 2 of 6 Greater than 75% of the class will receive at least 75% “satisfactory” ratings on the Manager’s Student Food–Service Workers’ Evaluation Paperwork.

Innovations or Changes in Last Five Years

The Hotel/Restaurant/Hospitality Management Department is preparing to make major changes and introduction of new innovations to the program such as creating and building relationships with educational institutions, increasing the number of articulation agreements and job placement for students and graduates. In the recent past, Certificate of Achievement programs were written, a modular HRM program for BCC South Campus, as well as forming an articulation agreement with Johnson & Wales, New York Institute of Technology (NYIT) and Strayer University. Other articulation agreements are in progress. Curriculum modifications included a revision of a new computer application for inventory and requisition costing. On-line/Web-Enhanced/Hybrid courses were developed and copyrighted manuals were revised for use in classes HRM 108, HRM 103, HRM 110 and HRM 213.

FOCUS ON SUPPORT

Technology

All full-time faculty members of the department use some technological support to assist in the learning process of our students, this support being, Moodle to assist with face-to-face courses, TOPP (Online Teaching) and CITL (Center for Innovation Teaching and Learning) workshops.

Facilities and Equipment

Over time the prep kitchen in Ender Hall has been upgraded to enhance the learning ability of the students. This enables students to learn in a space and on equipment that is being utilized in facilities in the ever changing culinary industry. Smart classrooms are available for faculty by using technological equipment that can be used to aid and enhance instruction of a course. The Paramus Campus has two kitchen labs, a dining room and a cafeteria lab.

Learning Resources

The Bergen Community College, Sydney Silverman Library provides students with access to learning resources including a collection of reading materials, journals and Full-Text Online resources. These materials cover an array of topics within the Hotel/Restaurant/Hospitality industry. The library has ereaders, such as Apple iPads, Samsung Galaxy Tablets, Kindle Fire, Nook Tablets and Microsoft Pro 2 Tablets. Library media services are available to support the college's curriculum by providing media instructional materials to be viewed in the classrooms by the faculty and in Media Services viewing rooms. The library also provides faculty conference and classroom equipment.

In association with the Culinary Arts program, Continuing Education offers a Summer Culinary Camp program for students of Middle School and High School ages to strengthen understanding or experience and learn something new and exciting.

The tutoring center is available for those students in need of educational support. This support includes Tutoring, Math & Science, Writing, English Language, and the Testing & Tutoring Center at the Meadowlands Campus. The Tutoring Center is not widely used by Hotel/Restaurant/Hospitality Management students.

Marketing and Public Relations

Marketing of the department consists of brochures that are distributed and displayed at open houses and job fairs. The brochures were revised in Fall 2014. A Hotel/Restaurant/Hospitality website can be accessed through Bergen Community College's main website www.bergen.edu. There is a need for additional marketing and public relations to increase enrollment within the department. Recent efforts are being made to address this concern. Relationships are being created with educational institutions and various businesses within the industry to increase enrollment and create job placement opportunities.

Support Services

Career Counseling is available to students. Counseling assists students to prepare to take action in their endeavor to search for a career within the industry. Cooperative Education is also available to students allowing them to attend classes and apply this knowledge to "real life" work experience. Hotel/Restaurant Management, HRM 462 Co-op Work Experience.

Resources, Budget

Perkins Grants provide funding for needed culinary equipment.

FOCUS ON COMMUNITY

Community Groups

At present, the program has four high school affiliations that offer culinary courses, Bergen County Technical High School, Hasbrouck Heights High School, Teaneck High School and Westwood High School. Local high school students are invited to observe the culinary lab. An effort is being made to create relationships and present the program to other local high schools to increase enrollment in the program.

Advisory Board

A new Advisory Board was created in Fall 2015. It consists of departmental faculty members and various professional experts in the industry of Hotel/Restaurant/Hospitality Management, including educational professionals, restaurant owners and chefs. The first meeting was held December 14, 2015. A meeting for April, 2016 is on the agenda. The Advisory Board discusses programs strengths, weaknesses and possible suggestions for improvement.

