**Academic Program Review: Self-Study**

***Instructions:*** *The following pages will guide your submission of your academic program review self-study. Please type your responses directly into the document.  The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by September 1.*

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| **Program Under Review** |
| Degree(s):  Associate of Arts (A.A.S.) Degree in Culinary Arts (CUL) |
| Certificate(s):  Certificate in Culinary Arts I  Certificate in Culinary Arts II  Certificate in Baking and Pastry |
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| **Program Description, Vision and Outcomes** |
| **What is the description of the program as stated in the current CAC catalog:**  **CUL A.A.S. Degree:**  The Associate in Applied Science (AAS) in Culinary Arts provides training in basic and advanced culinary skills and includes a practicum experience within a commercial kitchen.  Concentrations include Culinary Arts, Nutrition & Dietetics, and Business/Hospitality specialties.  Students are prepared for positions as professional chefs, cooks, and entry level management or for advancement in the foodservice industry.  **Baking & Pastry Certificate:** The Baking and Pastry Certificate is designed to prepare students for employment in such establishments as retail bakeries, fine dining restaurants, hotels, upscale pastry and bake shops, commercial baking, and entrepreneurships.  The core courses will help students develop a solid foundation in basic baking skills.  The student may tailor the degree to meet individual goals in areas such as bread baking, cake decorating, wedding cake production, and/or chocolate and sugar showpieces.  Students pursuing the Culinary Arts Associate of Applied Science (AAS) may specialize in Baking and Pastry.  All core courses in the Baking and Pastry Certificate are requirements for the Culinary Arts AAS degree.  **CUL Certificate I:** This certificate prepares students to become entry-level culinary professionals within a variety of commercial foodservice operations.  Credits from Culinary Arts Certificate I may be applied toward the Culinary Arts Certificate II.  **CUL Certificate II:** This certificate offers advanced courses to better prepare the student to progress up the career ladder in the foodservice industry.  Instruction includes principles of professional cooking and baking, quantity food production, food safety and sanitation, customer service, food service management skills, basic nutrition concepts, and menu planning.  Upon completion of the certificate, students are prepared for entry-level positions as cooks, chefs or food service managers.  Students that complete the Culinary Certificate II may advance to the AAS Culinary Arts Degree. |
| **Does your program have any other written mission or vision statements which do not appear in the catalog?  If yes, please write them below and indicate where they appear.**  Mission Statement: Central Arizona College’s Culinary Arts Program is committed to being a provider of world class culinary education, skills training, and lifelong learning for success in a global economy with our guiding principles being quality, integrity and sustainability.  Vision Statement:   Central Arizona College’s Culinary Arts Program will be a leader in culinary educational opportunities and hospitality workforce development within in our diverse community and broader region. |
| **Describe how the program’s description, mission and/or vision aligns with the College’s Mission:**  **The CUL Program:** The program is in line with the goals of Central Arizona College.  Our Department has a major commitment to a diverse student population as well as personal and professional growth of our students.  It is our belief by focusing our teaching and curriculum on methodology, professionalism, skills, and knowledge that we are best serving our students and thus the hospitality industry.    ***Vision:*** *Central Arizona College is the leader of innovative learner success and the center for educational opportunities in our diverse communities.*  ***Mission:*** *Central Arizona College engages our diverse communities in quality learning experiences for lifelong success by providing accessible, educational, economic, cultural, and personal growth opportunities.* |
| **What are the student learning outcomes for the degree or certificate as currently indicated in ACRES:**  **CUL AAS Degree MSLO’s:**   1. (Knowledge Level) Identify major nutrients: the sources, requirements, digestion, absorption and metabolism and describe the role of nutrition as it relates to the life cycle, menu planning and recipe development. 2. (Application Level) Apply math to skills such as recipe conversions, inventory management, purchasing, yield analysis and menu pricing. 3. (Application Level) Apply techniques and relate effective staffing and scheduling patterns, marketing strategies, as well as facility layout and design with effective financial management. 4. (Application Level) Demonstrate professional cooking and baking skills: knife skills, hand tool and equipment operation, proper scaling and measurement techniques; identification of ingredients. 