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| **2022 Self-Study Report**  **Culinary Arts Programs** | | | | | | | | | | | | | | | | | |
| **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 22, 2022.**  **March 3,** **2022 September 22,** **2022 October 25,** **2022**  **Nov-Dec 2022 Every Fall from 2023-2026** | | | | | | | | | | | | | | | | | |
| **Program Under Review** | | | | | | | | | | | | | | | | | |
| **Degree:** **AAS:**  **Associate of applied science**  **Certificates:**  **Certificate in Culinary Arts I, II**  **Certificate in Baking and Pastry** | | **If the program has gone through accreditation in the past year, the information from the accreditation packet can be inserted into the corresponding areas on the self-study.** | | | **Contact Information for lead on**  **Self-Study**  **Name :Chef Clay Peden**  **Campus: STC**  **Phone: (480) 677-7968**  **Email:Clay.peden@centralaz.edu**  **Date of APR Completion:** | | | | | | | | | **Date of Review: 02/01/2023** | | | |
| **Reviewers:**  **Sylvia Vega:** Learning Support Coordinator  **Ricardo Torres:** Advisor  **Mary Kieser:** Professor of Reading/English - APR and Assessment Coordinator | | | |
| **I. Program Description, Mission, Vision, & Equity Statement** | | | | | | | | | | | | | | | | | | |
| **1. What is the description of the program as stated in the current CAC catalog:** (Should contain: description, program certifications, accreditations, awards, and skills attained.)  **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 and 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 and 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 the program description provide the following information? a) A synopsis of the program and curricular outcomes.** | | | | | | | | **Peer Review Comments:**  \***Program description is clear and rich in detail. It answered my questions as far as how the certificates fit in with the degree. I also like how they give a clear picture of career/job opportunities allowing students to see what option would best fit their needs.**  **\*Does the Degree or certificates align with any certification, or licensure? Is the program accredited? If so, be sure to add them to the course descriptions. If not, please disregard.**  **\*Degree, Certificates each have a detailed description of skills and training. Clear statement as to how each Cert can be applied to the AAS degree**  **\*Has certificate I & II ever been combined as one instead of two separates? Since both certificates can be applied to the AAS Culinary degree.** | | | |
| Exemplary  3 | | | Adequate 2 | Opportunity for Improvement 1 | | | |
| **Program certifications, accreditations, and awards.** | | | | | | | |
| Exemplary  3 | | | Adequate2 | Opportunity for Improvement 1 | | | |
| **The skills that graduate from the program will attain.** | | | | | | | |
| Exemplary  3 | | | Adequate2 | Opportunity for Improvement 1 | | | |
| **2. What is your program's mission and/or a vision statement? 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 our diverse community and the broader region. | | | | | | | **Does the program have a mission and/or a vision statement? If so, are the program’s mission or vision statements clear and reflective of the program?** | | | | | | | | **\*These are both good. Clear & Reflective – Mission & Vision Statement**  **\*Could something about industry standards or compliance be added?** | | | |
| Exemplary 3 | | | Adequate2 | Opportunity for Improvement 1 | | | |
| **3. Describe how the program’s description, mission and/or vision aligns with the College’s Mission and Vision:**  **CAC Vision and Mission Statements:**  The program is in line with the goals of Central Arizona College. Our commitment to a diverse student population and the personal and professional growth of our students is evident. We believe that by focusing our teaching and curriculum on methodology, professionalism, skills, and knowledge, we are best serving the hospitality industry.  **Vision:**  Central Arizona’s premier choice in education and career excellence.  **Mission:**  Central Arizona College serves as a TRUE Learning community by empowering our students and staff to succeed.  **Teaching. Reaching. Understanding. Empowering. Learning.** | | | | | | | **Is the program aligned with the college’s mission, vision, and strategic goals?** | | | | | | | | **\*The alignment is clearly explained but could be bolstered by some data on graduates of the program.**  **\*Aligned well. Has a department Student handbook ever been available for each degree** | | | |
| Exemplary 3 | | | Adequate2 | Opportunity for Improvement 1 | | | |
| **4. Equity Statement and Evidence:** What efforts have been made to make the program more equitable? [**(Resources here)**](https://www.insidehighered.com/blogs/higher-ed-gamma/how-stand-equity-higher-education)   1. Culinary arts balanced lab work to pertain lessons from lectures so all students can have a hands-on experience with learning material. 2. Culinary works with local businesses within a 10-mile radius of campus as well as industrial businesses within Scottdale, Gilbert, and Phoenix. This opens jobs for all students and works with their ability of transportation. 3. Culinary arts have changed lesson plans within the department of education guidelines to accommodate a special needs class and have found a local business to place those students with for employment after graduation. | | | | | | | **Appropriate efforts have been made to make the program more equitable?** | | | | | | | | \***This is a great spot to showcase the variety of culinary courses offered that are inclusive of so many cultures.**  **\*Include statement on how available certificates will allow entry level opportunities and allow students to advance to a second cert that includes progress up the career ladder** | | | |
| Exemplary 3 | | | Adequate2 | Opportunity for Improvement 1 | | | |
| **II. Program Curriculum:** | | | | | | | | | | | | | | | | | | |