Data Needs

More information will be available and actions taken as relationships develop amongst Board Members and faculty, primarily, information to increase enrollment and provide job placement for students and graduates.

SUMMARY

Program Achievements, Progress Since Last Review

An External Program Review was completed in Spring 2016. (See comments below)

Students

Students' success, both in and out of the classroom, should be the primary goal of any academic institution. Recruiting students appropriately suited to the program, retaining them and seeing them through completion are all the elements of meeting that goal.

Faculty

The combination of the experienced and newer members of the faculty should strengthen the program and its' level of instruction.

Curriculum

Enrollment data for each of the course offerings should be compiled.

Facilities

To appropriately and effectively teach students and fulfill the educational mandate of the program, the equipment and amenities in the classrooms and laboratories must be on the same level as those in professional operations.

Mission/Goals/Objectives

Hotel/Restaurant/Hospitality Management Program's mission is to provide students with the knowledge and skills required in a rapidly expanding field. The program will provide a comprehensive education from the theoretical to the practical experiences gained in the laboratory and cooperative work experience. With this knowledge graduates will be prepared to continue their academic studies and transfer to a baccalaureate program or enter into an employed position within Hospitality and Culinary Arts. Additionally, the certificate program provides the student with an opportunity to upgrade skills and acquire the necessary hands-on skills to function in the workplace.

Strengths

The strengths of the program include the diverse background of the faculty and the dedication to the goals of the program. The Bergen Room dining room and Ender Hall public cafeteria are excellent learning tools where students could demonstrate their skills in a hands-on learning experience. The students are exposed to a varied curriculum providing

the basic fundamentals for job placement or transfer. Additions and modifications to the curricula and courses were accepted and approved benefiting student development.

Challenges

The Bergen Room kitchen and dining room are in need of an upgrade and makeover. Much of the kitchen equipment is obsolete or in disrepair. This is a challenge for faculty and students. The dining room needs to be updated and redesigned which will be an inviting atmosphere for students to learn and guests to dine. This in turn will present the opportunity for students to get the “real-world” experience the course is meant to cultivate. The overall layout of the food prep lab is congested making it difficult for students to move around. The walk-in refrigerator/freezer and dry storage also lack efficient space for storage. Marketing and public relations will affect enrollment in this very competitive industry.

ACTION PLAN

Goal 1: Increase student enrollment in the

Hotel/Restaurant/Hospitality Management Program

Objective: Conduct student outreach recruitment

i) Timeframe: 2016-2018

ii) Responsible Party(ies): Hotel/Restaurant/Hospitality Management Department

iii) Resource Applications: Department should work collectively with Guidance and Career Counselors.

Goal 2: Strengthen job placement for graduates and attending students

Objective: Identify the employment landscape and challenges

i) Timeframe: 2016-2018

ii) Responsible Party(ies): Hotel/Restaurant/Hospitality Management Department

iii) Resource Application: Collaborate with commerce and industry partners to connect graduates and students with possible opportunities and internships.

Goal 3: Increase Articulation Agreements

Objective: Alignment and articulation of career pathway programs and transitional services to enable dual enrollment, early college credit and accelerated progress to credentials and careers.

i) Timeframe: 2016-2018

ii) Responsible Party(ies): Hotel/Restaurant/Hospitality Management Department

iii) Resource Application: Introduce BCC program to local educational institutions.

BCC VISION, MISSION AND VALUES

Vision

Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

Mission

To inspire our community to realize a better future.

Values

To fulfill the vision and mission of Bergen Community College, these core values will guide our daily endeavors: learning, excellence, integrity, respect and creativity.

These core values will guide our daily endeavors.