5. (Application Level) Apply basic and advanced methods of food preparation for all meal courses. 6. (Application Level) Prepare menus that reflect knowledge of pricing, cost control and management operations. 7. (Comprehension Level) Describe management principles as they apply to dining facilities. 8. (Evaluation Level) Identify principles of food safety and sanitation; demonstrate safe food handling and safe work practices. 9. (Synthesis Level) Formulate ideas and opinions relevant to sustainable food practices based on identification of key terms and concepts in this field. 10. (Synthesis Level) Organize catering events through assisting with menu design, event planning, projecting goods, equipment and staffing needs, execution of event, record keeping and follow-up. 11. (Synthesis Level) Develop skills and competencies within the chosen area of concentration.   **CUL Certificate I MSLO’s**   1. (Knowledge Level) Identify major nutrients: the sources, requirements, digestion, absorption and metabolism. 2. (Comprehension Level) Describe the role of nutrition as it relates to the life cycle, menu planning and recipe development. 3. (Comprehension Level) Identify key aspects of the food service industry and their management needs/roles. 4. (Application Level) Apply techniques and relate effective staffing and scheduling patterns and marketing strategies, as well as facility layout and design with effective financial management. 5. (Application Level) Demonstrate a working knowledge of effective food procurement and production methods. 6. (Application Level) Demonstrate basic cooking skills: knife skills, hand tool and equipment operation, proper scaling and measurement techniques. 7. (Application Level) Apply basic methods of food preparation for all meal courses. 8. (Knowledge Level) Identify equipment and ingredients used in cooking and baking. 9. (Application Level) Demonstrate baking a variety of items prepared in a commercial kitchen. 10. (Synthesis Level) Prepare menus that reflect knowledge of pricing, cost control and management operations. 11. (Comprehension Level) Describe management principles as they apply to dining facilities. 12. (Application Level) Identify principles of food safety and sanitation; demonstrate safe food handling and safe work practices.   **CUL Certificate II MSLO’s**   1. (Synthesis Level) Identify major nutrients: the sources, requirements, digestion, absorption and metabolism and integrate nutrition concepts relative to maintaining health throughout the lifecycle, menu planning and recipe development. 2. (Evaluation Level) Explain key aspects of the food service industry and its management needs/roles; appraise management principles as they apply to dining facilities. 3. (Analysis Level) Calculate recipe conversions, analyze inventory management, purchasing, yield analysis and menu pricing. 4. (Evaluation Level) Determine effective staffing and scheduling patterns and marketing strategies, as well as facility layout and design with effective financial management. 5. (Synthesis Level) Demonstrate professional cooking and baking skills: knife skills, hand tool and equipment operation, proper scaling and measurement techniques; identification of ingredients. 6. (Application Level) Utilize basic and advanced methods of food preparation for all meal courses. 7. (Synthesis Level) Design menus that reflect knowledge of pricing, cost control and management operations. 8. (Synthesis Level) Integrate principles of food safety and sanitation; perform tasks utilizing safe food handling and safe work practices. 9. (Synthesis Level) Formulate ideas and opinions relevant to sustainable food practices based on identification of key terms and concepts in this field. 10. (Evaluation Level) Implement menu design, purchasing strategies and production time-line for catering events.   **Baking & Pastry Certificate MSLO’s**   1. (Comprehension Level) Describe proper baking terminology in reference to equipment, procedures, and ingredients. 2. (Comprehension Level) Identify proper measurement method and tools per ingredient. 3. (Application Level) Calculate changes in ingredient measurements and equipment when varying production quantity. 4. (Analysis Level) Explain the function of ingredients in formulas and correctly manipulate and substitute ingredients in the formulas based on nutritional concerns such as vegan, lactose, sugar, and/or gluten-free diets. 5. (Application Level) Prepare yeast-leavened breads, cakes, cookies, frostings, chocolates, fondant, pastry, sauces and creams; products utilizing egg foams, meringues, gelatin, and various specialty baked products; evaluate quality and sensory characteristics of products. 6. (Synthesis Level) Organize for large events; prepare menus, manipulate formulas, and execute quantity food production. 7. (Application Level) Apply safe food practices in all aspects of food production and service. 8. (Knowledge Level) Identify major nutrients: the sources, requirements and functions and describe the role of nutrition as it relates to menu planning and recipe development. 9. (Application Level) Demonstrate proficiency in students selected area of specialty such as wedding cake production, artisan breads, or pastry. 10. (Evaluation Level) Evaluate the quality and sensory characteristics of baked goods and pastries. |
