


Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost 

Cc: Denise Runge, Dean, Community & Technical College
Naomi Everett, Associate Professor and Chair, Culinary Arts and Hospitality Administration
Amy Green, Professor, Culinary Arts and Hospitality Administration
Kellie Puff, Assistant Professor, Culinary Arts and Hospitality Administration
Riza Brown, Assistant Professor, Culinary Arts and Hospitality Administration
Susan Kalina, Vice Provost for Academic Affairs
Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings – Culinary Arts AAS**

I have reviewed the dean's findings and the completed Expedited Program Review Template for the Culinary Arts AAS. The Provost's Office did not receive an Optional Program Response Form from the program.

Recommendations

My recommendation is to accept the decision and recommendations of the dean with the additional commentary that the program review its course rotation and semester offerings, reduce the number of sections offered each semester, and increase course capacity to reduce cost. It also should expand opportunities to collaborate with local restaurants for staff education. An interim progress report on all recommendations is due to the dean by March 1, 2021. The dean will submit a review along with the program's interim progress report to the provost by April 1, 2021. A follow-up Program Review will be conducted in AY22.

Decision

Recommend Continued Review

Date: February 2, 2020

To: John Stalvey, Interim Provost

From: Denise Runge, Dean

Re: AY20 Expedited Program Review Findings

Program/s in this review: Culinary Arts (AAS)

Specialized accrediting agency (if applicable): American Culinary Federation

Campuses where the program is delivered: Anchorage

Members of the program review committee:

- Naomi Everett, Professor
- Amy Green, Professor
- Kellie Puff, Assistant Professor
- Riza Brown, Assistant Professor

Centrality of Program Mission and Supporting Role The Culinary Arts program is well-aligned with the mission of UAA and CTC. The program meets a clear workforce need, preparing individuals who obtain employment as chefs and bakers, and in related positions in the food services industry. The typical post-graduation employment is not high wage, with pay for Institutional and Line Cooks at about \$35,000 annually, and Head Cooks and Food Service Managers averaging around \$50,000. However, in Alaska and elsewhere, the demand for these positions is high. The program receives strong external support through its annual fundraiser and has strong connections to industry and to secondary education.

Program Demand (including service to other programs), Efficiency, and Productivity Demand for the program has fallen steadily during the review period. The program had an average of 80 majors per year, with 54 during the 2019 review year, down almost 50% from its 2013 enrollment of 114 majors. While faculty in the program review state that this reduction mirrors the trend of the university, the CA program has in fact experienced a rate of decline more than twice the overall decline for UAA of 22% (calculated from the decline in majors across all UAA programs during the same review period). Nine of its CA courses (27 credits) are also required in the BA program in Hospitality Administration, and occasionally students from other majors take them out of personal interest, which has helped support the overall enrollment to some extent.

Efficiency and productivity data is worrisome, but the program has made efforts to improve these. With a cost per credit hour of \$449.9 in 2019 versus tuition revenue of \$217.2 that same year, the CA program had a ratio of .63. Non-instruction costs, particularly those associated with

maintaining the kitchens and food purchases, remain high and are currently being supplanted with a combination of student fees, gift funds, and general funds. The program experienced a reduction of one full time faculty line for AY20, and as noted in the review document has taken steps to improve class sizes through focused student advising and schedule management. With three full time and several adjunct faculty, yet only 54 majors, the program remains somewhat overstaffed. Program faculty have created a new OEC to attract those interested in a shorter program, which they hope will increase enrollment and improve efficiency. Program faculty have also increased their focus on reducing related costs through careful planning and purchasing of supplies. Overall, during the review period, the program has seen enrollment decline, and excess or unused capacity, along with high costs.

Program Quality, Improvement and Student Success The program has been recognized for its quality by its accreditor; program quality can also be inferred from the support provided by industry. The American Culinary Federation has affirmed the program's quality and high level of service to its students. Strong industry support, both financial support and participation with the program's interns and corporate training activities, also suggests the Culinary Arts program is known for its quality. Relatively low retention and graduation rates have been a concern, although recent improvement efforts, especially those centered around student success, have the potential to positively impact the program. Graduation data shows an average of 58 graduates per year, but this too had fallen and by 2019 only 26 students completed the program.