| **1. When reviewing the curriculum for the certificate and/or degree, are there any courses that need to be added, deleted, or modified?**  **Inactivated Courses:**  2021 – CUL 265, 264, 122, 118  **Added Courses**  We are not looking at adding classes now. We are looking at combing some classes if it benefits the program soon.  **Modified Courses:**  2021 – CUL 185, CUL 160, CUL 142, CUL 130 | | | | | | | **Was any information given as to possible revisions to the course description, articulation, additions, revisions, or deletions anticipated?** | | | | | | | | | **Peer Review Feedback:**  **\*When looking at ACRES many courses were inactivated or modified between 2019 and 2021 which shows that the program is keeping their curriculum relevant and updated. We are curious about the direction that program is heading.**  **\*Combining courses to benefit the program is a plus. Not only for the program but also for student retention** | | |
| Exemplary  3 | | | Adequate  2 | | Opportunity for Improvement 1 | | | |
| **III. Program Outcomes and Assessment** | | | | | | | | | | | | | | | | | | |
| **1. What are the Program Learning Outcomes (PLOs) for the program degree or certificate as currently indicated in ACRES? If this program contains multiple degrees and/or certificates, the learning outcomes should be provided for each one.**  **CUL AAS Degree PLO’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, and facility layout and design with effective fiscal 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 the identification of key terms and concepts in this field.  10. (Synthesis Level) Organize catering events by assisting with menu design, event planning, project goods, equipment and staffing needs, execution of events, record keeping, and follow-up. low-up.  11. (Synthesis Level) Develop skills and competencies within the chosen area of concentration.  **CUL Certificate II PLO’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, and 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 timeline for catering events.  **CUL Certificate I PLO’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, facility layout and design with effective economic 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.  **Baking & Pastry Certificate PLO’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 the 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 Program Learning Outcomes (PLOs) for the program provided and are they relevant to the program’s goals?** | | | | | | | | | **Peer Review Feedback:**  **\*Distinct, clear PLOs, very thorough.**  **\*CSLOs are listed with the PLOs in ACRES and should have been included.**  **\*All were modified in 2021.** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **2. Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. Are there any available accreditations which the program does not have, but may benefit from seeking?**  **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. | | | | | | | **Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained? If not, mark not applicable. (NA)** | | | | | | | | | **\*The questions were answered appropriately.**  **\*When is the next Advisory Meeting Scheduled? How often do you meet? Annually? Can some of the local industry and community partners that have participated be identified?** | | |
| Exemplary  3 | | | Adequate  2 | | Opportunity for Improvement 1 | | | |
| **3. Assessment Results: Use this Assessment Reporting Form to share your assessment results. Attach assessment data or rubrics as an appendix. (Click on the link to attach your Assessment Reporting Form)** | | | | | | | **The information in the Assessment Reporting Form should answer the following questions** | | | | | | | | | **\*Not completed – The Assessment Committee will assist you with providing assessment data.** | | |
| **A. What PLOs and/or MSLOs and CSLOs did you assess this year?** | | | | | | | **Are the PLO’s or MSLOs that were assessed identified and the department/program strategies for assessing learning outcomes described and information provided on how assessment results are collected, analyzed, and discussed?** | | | | | | | | |  | | |
| Exemplary  3 | | | Adequate  2 | | Opportunity for Improvement 1 | | | |
| **B. Describe the assessment method used and criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, research paper, performance exam, EAC, etc.)** | | | | | | | **Was the assessment method and criteria identified?** | | | | | | | | |  | | |
| Exemplary  3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **c. How many students were proficient in the PLOs OR MSLOs and CSLOs and how many were not? What was determined to be proficient? (i.e., 70% = proficient)** | | | | | | | **Was data provided on assessment results on how many students were proficient?** | | | | | | | | |  | | |
| Exemplary  3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **D. What changes/improvements were made or will be made in response to the assessment process's outcomes?** | | | | | | | I**s an explanation provided on how MSLO and CSLO assessment results have facilitated changes/improvements to the outcomes of the assessment process?** | | | | | | | | |  | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **IV. Program Graduates** | | | | | | | | | | | | | | | | | | |
| **1. 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.**  Due to the outbreak of COVID-19, the culinary industry has taken a hit in the number of employable people in the industry. The workforce is at a bare minimum, and we have an opportunity to tap into and fill the needs of the hospitality industry. | | | | | | | **Was information given on how the program supports current or future needs for the job market in Pinal County, the state and/or the United States?** | | | | | | | | | **Peer Review Feedback:**  **\*We would like to see more detail here as far as “current and future needs.” Did COVID bring changes such as an increase in take-out? What are some trends we are tapping into to “fill the needs of the hospitality industry”?** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **2. 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, and 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. | | | | | | | **Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained? If not, mark not applicable (NA)** | | | | | | | | | **\*All good examples of in-state programs the CAC Culinary Programs are suited for transfer to.** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **3. Indicate if there are 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 online transfer programs online or attendance at satellite programs available at Scottsdale Community College in Scottsdale, Pima Community College in Tucson, or NAU Northern Arizona University, Flagstaff. | | | | | | | **Are articulation agreements in place for degree graduates?