| **Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor?  If so, please explain.**  **External outcomes** are influenced by:   * CAC five-year curriculum reviews require comparisons with other, outside accredited college Culinary Arts programs on course curriculum and program requirements. * Annual ATF meetings with state university transfer programs shape outcomes required to maintain ease of transferability and articulation for students. * Annual Industry Advisory Meetings are scheduled to network with local industry and community partners on feedback reflecting current economic and industry employment needs. * Standard and competency updates from American Culinary Federation Education Foundation.  These ensure that the program meets or exceeds industry standards for education and training. |
| **Program Enrollment and Graduation Trends AMANDA** |
| Summarize the program enrollment data for the past 5 years in the chart below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Criteria** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | | **Culinary Certificate I Awarded** | 4 | 7 | 5 | 11 | Pending | | **Culinary Certificate II Awarded** | 6 | 6 | 2 | 10 | Pending | | **Baking & Pastry Certificates Awarded** | 0 | 3 | 4 | 11 | Pending | | **Culinary AAS Awarded** | 3 | 2 | 1 | 11 | Pending |   https://lh6.googleusercontent.com/D28ScKQTF7wf5b0y0re28zoUXEmzNplJXU1xJs31nLzqBbuPNd5MdqnawWEIGHckiXV3u0Z8BgKwfZQ_kBFGc4qTvW5_hTAxMFUAg3789yf7_8z0XuYANyc8djWJ9EfVo6YKl8BI  Degrees and Certificates Awarded |
| **Discuss and explain the factors influencing the enrollment trends:**   1. Over the last 3 years there has been consistent turnover in the program having a lost faculty member each year. This will be the first consecutive year for 3 consistent and quality faculty members. A county and state wide campaign has been started to start pooling students from the high schools.  Over 20 high schools have been visited for presentations from our culinary faculty. In addition, the Statewide Career and Technical Education Organizations regional and state leadership conferences have been attended and marketed at for the Culinary/HRM Program. 2. HRM courses are shared and required by other related programs such as Culinary Arts Certification and AAS Degree, Dietetics and Nutrition, Recreation and Tourism Certificate and the AAS Degree, the Business Management Certificate and the Business AAS Degree. Promotional materials are being created to encourage the dual degree for HRM and Culinary. The Culinary Arts students strive to complete the HRM certificate, which is imbedded in their CA degrees to help expand their management employment opportunities. 3. Tourism is tied to the economy both locally and nationally in Pinal County and the State of Arizona. The Copper Corridor is projecting growth for business entities not related to hospitality directly but include industries like the Phoenix Mart showroom and convention center, various proposed entertainment parks, current and expanded casino growth and other potential hospitality destinations which are wanting to capitalize on Arizona’s favorable weather, logistics location and desirable state economic and employment conditions. 4. Over the last 3 years we have expanded the program to 3 locations. Startup has been expectedly slow with the turnover in faculty, and the challenges of marketing to the community.  With this expansion our enrolment has increased. We expect continued growth over the next 5 years to hit full capacity in classes. |
| **How has the program typically recruited students and marketed the program:**   * The culinary program degrees and certificates have been streamlined for the convenience of the students and to encourage dual degrees between Culinary and HRM. * CUL142 Applied Food Science partnered with the science department to update the course for a stronger science curriculum and to change the classification of the course to meet a science credit requirement. * An annual mass mailing to the county in conjunction with the Business Department has been taking place for the past 3 years. The mailing goes out to local schools and business to recruit for classes. * Fully launched this year, we have started a Faculty led campaign to visit and demo for local high schools. The goal is to create student investment while they are in high school so that they will continue their degree and certificates for post-secondary education. Another goal of the visits is to encourage students to take afternoon classes while in high school. We feel there is a direct correlation with our increased enrollment in afternoon classes and our visits to area high schools. The data below shows both the results of our efforts. More data will be collected as we continue this campaign to pull enrollment from our feeder schools for the next 5 years.  |  |  | | --- | --- | | High Schools Visited 16/17 | High School Students in classes Spring 2017 | | Poston Butte High School  Desert Winds  Legacy HS  Maricopa HS  Pinnacle High School  Florence High School  Vista Grande High School  Coolidge High School  Thatcher High School  Apache Junction High School | 24 |  * Outside direct high school visits there has been a focus on building a relationship with the State Career and Technical Education Organizations (CTSOs) within Arizona.  