EXTERNAL REVIEWER'S REPORT

Review of Hotel, Restaurant and Hospitality Management Program Bergen Community College

External Reviewer, Philip McGrath, MSOL
Curriculum Chair - Culinary Arts and Hospitality Management
Westchester Community College
philip.mcgrath@sunywcc.edu
(914) 606-6519

Dates of Campus Visits: May 6 & May 23, 2016

In April of 2016 I was contacted by Dr. Laura Ochoa, Dean of Business, Arts and Social Sciences who requested my assistance in the assessment of the current program review of the Hotel, Restaurant and Hospitality Management Program at Bergen Community College. I have studied the document, visited the campus and facilities, interviewed students and had discussions with faculty, administration and staff members. All stakeholders were genuinely forthcoming, freely providing information as needed and answering any questions that were asked. This proved to be extremely helpful in my assessment of the review.

The Program Review conducted and prepared by the team of Lecturer Frank Danieli and Professor Arthur Tolve resulted in a document that both explains the strengths and analyzes the challenges that the program presently possesses. The ethnicity, gender and enrollment data presented covers the academic period between Fall 2011 and Spring 2014 for the different degree and certificate programs offered during that time. It also includes student satisfaction survey results, Program Learning Goals and Outcomes, information on faculty and staff and other pertinent remarks. It is a thorough compilation.

I will endeavor to comment on some of the key parts of the document as well as areas that the program could explore in order to realize its goals. I will focus on the topics of students, faculty, curriculum, facilities and external factors. These all have an effect on the results that the program strives to attain. I hope that my observations help the Hotel, Restaurant and Hospitality Program at Bergen Community College fulfill its goals and leads to ongoing success.

1-STUDENTS

Student success, both in and out of the classroom, should be the primary goal of any academic institution. Recruiting students appropriately suited to the program, retaining them and seeing them through completion are all key elements of meeting that goal. These three areas should be analyzed and an action plan for each should be devised.

Recruitment: As stated in Goal One of the Action Plan, increased enrolment is a priority. Working with existing high school partners should be emphasized and seeking new relationships with other high schools should be explored. Faculty visits to these schools to introduce and promote the program in person, as well as inviting interested students to campus are strategies that should be considered. The reports Action Plan Goal Three of increased articulation agreements could be partially achieved by developing lead in or dual enrolment classes that would satisfy requirements specific to the HRHM program. Students could then enter the program out of high school with accumulated program credits. The data also shows that the 18-21 year age group is by far the largest. Older students who may already be employed in the hospitality industry, or those seeking a career change could also be targeted for admissions.

Retention: The review doesn't contain data on student retention or attrition rates. Once this data is collected it can help to assess if recruitment efforts were successful in attracting students who were truly interested and prepared for the program and industry. It is also valuable for determining the appropriateness of course offerings and their level of rigor. Student's repetition of classes because of failure should also be analyzed.

The development of a Hospitality or Culinary Club might also be a valuable tool in retention of students. It builds camaraderie and interest within the cohort.

Completion: Data on completion rates were also not in the review. These rates should include not only when the students fulfilled their requirements but also how long it took them to do so. It is one of the key factors in assessing student success. Again Goal Threes mandate of increased articulation agreements could have a positive influence on completion with the opportunity to seamlessly transfer to a four-year institution.

Student Comments: During my discussion with a group of students they were unanimous in their positive comments about the program in its entirety. They were not as satisfied with other areas of the college. Their complaints referenced support services such as the registration process, counseling and other non-academic areas.

2- FACULTY

According to the report the faculty has three long tenured members and a more recently hired Lecturer. Although it is not contained in the report I learned that another full time instructor is to be hired and in place by the fall semester. The combination of the experienced and newer members of the faculty should strengthen the program and it's level of instruction. Although the basic tenets and principles of the Hospitality Industry remain constant it is also an ever-changing profession. Keeping instruction topical and current is extremely important in preparing graduates for their careers.

Collaboration between departments should be explored. By developing relationships within the college enhanced instruction can take place. This interaction between faculty members can lead to shared ideas that can be employed to improve the students learning experience.

3-CURRICULUM

According to the report there are six AAS degrees, four Certificate Programs and four Certificates of Achievement. There were 23 courses offered by the program in the 2015-2016 academic year. Requirements varied based upon the students selected major or certificate program.