Program Duplication / Distinctiveness Duplication: UAF also offers Culinary Arts programs. These programs are, by their nature, characterized by relatively small numbers of students. The education provided requires substantial hours of hands-on demonstration and practice. Employment for graduates of these programs is primarily local; relatively few students appear willing to move to another area to be trained in culinary arts. For both of these reasons, the existence of multiple programs in the state may be justified in order to serve the needs of industry. Distinctiveness: UAA is the only accredited program.

Commendations and Recommendations Commendations: The program is commended for its creation of the new OEC to expand access to its programs. The program is commended for its high level of proactive engagement with secondary education and with industry. Recommendations: The program faculty should work closely with its Student Success Advisor, local secondary faculty, and staff from Admissions to recruit additional students into the program. The program should further trim its course scheduling and costs. The program should carefully monitor student persistence data and make adjustments as needed. The program faculty should continue to explore alternative modes of delivering its programs in order to further enhance productivity and efficiency.

Decision *Continued Review:* Program is required to address specific issues and to undergo another review within the next two academic years.

Submission date: February 6, 2020

Program/s in this review: Culinary Arts AAS

Specialized accrediting agency (if applicable): American Culinary Federation

Campuses where the program is delivered: Anchorage

Members of the program review committee:

- Naomi Everett, Associate Professor, Chair Anc. Campus.
- Kellie Puff, Assistant Professor Anc. Campus.
- Riza Brown, Assistant Professor Anc. Campus.
- Amy Green, Professor Anc. Campus

1. Centrality of Program Mission and Supporting Role (700 words or less)

- The Culinary Arts program (AAS) provides critical training for food service professionals, cooks, and chefs. Since 1972, this program has fulfilled its mission of providing valuable, trained, and job-ready candidates to fill positions in the restaurant, lodging, and foodservice sector of Alaska's demanding tourism industry. The training offered by this program is vital to the state in meeting the workforce development needs. Located on UAA's main campus, the Culinary Arts program is easily accessible as Anchorage's vibrant hospitality hub for training, internship opportunities, and job placement for all program graduates.
- The AAS in Culinary Arts comprises the first two years of study for the BA in Hospitality Administration at UAA. These stacked credentials give students an advanced program of study in their major. The two programs are interdependent of each other and give students a clear pathway to advance their academic success. The program's classes support BA degree seeking students from UAF, Dietetics majors at UAA, and offers often needed upper division 1 credit elective courses for all UA students and community members.
- The Culinary Arts and Hospitality Administration program has a robust relationship with industry and community partnerships. Its accreditation through the ACF (American Culinary Federation) provides students with networking and job opportunities, and industry-desired credentials upon graduation. The program works closely with the Alaska Cabaret, Hotel, Restaurant and Retailers Association (CHARR), to partner in training, mentorship, and annual events that showcase student success and promote the program to high school students across the state. The program also works with ProStart and Skills USA students to introduce culinary arts as a field of study to graduating seniors through mentorship, scholarships, and articulation credits for those students meeting set criteria.
- The CAHA Advisory Board is diversified and has representation from alumni currently working in the industry, culinary educators, hotel, lodging and restaurant managers, as well as directors of convention centers and catering establishments. They actively support and give the program direction and feedback as industry representatives (see addendum A). The program has also developed important relationships with many vendors, hotels, restaurants, cruise ships, and other supporting agencies such as Alaska Lodging & Hotel Association (AKL&HA), Alaska Travel Industry Association (ATIA), and Visit Anchorage in order to maintain day-to-day involvement on the pulse of what our industry and community needs may be.
- Specific workforce development and employment opportunities relevant to the program include internship site partnerships with Nana Management Services, Dena'ina Convention Center, Hotel Alyeska, Allen & Petersen, The Hotel Captain Cook, House of Bread, Anchorage Convention Centers, SteamDot Coffee, Fire Island Bakery, and many more. Job placement rates are tremendously high with unlimited job contacts and opportunities through the program. Last year alone, over 70 employers across the state of Alaska reached out with requests for employees. Students also have the unique opportunity to travel with the National Student Exchange, a study abroad program.

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- Extramural funding support and revenue is realized through an annual fundraiser, Celebrity Chefs Invitational (CCI), private donors such as the Cuddy family & First National Bank of Alaska, TVEP funding, restaurant and bakery cart sales, Boot Camp for Kids, National Restaurant Association Education Foundation Summer Institutes (NRAEF), and Business Enterprise Institute US Coast Guard partnerships.
- Students leaving the program obtain the following certifications: TAP (Training for Alcohol Professionals), ServSafe, and CC (Certified Culinarian) through a third-party accreditation with the American Culinary Federation (ACF).