CTSO’s are high school organizations within Career and Technical Education (CTE) Programs. Over the past 3 years we have shown a culinary presence at the state and regional conferences for the Future Business Leaders of America (FBLA), SkillsUSA, and Family Career Community Leaders of America (FCCLA). All three organizations have a strong Culinary or Hospitality based competition for its members.  We have sought to capitalize on this demographic by hosting workshops on behalf of CAC, judging competitions, representing CAC as the technical chair for competitions, and securing a table to promote CAC and the Culinary/Hospitality Programs at each State Competition. * In the 2016/2017 school year efforts were made to create a crosswalk with East Valley Institute of Technology (EVIT) for dual enrolment.  This template has been utilized to share with other high schools seeking dual enrolment opportunities for their students. * To increase enrollment to our Maricopa and San Tan Campus we have adjusted the schedule to accommodate afternoon courses. We did a preliminary schedule which incorporated only one core class at each campus that would take place in the afternoon. This caused a drastic increase in enrolment, and we implemented all classes to the afternoon schedule at MCC and STC. Fall 2017 will be the first semester with the new full schedule.  We will collect data and monitor numbers to see if there a significant positive shift to follow the trend we already see in enrolment for afternoon courses. |
| Summarize the program graduation rate trends for the past 5 years in the chart below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Criteria** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | | **District FTSE** | 0 | 14.67 | 26.12 | 29.25 | Pending | | **District Headcount** | 0 | 251 | 293 | 263 | Pending |   https://lh3.googleusercontent.com/Mfpo7ydJMZp7wji1E2dLwYSBWOyL4bjyDQYOOSIbtrDBU3zSzXw6O43haOdEAosvHaBnHjnxZX-YCkmmXpL9-7IZfPCpmxnqNUFrWrXdAFTUXHDy6ukwplAcv9BXTWDo9zQ4kBcS |

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| **Program Curriculum: AMANDA**  *Submit a completed Curriculum Comparison Chart along with the self-study, comparing the CAC program curriculum to three similar programs, for each Degree and Certificate discussed in this self-study. Ideally compare to other Arizona programs, and out of state if necessary.* |
| **Using information gained from your curriculum comparisons, discuss the strengths and weaknesses of the current program curriculum for each degree or certificate.**  **Strengths:**   * Low cost of community college Culinary program. * Working to build a curriculum which matches the National Restaurant Association Standards. * The Culinary Associate of Arts (A.A.S.) degree contains all required Associate of Arts (A.A.) degree AGEC’s courses offering transferability and versatility into a variety of university programs besides Culinary. * Culinary 105 Food Safety and Sanitation has a required book that comes with the test for a National Manager ServSafe Certification, and all three full time faculty are certified national proctors for the exam. Every end of semester we offer a free testing session for culinary students.  Outside proctors typically charge for a proctored session. * CUL142 Applied Food Science has been acknowledged as a science course and can be taken by culinary students to fulfill their science requirement for their AAS. * CUL290 Culinary Practicum has helped to place student graduates and transition them from CAC into the workforce.  The practicum partnerships have increased significantly in the past two years and will continue to grow and evolve to meet the needs of our students.   **Weaknesses:**   * High turnover in finding a good fitting team for the program. * Funding should be readdressed annually as the program continues to grow.   ***Reasons:***   * Our budget did not adjust with the increase in courses offered. This resulted in a shortage of funds for the 2016-2017 school year. With private culinary programs closing/losing accreditation state and nationwide, we predict an increase in enrollment |
| **Discuss how the program gets feedback on its program and curriculum from external sources, such as advisory boards, employers, articulation task forces, accreditors, etc.**   * CAC’s systematic 5-year curriculum updates require examination and comparisons with other state and university accredited college Culinary programs regarding course curriculum and program requirements. * Annual ATF meetings with state university transfer programs shape outcomes required to maintain ease of transferability and articulation for students. * National Restaurant Association Standards and certificates are ingrained in the program. * American Culinary Federation Standards are being applied the program. * College administered semester student course evaluations. * Instructor administered semester instructor course survey. |
