**Academic Program Review**

**Review Panel Report**

**Culinary Arts AAS, Culinary Arts I and II Certificate and Baking and Pastry Certificate**

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| **Date of Review: Oct 2017**  **Names and positions of reviewers:**  **Member: Bonnie Simmons Position: Librarian - SMC**  **Member: Michael Bogner Position: Professor of CIS - Programming**  **Member: Kim Osteen-Petreshock Position: Professor of Choral Studies** |
| **Evaluation of Program Description, Vision and Outcomes** |
| Clarity and appropriateness of all program descriptions, mission or vision statements:   * The program descriptions, mission and vision statements are adequate. However, it is implied that the mission and vision statements are not in the catalog and there is no indication as to where they appear. * One area of improvement might be to briefly mention some ways that the program contributes to our CSLOs. |
| Clarity and appropriateness of all degree and/or certificate program student learning outcomes:   * The MSLOs were clear. However, should one be included to cover the practicum? Synthesis or application both seem like possibilities as students are utilizing classroom knowledge and techniques in a professional setting under the supervision of experienced culinary professionals. * CSLOs need to be added to the MSLOs for the AAS degree and the certificates. * Would it be possible to list some of the National Restaurant Association standards as a part of the learning objectives? It could be beneficial even if the accreditation is not currently in place, because it is something that the program is trying to achieve. |
| **Evaluation of Program Quality** |
| Quality and Appropriateness of Curriculum:   * Though the AAS curriculum comparison chart was very helpful, no curriculum comparison chart was provided for the certificates. * Internal evaluation methods to evaluate program quality such as student evaluations and the five-year review were mentioned. In addition, several external measures were used, including ATF, the National Restaurant Association, and the American Culinary Federation. Another external measure to consider would be a survey of practicum employers to evaluate student workers after the practicum is complete. * In the strengths/weaknesses section, it would be beneficial to emphasize what CAC does better than other similar college programs. Similarly, it is important to be specific about what CAC can learn from other colleges. |
| Contribution of Program in Meeting Institutional Strategic Goals:   * Though strategic goals were listed, a timeline for meeting those goals would be helpful. * Link the listed examples to specific college strategic goals. For example: Updating online content ensures broad access to high quality education. American Culinary Federation accreditation improves student retention and job placement. Expanding relationship with industry partners contributes to economic vitality. Bringing all three campus kitchens up to date ensures broad access to high quality education. |
| Success of Program in Engaging in Continuous Quality Improvement:   * The self-study demonstrates that many efforts have been made to recruit students and market the program. * All faculty are involved in updating and reviewing outcomes in the five-year review process and courses are evaluated by the department’s advisory committee. It would be helpful to know who is included in this committee. Also, it would be enlightening to have more detail and specific examples about what adjustments to instruction and/or curriculum have been made. * The courses are updated to follow standard and competency updates from the American Culinary Federation Education Foundation. * More detailed quantitative information is needed regarding how the program is engaging in continuous quality improvement. The following information could have been included: What strategies were used to promote program updates and retention? What were the results of the operational plans over the past 5 years? What were some of the goals? Were the goals achieved successfully? What specific improvements were made to the program? * This might be an opportunity to highlight the fact that CUL142 is also a science credit, which makes it an efficient course selection for students in this program. |
| **Evaluation of Program Effectiveness** |
| Success of Students in Achieving Appropriate Learning Outcomes**:**   * Specific student examples were provided to demonstrate program effectiveness. * Are the rubrics for the courses consistent for all campuses and professors? If so, list specific examples and statistics of success in meeting those rubrics. * No qualitative data was provided for department MSLO assessments. All AAS graduates must complete the culinary capstone course CUL290. The course tests all CSLOs. Student scores in that course could be tracked. * When possible, list specific ways in which class goals intersect with CSLOs. For example: Cultural engagement - learning about the food and culture of Italy/ Mexico/ Latin America/ France/ Southwest/ Asia in CUL110-118. Civic engagement - the Empty Bowls event at SPC campus. |
| Success of Students in Completing CAC Program:   * Data was provided for the number of students that obtained a certificate or degree. However, it did not include a percentage to show how many total students were enrolled in the certificate or degree programs. * Are there numbers about how many students are employed at the time of graduation, or at 6 months after? Are there numbers to show how many might have gotten promotions because of their certificate/degree? * Is there data available regarding employment offerings? About how many vacancies are there in a month or a year? If the numbers are increasing, that would be valuable information, especially if it reflected a percentage of CUL student or alumni hires. * For the internships, do you have information about whether the internships turn into permanent employment? * Are statistics available that show how many students take the Safe SERV certification test while enrolled in CUL classes, as well as how many pass? |
| Success of Students Upon Departure from CAC:   * No qualitative or quantitative data was provided to assess this. Could IR collect some data on this? Could surveys be given to former students to see if they went on to get their 4-year degree and if they are employed in the field? * Of the students who move on to university coursework before they earn a degree, about how many have a certification of some kind when they transfer? Are any concurrently enrolled at CAC and university? Even approximate numbers could be helpful. * Regarding universities that give credit, the term “numerous miscellaneous coursework” could be confusing. Would it be better to list the best three to five courses that transfer easily to universities? * The HRM bullet points could be combined into one explanation. * Consider moving scholarships up above the personal examples and listing how many students received awards and what schools they attended. * The reference about internships could be moved to the section dealing with success at graduation. |
| **Evaluation of Program Viability** |
| Evaluation of Enrollment Trends:   * Enrollment is continuing to increase at a very fast pace, which is an encouraging trend. Looking ahead, will additional resources be needed for the department be able to provide quality instruction if the enrollment continues to rise at this rate? * List the staff turnover and high school outreach as separate factors influencing enrollment. * It would be informative to list the desired full class load and how large a cohort might be when that number is reached. How long might it take to get there? * More specific information about the shared HRM courses would be helpful. For example: Will that increase enrollment for CUL certifications or degrees, or would HRM students just sit in on some CUL classes? If the HRM certificate is embedded in the CA degree, does that mean all AAS students will earn it, or do they choose to pursue the certificate? What percentage have the certificate at graduation? |
| Evaluation of Need for Program Based on Economic/Job Market Conditions or Transfer Opportunities:   * Valuable information was provided in regard to how the program supports state needs and also regarding transfer to in-state programs. * Some statistics from the Department of Labor could have been provided for the average salary for jobs in the culinary/HRM fields and the current job outlook. |
| Evaluation of Program Viability Based on Adequacy of Resources:   * It was noted in the review that 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. * The report did provide an analysis of what the budget increase would need to be to allow for better classroom instruction on a per class basis. It was helpful to read specific descriptions of what is needed, such as video demo areas and equal kitchens. * Though not part of the self-study, it is important to be aware that the library has many culinary books to support the program’s curriculum and would welcome recommendations for purchase. (This bullet point is more of an FYI rather than something to be included in the final report of the program.) * In the student support resources section, consider adding numbers for programs outside of the culinary department, such as TRIO. |