2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)

- Over the last 7 years, the Culinary Arts program has seen fluctuations and decreases in graduation rates that mirror university-wide trends. This gradual decline can also be attributed to the increasing number of foodservice jobs available. Many foodservice industry workers forgo formal college education for on-the-job training due to high availability. Also, increases in educational costs have deterred potential students who may not see concurrent compensation in current or future positions.
In an effort to mitigate these trends and circumstances, the department has responded by working this last year to streamline the AAS degree curriculum through designing more online course offerings, block section course offerings, changed degree requirements (to include an internship), and has adopted a team-teaching model to create greater buy-in for students by implementing activity-based learning through traditional core classes. The program has created an Occupational Endorsement Certificate option (OEC) in Culinary Arts (18 credits, completed in two semesters) scheduled to be available in fall 2020 (accepting majors in spring 2020). The OEC provides fast-track technical training for students looking to hone their foodservice and hospitality skills, breaking down the barriers of affordability and creating accessibility to foodservice workers who do not wish to pursue a formal education. The credits gained allows an opportunity for students to earn an AAS degree should they choose to further their education at a later date, as all the courses taken will count towards that measure.
- CA is on average with the credits per degree its students take. Unfortunately, the department, along with the rest of the university, is combatting the barriers that arise when a large percentage of students enter higher education underprepared. However, through assertive dedicated academic advising, streamlined curriculum (changes brought about by listening to our students' needs), and accommodating course schedules, faculty and staff have worked diligently to promote students to move more efficiently through the program. There have been positive impacts with an increase in persistence by incorporating hands-on culinary activities in the traditional core classes to improve student engagement and retention of theories and concepts.
- The last 7-year program enrollment trends data does not include the improvements seen in the last academic year. Program persistence rates have held steady throughout this cycle by strategically-implemented responses via academic advising, presenting practical applications in core classes, and curriculum updates. In 2015-16, an economic downturn in Anchorage resulted in an increase in enrollment as laid off workers sought additional training and/or degrees.
- Course rate pass data indicates that the farther the student is in their degree, the more likely the student will persist to completion. Students lost to attrition and underprepared students are identified and supported by Student Success Advisors (SSAs) in order to pursue the best course of action for that particular individual.
- Within the university, the Culinary Arts department frequently partners with different colleges and offers unique opportunities for any degree-seeking student to take upper division elective credits. Last year, the program worked with the Automotive & Diesel Division to offer high school students from rural Alaska a three-day culinary workshop, enabling them to learn how to cook dinner together after the daily training auto sessions. CA partnered with the Chemistry Department for its "Chemistry In" series, where students were taught the culinary science behind ceviche (with the added bonus of sampling their projects).
CA has also partnered with the College of Health in grant writing to be able to develop and teach DN A270 Culinary Nutrition (which is going to be cross listed as CA A270 next fall) and DN A275 Food Is Medicine (both

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online offerings) that teach Dietetics and Nutrition majors culinary skills as well as fundamentals of nutrition. These courses also have a community service component that aligns with a partnership with Bean's Café. CA gives demonstrations and lectures for WWAMI, pre-nursing students, JBER soldiers, high school, middle school and grade school students, and many others. Faculty and students are involved in chocolate demonstrations at the bookstore, providing desserts for Chancellor Sandeen, and managing and operating Lucy's, the best restaurant on campus. CA manages and operates a bakery cart twice a week, which is hugely popular and successful, as well as providing students with retail and commercial production experience. CA offers A490 classes, which are upper division single credit electives available to non-degree seeking students. These classes attract individuals from all over the UA system and members of the community who are interested in the specificity and expertise which accompanies these courses. Almost every 490 class fills up, and range in topic from Thai Cuisine to Soups, Stocks and Sauces and Charcuterie. This allows CA yet another forum in which to encourage support of the program, draw in tuition revenue, and increase enrollment.