| **Indicate any external accreditations which the program has.  Are there any available accreditations which the program does not have, but may benefit from seeking?**  Each Culinary course utilizes the American Culinary Federation curriculum and standards. Students may additionally receive a nationally recognized ServSafe Certification from the National Restaurant Association.  Over the past year we have ensured all three faculty have obtained their National ServSafe Proctor Certification. This enables us to each proctor the national exam for students free of charge at the end of their CUL105 Food Safety Foundations course.  We are currently working on our American Culinary Federation accreditation. This is a nationally recognized organization within the culinary industry. Their endorsement of our program would be an added benefit to our students seeking careers in the industry. |
| **Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.**   * Arizona is one of the top tourism states in the nation due to its location and climate. The population growth for Pinal County sandwiched between Phoenix and Tucson is projected to growing job markets in coming years. * Many entry-level positions are easily attainable, although earnings and career advancement can greatly be accelerated through the completion of a Culinary program certificate or degree. Employment areas include hotels, resorts, restaurants, travel, tourism & recreational establishments, Institutional foods such as schools, hospitals or extended care facilities and entrepreneurship ventures. |
| **For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer.**   * NAU’s Hospitality, International Hospitality Management, Hospitality Marketing and Sales, Event Management, Hotel and Restaurant Management BA programs under the W.A. Franke College of Business. * ASU’s Business Tourism, Business Food Industry Management, Business Organizational Leadership BA programs under the W.P. Carey College of Business. ASU’s Nutritional program, Dietetics under the School of Nutrition and Health. * UA’s Organizational Leadership or Entrepreneurship BA under the Eller College of Management. UA’s Nutritional program under the Dietetics Department of Nutritional Science. * Grand Canyon University’s Hospitality BS program under the Jerry Colangelo College of Business. |
| **Indicate any articulation agreements in place for degree graduates.**  ·         ATF with ASU Institutional Food Service program.   * ATF with Northern Arizona University School’s Hospitality B.A. Programs. NAU satellite campuses offer transfer programs online or attendance through satellite programs available at Scottsdale Community College in Scottsdale, Pima Community College in Tucson, or NAU Northern Arizona University, and Flagstaff. |

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| **Program Specific Resources: CLAY**  *In this section please focus on program specific resource. You may but do not have to discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc.  However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* |
| **Discuss the adequacy of the financial and budgetary resources available to the program over the past 5 years:**  Current program budget resources have been inadequate and have not supported the program in the last year due to the rise of food cost, as well as equipment maintenance. In addition, we have expanded to three campuses and increased the course load at each. This has strained the budget as well.  **Example:**  With CAC’s current culinary budget, the budget is right at $100 a class, which averages out to $6.25 per student in a full class for the cost of instructional supplies. With an increased budget of $150 per class or $9.32 per student, this would allow the culinary instructor additional funds for better class lab instruction. |
| **Discuss the adequacy of the human resources available to the program over the past 5 years:**   * The current faculty, adjuncts and staff are listed below   + 3 Full time Faculty; 18-21 credit hours per semester   + 2 Part time Adjuncts; 3-4 credit hours per semester   + 1 Part time Assistant; 18 hours per week   + 3 Part time work studies; 18 hours per week * Our current team is sufficient, but will need to be reassessed as the program grows. |
| **Discuss the adequacy of the technological resources available to the program over the past 5 years:**   * The current technology resources, such as the Blackboard, email, ITV, Face to Face class time, and online services have supported course delivery for the culinary program. Campus testing centers support Cul 105 proctored testing needs. The technology has been reliable and adequate for our purposes.      * Future projects and goals include video based demo areas that would allow students to see both an aerial and side view of demonstrations. |
| **Discuss the adequacy of the physical (building space, classrooms, labs, etc.) resources available to the program over the past 5 years:**   * Current class and lab space and iTV classrooms at Central Arizona College are all set up differently at each campus. This leads to inequality at each campus. Classes currently have to be adjusted depending on where they are taught, which leads to an inconsistent educational experience for the students.   ***Example:***  *Every kitchen at each campus has different equipment, some lack equipment that other kitchens have.  Equipment is often transferred from one campus to another to accommodate.*   * Our goal is to slowly work on equalizing the equipment at each campus via Perkins funding. |