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| **Indicate Panel Reviewers Recommendation for Program:** |
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| **Panel Reviewers Make One of the Following Recommendations Regarding the Program Under Review:**  **1. Continue a Program of Exceptional Quality:** Continuation of the program is recommended without reservation. The reviewers wish to note the exceptional quality of the program. The program is not only seen as valuable to CAC students, a commitment to student’s academic and personal success is clearly evident. The program demonstrates a commitment to continuous quality improvement. The long term viability of the program appears excellent.  **2. Continue a Program of Quality:** Program approval is recommended. Reviews have identified areas of achievement but also specific areas that need to be further addressed. The program meets all evaluative measures of quality and viability, but nonetheless could improve in substantial ways  **3. Conditionally Continue a Program:** Conditional approval is recommended with identification of specific areas requiring significant improvement. Improvements needed and a reasonable time frame for them to be made will be given. Viability of the program may be in question.  **4. Discontinue a Program:** A recommendation to discontinue a program is made if after receiving a conditional recommendation in the previous academic program review the program has failed to make necessary improvements. A recommendation to discontinue a program can be made even in the absence of a previous conditional recommendation if the quality or viability of a program is dismal. *\*Receiving this recommendation does not automatically mean a program will be discontinued. It is merely the recommendation of the review panel. This recommendation means that the College should seriously evaluate discontinuing the program.* |
| **Panel Reviewers Recommendation for Program Action Plan:** |
| **Opportunities for Improvement:** The reviewers noted the strengths of the program, and would like to recommend the following actions to be considered when working with the dean to develop an action plan as a result of the Academic Program Review process.  STRENGTHS:   * This is a degree/certificate program that meets community needs. * A substantial increase has taken place in both the enrollment and interest in the degree/certificates in the program. For this reason, the panel considered a 1 recommendation, but since there are some improvements to be made, the recommendation was ultimately a 2. * Many efforts are being made to market the programs, recruit students, and reach out to the community. * The availability of classes has been expanded to three campuses and various times of day. * Culinary courses utilize the American Culinary Federation curriculum and standards and are currently working on achieving American Culinary Federation accreditation. * The practicum component provides valuable experience and a possible gateway into the job market.     ACTION PLAN RECOMMENDATIONS:   * The program seems to be underfunded and needs more support to purchase ingredients and needed equipment. * The program needs more detailed quantitative information as to how the program is engaging in continuous quality improvement. For example: What were the results of the operational plans over the past 5 years? Were the goals successfully achieved? Turnover may have contributed to the lack of data, but this can be considered a growth area for the future. * Internal methods are needed to track student data. For example - results of surveys given to students and/or alumni. * More quantitative and qualitative data to support student achievement of learning outcomes is needed. This can be done by looking at common assessments given for the program and determining an average of student scores. * Data from the internal student surveys should be kept up to date to better monitor and receive timely feedback about lessons and labs. |