- In response to the slight downturn in our student credit hours, CA is limiting course offerings due to budget cuts and the data is reflective of this.
- Full Time Equivalent Faculty (FTEF) number for the department is 3.8. Each faculty member is teaching 24 or more credits per year for all classes offered. CA's strategic plan identified and addressed this by reducing faculty, eliminating course sections that have low enrollment, and offering the OEC.
- Average class size remains steady although the average was down in 2018-19. Due to proactive recruitment, retention, and academic advising, class sizes are increasing to an average of 10 for the last academic year. The program hopes to see continued growth in Fall 2020 in response to the new curriculum changes and OEC implementation.
- Lowered enrollment impacts the cost per student credit hour but CA reduced expenditures by not replacing the Director's position and one faculty vacancy that occurred in the last academic year. The department can expect further reductions in salary expenses as one full-time faculty member is retiring, who will not be replaced. Another faculty member will be leaving and will most likely be replaced at a reduced salary. In addition, a new scheduling format will save costs in production commodities.
- CAHA has access to many revenue streams that help support the program. Celebrity Chef Invitational is CA's biggest and most visible fundraiser, which draws on the support of every level of hospitality in the community. Faculty and staff spend a year planning this event, showcasing local chefs, alumni, and students in effort to garner financial aid and strengthen the connections within industry. In 2018, CCI raised \$61,000, above and beyond expenses. Another \$50,000 was raised specifically for scholarship donations. For 26 years, CCI has represented both a fiscal boon to the program and also a show of solidarity and encouragement for the past, present and future of CAHA's accomplishments. Last year was the first year that CCI was not held; the program plans on hosting CCI for 2020 and can look forward to the revenue generated by this event. This year, the program received TVEP funding for the third year in a row. This represents \$108,000, which fully pays for one full-time faculty member's salary and the partial salary of another. Every year, the Cuddy family donates \$5,000 for needed improvements. In AY 18-19, they donated \$15,000 to help cover the expense of mixer replacements and a new sink and hot water sanitizer for the bakery lab. In spring of 2018, CA was able to renovate the bakery and culinary kitchen using \$250,000 donated by Holland America Princess (HAP). The remainder of that generous donation is another \$250,000, which will finance future improvements. Just recently, CA was awarded \$10,000 from First National Bank of Alaska for the Culinary Arts & Hospitality Administration Scholarship fund. Outside of donations and fundraising, CA works hard to ensure a diverse stream of incomes for the program. In the summer, Culinary Boot Camp is held for middle and high school students. Thirteen weeks of boot camp is offered, seven of which are bakery and six of which are culinary. Last year, these boot camps brought in \$72,665. Last year, the National Restaurant Association Education Foundation (NRAEF) Level II training for high school from across the United States generated \$10,000 in revenue.

Every semester, the bakery cart and Lucy's Restaurant bring in additional monies. Last year, the bakery cart revenue was \$17,523; Lucy's revenue was \$52,296.

- Tuition revenue: This number is up, and we have seen an increase in tuition revenue in the last 5 years.

3. Program Quality, Improvement and Student Success (1500 words or less)

- The AAS in Culinary Arts is externally accredited through the American Culinary Federation (ACF). This external accreditation requires arduous yearly reporting of annual assessment activities to track student learning outcomes, surveying employers and program alumni to assess program quality. The ACF also closely monitors the program curriculum for currency and rigor to meet its extensive competencies. The ACF provides important professional development to faculty and offers the CC (Certified Culinarian) credential to students graduating with the AAS degree.
- In fall of 2019, the program faculty updated all curriculum for the AAS degree in Culinary Arts. Classes were combined or re-tooled to institute efficiencies, such as online offerings, while still meeting the needs of the students and program accreditation requirements. Program details and the course catalog were updated to reflect these proactive changes.
- In fall of 2019, a new OEC was created in Culinary Arts to support industry workforce needs while providing a pathway of completion to the AAS degree. These 18-credit, 2 semester intensives will be in effect in fall of 2020. Many employers have communicated they need trained employees and while an AAS is preferred, many positions don't require extensive training, just a thorough technical foundation of skills. The advisory committee, made up of alumni and industry representatives, acts as a sounding board for programmatic direction that is current and relevant. The advisory board also believes the creation of the OEC will allow for an increase in trained employees for the industry. Communication with industry partners, the Anchorage School District ProStart program, and schools in rural Alaskan communities has resonated with the consistent theme that workers need opportunity to obtain a professional skillset to fulfill the vast deficit in qualified employees.
- The AAS in CA is designed to meet the workforce needs of chefs, foodservice workers, hospitality supervisors, and managers. The program utilizes cutting edge technology with state-of-the-art lab equipment, stream-able demonstration labs, and expertly trained faculty. The curriculum is current and reflects industry standards. The faculty team, while small, is highly qualified and quickly responds to student needs and industry needs. Formal teaching experience among the faculty represents over 60 combined years. Industry experience among the faculty is twice that.
- The AAS degree in CA offers a hybrid of traditional in-person courses and several distance classes that support the curriculum. All instructors use Blackboard as a communication portal to students. The required courses for the BA degree in Hospitality Administration are entirely online, providing working students with the opportunity to finish their degree on a schedule that is customizable to their needs.
- The assessment plan for the AAS degree was completely revised in the fall of 2019 to include updated program outcomes, new metrics to track student learning outcomes, and a revised assessment schedule to identify gaps in learning. This revision aligns program and student learning outcomes with the reporting requirements for the ACF. In addition, CA utilized alumni and employer surveys to track industry needs and general student satisfaction with the program and curriculum. Data is compiled, compared, analyzed, and if necessary, changes are made to the curriculum or content delivery method. All assessment activities are reported to UAA's OAA as required. In order to meet UAA assessment and program accreditation requirements, CA gauges the quality of instruction, facilities, course variety and look for any deficiencies in curriculum and its execution.
- CAHA promotes student success in many ways. The Division holds 4 separate scholarship opportunities for students pursuing their AAS and BA degrees through the program. These scholarships are funded through industry donations at the annual Celebrity Chefs Invitational event, private donors, and endowment of some of the accounts. Last year, over \$45,000 was given in scholarships that were in turn, reinvested into the Division by students attending classes.
- CA students have support and access to a dedicated departmental Student Success Advisor (SSA). The SSA works with students to create degree plans (and meticulously keeps track of student progress), identify internship opportunities, identify job opportunities and coordinate study abroad opportunities at APICIUS International School of Hospitality in Florence, Italy. Advising in the CAHA department is not transactional. The SSA and faculty