| **Discuss the adequacy of the academic support resources available to the program and its students over the past 5 years:**   Academic support resources such as the learning centers and libraries for computer usage have been excellent in supporting the culinary program. These resources been helpful and supportive staff to both the students and instructors. |
| **Discuss the adequacy of the student support resources available to the program and its students over the past 5 years:**  Current student support resources such as Student Services Advising and Trio have been very helpful in supporting students who need extra help and choose to use the available assistance. They do a great job to work individually with students to ensure they have whatever they need to excel in their education.  Example: As of this year, all culinary instructors at each campus have a day designated to be an open kitchen day for current students. This allows students to come in and work one on one with the instructor and receive extra support from our instructors in lab or academic areas in culinary. |
| **Program Effectiveness CLAY** |
| **Describe how you measure the success of degree and certificate program graduates in achieving the degree and/or certificate program student learning outcomes. What data have you collected that indicates the level of student success of these outcomes?  And according to the data, how well have students achieved these outcomes during the past 5 years?**   * Learning outcomes are measured primarily by judging student’s hands on production with a grading rubric on a weekly basis as well as for their final exam. * Other learning outcomes are measured through quizzes, tests, and final exams. * Student employment throughout the community confirmed to instructors and word of mouth from local businesses reflect student trajectory of students entering the culinary industry or related field. * Students have left the program with the certificate or degree and have had successful employment in the industry with opportunities of advancement.   **Example:**   * Adam Wenzell: Active CAC culinary student, Roscos Fish and Wings in San Tan Valley, BOH Shift Manager * Jason Higbee: Active CAC culinary student, Encanterra Golf Resort in San Tan Valley, * Sous Chef Ricardo Ochoa: Active CAC culinary student, A'viands at Signal Peak, Grill and prep cook * Tiffany Infante: Graduated CAC culinary student, Bostons in Casa Grande, * BOH shift manager Cristabel Orellana de Salas: Active CAC culinary student, Phoenician Resort, Scottsdale, Cook III |
| **If you have data which indicates the degree to which students in the program are achieving the college’s Common Student Learning Outcomes please share and explain the data.**  All AAS graduates must complete the Culinary capstone course CUL290. This course tests all CSLOs.  Furthermore, each student is accessed on CSLOs in multiple courses throughout the program. Course SLOs are linked to CSLOs in the curriculum development and review process. |
| **How many program enrollees or graduates studied at an in-state baccalaureate level institution during the past 5 years? Put the data in the table below.**  Waiting for Data   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | | Not Available |  |  |  |  |  | |
| **If a degree is intended for transfer, or has transfer articulation agreements in place, indicate how the degree program supports students with continuing their education at CAC or other institutions.**   * Yearly, spring University Transfer Forum Event sponsored by the Division featuring representatives from UA, ASU, NAU and CGU to assist students with transfer options. * CAC website page currently provides current students with transfer program information. |
| **Describe the level of success (via completion rates, GPA, etc.) the program’s prior students have achieved at transfer institutions.**   * Estimate one-third of students continue to university transfer programs. * Many students do not complete their CAC degree but move on to university coursework. * Universities often grant credit for numerous miscellaneous coursework even when students have not completed CAC degree. * The program supports students completing the HRM program of study but also serves to propel students into their HRM related career pathways. * Culinary students may be limited to what many universities offer in this field. * The next step to continue their education would be an HRM class through a university; therefore most Graduating students enter the workforce.   ***Examples:***   * *Current CAC Culinary Arts Chef instructor Amanda Celaya is an NAU HRM graduate and a prior CAC HRM and Culinary arts student.* * *Current CAC Alliance Foods Chef Aaron Encinas with CAC’s Contract Food Service provider is a NAU graduate and a prior CAC Culinary Arts and HRM student* * Students in the CAC culinary program are able to secure industry jobs and internships that further their education by real life experience. * Students are encouraged to join and participate SkillsUSA activities at the state and national levels or any other related competitions. Membership builds real life industry skills and challenges. Students visit state competitions, and national competitions and bridge connections with them.  Some students are able to secure scholarships because of their involvement. |