Except for the Certificate in Culinary Arts and, to a lesser degree, the Certificate in Hospitality Management, the other Certificate and Certificate of Achievement programs are severely under enrolled. Opportunities for employment upon the completion of these programs should be assessed. If there is not industry wide acceptance of these certificates as a viable credential their value should be reviewed.

The AAS Degree programs that the data shows are least popular are Catering and Banquet Management and the General Hotel, Restaurant and Hospitality degree. It would be valuable to determine why students do not choose these degrees. To provide clearer pathways consolidating these with or into other degrees might be more productive.

Enrollment data for each of the course offerings should be compiled. It might also be worthwhile to review all of the class offerings to assess their relevance and value. This could lead to revisions, consolidation or termination of sections.

4-FACILITIES

During my visit to the campus I was given a tour of the facilities and classrooms used for instruction. To appropriately and effectively teach students and fulfill the educational mandate of the program the equipment and amenities in the classrooms and laboratories must be on the same level as those in professional operations. Otherwise they will be ill prepared for future success in higher education or their careers.

The Laboratory Kitchen in Ender Hall has been renovated. The equipment is equal or superior to industry standards. Although there are always upgrades to and development of new models this facility is adequate for the programs needs. If new classes or courses are developed the equipment needs can and should be reassessed.

The Bergen Room and its adjoining kitchen need to be re-assessed. The kitchen was not originally designed as an instructional laboratory and it has never been refitted or remodeled towards that use. The equipment is antiquated and in need of replacement. A plan should be developed which takes into account the classes that will be taught in the space and the learning outcomes of those classes. These factors should become part of the renovation plans.

The Bergen Room is also in dire need of redesign and remodeling. Again the learning objectives of the courses taught in this room should be a major part of its renovation. The ambiance and functionality of the dining room is of great importance to the students understanding of what professional service entails. Improvements will lead to increased customer participation resulting in a valuable, “real life” learning experience.

As part of the renovation a point of sales system should be included and integrated. Technology is changing the hospitality industry and students must be taught to use it in a

professional context. These systems are programmed to do tasks as varied as inventory and labor control, forecasting, bookkeeping and accounting functions, cash reconciliations, sales reports and customer data storage. Any upgrade to the Bergen Room would not be complete without this addition.

5-EXTERNAL FACTORS

External factors and relationships have a direct bearing on the educational processes that the program undertakes. How the outside world perceives the school is very important. Working with members of the community can lead to positive results.

Building these relationships aligns with the reviews Action Plans second goal of strengthening job placement for graduates and attendees. Mentorship programs are a valuable way to build a students confidence and understanding of the rigors of the industry. Volunteering at charity events where restaurants and other industry establishments participate gives students the opportunity to network and learn. Memberships in local chefs, restaurant or industry associations by both faculty and students can enhance placement prospects.

Many members of the hospitality industry are interested in becoming a partner with the educational process. Establishments are constantly seeking qualified employees and see those who have completed of a certificate or degree program as adding great value to their businesses. This type of outreach can lead to positive results for students, graduates and employers.

6-CONCLUSION

Based upon the contents of the program review, its honest assessment of both its strengths and weakness and its setting of goals and the outlined action plan the Hotel, Restaurant and Hospitality Management Program at Bergen Community College is on sure footing for the future. The changes that have been made, coupled with those that are anticipated, should lead to an improved educational experience for its students. The team has done an impressive job compiling the document.

The goals of increased enrollment, expanded job placement opportunities for both students and graduates and an increase in articulation agreements are three areas that are integral to student and program success. Improvements to the Bergen Room and its adjoining kitchen are an area that is integral to the achievement of those goals. Expanded outreach to local industry professionals can also have a positive impact. Improved relationships with high schools as well as four-year institutions should be explored.

When the next program review is undertaken it will be interesting to see the results of the actions taken based upon this review. Data should be recorded, stored and analyzed in order to assess the viability and accomplishments of the goals and action plan. This process should ultimately build upon its successes and challenges to help it continue to evolve and improve towards the ultimate goal of student success.