have a unique opportunity to engage and get to know each student individually. This allows students to feel more connected to their program, which provides a better learning environment, and improves student success. The SSA is located in the CAHA department, which makes advising accessible and immediate. Data compiled by the SSA allows her to identify which students are on track and those that need additional support and assistance getting through their program. The SSA regularly reaches out to students for mid-semester and end of semester check-ins. The SSA identified that mass emails were not the most effective way to communicate with CAHA students; student's response rates are higher with individualized emails. The SSA works diligently during priority registration to meet with each student and to assist with registration. The SSA has helped facilitate an increase in enrollment by 40% in the AAS CA and increases student persistence from semester to semester. The SSA regularly contacts at-risk students to ensure they are progressing through the semester successfully.

- Internships have been and continue to be an integral part of the student experience. Students work with the SSA and faculty to determine internship placements. Internships provide students with experiential learning opportunities and connects them to industry partners in tourism and hospitality. Internships often lead to future employment for students. The CAHA department receives several internship opportunities. The SSA distributes these opportunities to alumni and current students via email and posts them in the department. The SSA also keeps record of all internship opportunities so students may have access to them at any time. Faculty that receive internship inquiries from businesses effectively communicate with the SSA so that information can be shared with students. Businesses both in state and out of state contact the department to form a working relationship. In-state businesses are interested in interns from our program to keep Alaskans here.
- Students in the AAS Culinary Arts program have an opportunity to study abroad at APICIUS International School of Hospitality in Florence, Italy. The SSA works closely with the Study Abroad Coordinator to ensure students are prepared to apply to APICIUS and that all departmental prerequisites are met. The SSA and Study Abroad Coordinator work together to hold information sessions and an application day for students that are eligible to attend APICIUS. The SSA also works closely with the Admissions Director at APICIUS. Courses taken in Italy are used to fulfill the AAS CA elective requirement. Faculty have carefully chosen courses approved for students to take while at APICIUS that align with the AAS CA learning outcomes. Site visits are required per the Vice Provost of OAA, which the department is currently working to obtain funding to send a faculty member or the SSA to APICIUS.
- The program provides both hands-on and blended learning. The program has responded to student needs to access and is offering more online courses. Courses offered in the CA program provide students with the necessary skill set to be successful in the tourism and hospitality industries. Laboratory equipment is modern and up-to-date, which allows students to gain valuable experience using equipment they can expect to see and use in industry.
- The CAHA department is regularly contacted by community businesses in industry seeking volunteers from the program. Volunteering gives students experience and exposure to the industry as well as qualifies them for multiple scholarship opportunities. Volunteering is an important part of the student experience because it provides students with the opportunity to improve their skill set and engage their community.
- In FY19 to the current FY, 44% of our students made the Dean's List and 48% of our students graduated with honors.
- The best examples of success for CAHA students are their ability to take their education to industry. The following are but a few examples of where UAA's CA alumni have found success:
Locally, we have CA Graduates who are working as restaurant owners, catering entrepreneurs, Executive Chefs, Catering Captains, Pastry Chefs/Bakers, Catering Sales directors, ProStart Coordinators, CAHA Adjuncts, General Managers of local hotels, hospital restaurant supervisors, and CAHA program professors.