| **If a degree or certificate is designed to lead directly into the workforce, describe the success of students in obtaining a job in the field of study upon graduation. Please provide any qualitative or quantitative data you have:**   * Many students acquire jobs very quickly working in the culinary industry. * Area industry representatives and the greater Phoenix area culinary industry representatives, often contact our programs for employment offerings. * Recently the CAC culinary program has started a new relationship with the Phoenician Resort and is currently working with Encanterra a Trilogy owned company and several privately owned establishments, to fill their positions using CAC students.   + However, some students have ended up dropping out of the class to accommodate the demands of their new job. * Students in the culinary program often secure internships through the Phoenician Resort and Spa, A'viands Food Service, and Miraval Resort in Tucson, along with many other local businesses. |
| **If your program serves to prepare a student for external certification or licensure of any kind identify the certification or license and the percentage of program graduates who earn/achieve it. Put data in the table below.**   * CAC utilizes Servsafe course curriculum for cul105 courses. * Servsafe offers additional national certified levels and courses for external industry certifications. These require additional work experience and students are encouraged to pursue industry certifications as part of their professional attributes. * *Current Chef instructors Clay Peden, Amanda Potts, and Gabe Gardner are all Servsafe certified food service managers and certified proctors and instructors.* * *We are currently in the process of getting the paperwork filed with the American Culinary Federation to become accredited through the ACF. When accredited through the ACF, all students upon completion of the culinary degree or certificate will be a certified culinarian through the ACF* |

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| **Program Continuous Quality Improvement** |
| **Discuss how the program has used learning outcome assessment results to improve instruction and/or student learning over the past 5 years:**   * A variety of assessment techniques are used within each course. Examples include in-class Q and A, tests, projects, interactive graded assignments delivered through online homework management systems. Faculty members use feedback from periodic assessments to make adjustments in their instructional methods throughout the course. * Students are required to complete a portfolio post at the end of each class. The post is formatted so that students can use the photo documentation of their work as part of their business portfolio.  The portfolio is a required component to the Culinary Practicum CUL290. |
| **Discuss how the program has used operational planning goals to achieve quality improvement over the past 5 years:**   * Yearly operational planning goals specific to the CUL program, under the division’s goals, target strategies to promote program updates and retention/recruitment of students. * Our annual goals are completed as a team and evaluated throughout the year to mark and obtain improvements for the program. |
| **Describe other ways the program has engaged in continuous quality improvement:**   * In 2016/17, program curriculum updates removed redundant courses streamlining the pathway to graduation for our students. * The CUL program continues to partner with departments from around the college to promote CAC as a leader and economic driver in Pinal County.      * Networking and community outreach with local high schools to grow our program and strengthen our community. * Standardization between all online Blackboard content and Syllabi. * Internal Student Survey to monitor and receive direct feedback about lessons and labs. |
| **Program Alignment with Institutional Goals: EVERYONE Should do 2**  *Describe how the program has directly or indirectly is helping the College achieve its current strategic goals.* |
| **The Culinary program has provided examples and evidence in this Academic Program Review Self-Study that the program directly and indirectly helps the college achieve its current strategic goals:**   * Host biannual advisory meetings to get industry insight and support for the culinary program. * Update all online content to include video lectures as a supplement for students needing assistance in comprehension. * Complete accreditation through the American Culinary Federation.  This will give more substance and validity to our students’ degrees.  In addition, the program will be given national recognition for this achievement, thus driving enrollment.      * Expand relationship with industry partners so that the CUL program is the first choice for hiring hospitality workers as this industry continues to grow and flourish in Pinal County |