4. Program Duplication / Distinctiveness (300 words or less)

CAHA's *raison d'être* is to support and strengthen Alaska's economy by graduating well-qualified employees to fulfill the high employment needs of the industry. The program embodies UAA's Mission and Core Themes by being a division of excellence and remains the state's only Hotel/Restaurant/Hospitality/ Tourism Management program.

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This program supports two of Alaska's Career Cluster areas by providing capable, job-ready graduates for Hospitality & Tourism and Business Management & Administration. While UAF offers an AAS in CA, its program does not have third-party accreditation. Both programs are unique in how they are offered and there are distinct differences. At UAA, the program requires students to conceptualize, prepare and execute fine dining menu items for Lucy's Restaurant, a real-world laboratory that is open to the public, four days a week for seven weeks. Student bakers gain experience in both commercial/retail production (the bakery cart) and haute cuisine (Lucy's dessert menu). Student servers learn fine dining techniques that not only allows them to operate a fine dining restaurant of their own, it also fills in the final section of the holistic hospitality experience that UAA is dedicated to providing. Instead of graduating with knowledge in only one or two key areas, CAHA strives to equip every student with the tools needed to be comfortable and proficient in almost all aspects of culinary and hospitality. This advanced training is exclusive to the Anchorage campus and not offered by any other program in the state.

CAHA has shared curriculum and teaching strategies with UAF's culinary program, all of the ProStart schools and has worked diligently with the North Slope Borough School District to help them implement culinary curriculum and distance education in their community.

CAHA continues to lead the state in innovation, commitment to our industry, and community through diverse, ever-evolving, ever-improving course offerings.

5. Summary Analysis (500 words or less)

The Culinary Arts program has been operating since 1972. This program review comes at an opportune time, reflecting on almost 50 years of education. For decades, many of the faculty and much of the curriculum stayed the same. This homeostasis mirrored an industry that also didn't seem to be changing much. However, in recent years, that has all changed. The industry is evolving by leaps and bounds, introducing new technologies (molecular gastronomy), different expectations (meatless Mondays, sustainability) and a smashing of industry norms -- 20 years ago, women had little opportunity to progress in professional kitchens; now, over half of our students are female and many go into industry immediately upon graduation. As without, so within. It is our responsibility to keep abreast of industry standards and when possible, create industry standards that improve our profession, our students, and our community.

To that end, CA has prepared a 5-year strategic plan with attainable goals and programs that are far too numerous to recount here. In effect, we will continue our partnerships with industry, strengthening where necessary and continuously reaching out to new businesses for mutual support. Within the university system itself, one of the partnerships we're most excited about is with the College of Health. We hope to obtain grants in the following year that will allow us to offer food medicine courses for doctors and nurses using Tulane University's Food Is Medicine model. (Healthcare is the largest growing industry in Alaska.) In fall of 2020, we plan to partner with Nana Management Remote Camp Services to offer two-week training courses for its employees. We are working to achieve formal apprenticeship agreements with Holland America Princess, NMS Camp Services, and many others to build on this symbiotic relationship of graduating students that fulfill industry's needs and expectations.

In the future, we plan on introducing even more of our popular CA A490 classes, which continue to be solid revenue streams. We hope to someday offer sommelier and Cicerone certification, as well as cutting-edge classes that reflect market demand, in order to tap into the under-utilized demographics in the community.

When discussing the strengths of this program, a few key words kept coming up; adaptability, innovation and excellence. Certain things weren't working anymore -- we changed them. For one, many students don't have the means or time for a formal education. We created the OEC to accommodate those students. For another, students expressed a desire to get into labs faster. We completely revamped the schedule to respond to those desires, without compromising excellence. We combined Procurement and Cost Control, moved Sanitation and Nutrition online and condensed Hospitality Trends into a seven-week course. This means that students (who typically already work in the industry) will find this new schedule much more attractive and attainable; two on-campus classes (versus five) and no Friday classes. By listening to our students and implementing salient changes, we hope to increase enrollment as well as continue to demonstrate that we, like the industry, can change and improve.