** | | | | | | | | | **\*Excellent!** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **4. Discuss how the program gets feedback on its program and curriculum from external sources, such as advisory boards, employers, articulation task forces, accreditors, etc.**   1. An industry advisory board made up of local Chefs and business leaders meet every semester and discusses the needs of the industry and assess the lesson plans that we cover in class.  * We have a strong pool of employers that hire out of the Central Arizona College culinary program. We are in constant communication with our students that are employed and areas of interest that need to be taught in more depth. | | | | | | | **Was information given on how the program gets feedback on its program and curriculum from external sources such as advisory boards, employers, articulation task forces, accreditors, etc.?** | | | | | | | | | **\*The advisory board members and some of the employers could have been identified.** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **V. Program Specific Resources:**  *In this section, please focus on program specific resources. 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.* | | | | | | | | | | | | | | | | | | |
| **1. Discuss the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students (i.e.: learning center, library) and student support (i.e.: advising) available to the program over the past 5 years:**  The current program’s budget resources have been inadequate and have not supported the program in the last two years due to the rise of food costs, and equipment maintenance. In addition, we have expanded to two campuses and increased the course load at each, which has strained the budget significantly as well.  **Example:**  CAC’s current culinary budget is not adequate to cover classroom supplies let alone lab ingredients. With our current culinary budget that was cut at the beginning of the 2022 fall semester, we now have a budget of $5.21 per student. Multiply that by 15 students that will only offer $78.13 per class, and this is without the instructor’s ingredients for lab demos. These figures do not count in the factor of a full summer schedule, which brings the budget down even lower.  In the last 5 years we have went from having as follows:   * 3 Full time Faculty--18-21 credit hours semester * 2 Part-time Adjuncts--3-4 credit hours per semester * 1 Part-time Assistant—19 hours per week * 3 part-time work studies--19 hours per week  1. Currently we are down to    * 1 full-time faculty – 27-35 credit hours per semester, working duties as culinary lead and doing the duties as a culinary director.    * 2 part-time adjuncts – 1 adjunct only teaching 2 credit hours. Another teaching 19 credit hours and running our Maricopa campus    * 2 part-time work studies – 19 hours a week   We need more full-time faculty to balance the load of classes we are offering in the program. | | | | | | | **Was the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students over the past 5 years evaluated?** | | | | | | | | | **Peer Review Feedback:**  **\*The facts given are on point. The cut in staff is significant considering the needs and popularity of the program. There is no information as far as classrooms, labs, or spaces, and academic support.**  **\*This program is very popular, and it needs to be given adequate staffing and resources.**  **\*Can the Signal Peak Lab be reactivated?** | | |
| Exemplary 3 | | | Adequate 2 | | | Opportunity for Improvement 1 | | |
| **2. Does the program have sufficient resources to be effective and relevant? Explain:**  In addition to budgetary constraints, the small space of the kitchen at STC is not sufficient for a class of 15 students. All other campuses are large enough to support this enrollment. The student cap at STC was lowered to 12 but then rose back to 15. With this cap being so high the students are learning less time in labs because of not enough cooking space.  Every kitchen has different equipment, and it is not a standard lesson plan across the district due to the different equipment and the uses. | | | | | | | Sufficient Resources | | | Insufficient Resources | | | No Response | | | **\*The ramifications of different kitchens with different equipment and more staff time to develop different lesson plans could have been elaborated upon.** | | |
| **3. What future goals does the program have? Will extra resources and funding be required to achieve it?**  We are currently working on developing partnerships for the program which include:   * Caesars Entertainment * Phoenix knife fight * Aloha Shoyu * Custom foods for food delivery   We have also started Mise en Place, Arizona’s only active student culinary club, and are very active in the industry and community.  Yes, we will need extra faculty and financial resources to achieve our goal. | | | | | | | **Were future goals identified along with the extra resources and funding that would be required to achieve them?** | | | | | | | | | **\*A brief description of bulleted items could have been given.**  **\*Sounds exciting! What opportunities are available for each partnership?** | | |
| Exemplary  3 | | | Adequate  2 | | | Opportunity for Improvement 1 | | |
| **4. Does the program have the resources to meet future goals? Explain:**  No, the program needs full-time faculty and desperately in need of a full-time culinary assistant. The job of assistant will be our main person dealing with the partnerships with the culinary program | | | | | | | Sufficient Resources | | | Insufficient Resources | | | No Response | | | **\*How many full-time faculty are needed?** | | |
| **VI. Program Alignment with Institutional Strategic Goals:** | | | | | | | | | | | | | | | | | | |
| **1. How is the program directly or indirectly helping the College achieve its current strategic goals? Consider each strategic goal and provide a brief comment or description on how the program works to achieve it.**     |  |  | | --- | --- | | **CAC Strategic Goals:** | **Aligned Program Goals:** | | **Student Success**  *Ensure student success through retention, persistence, completion, and transfer* | Our program focuses on the students learning the necessary skills to get a job in the culinary industry. We also work with chefs to get our students jobs wherever they would like to work. | | **Access**  *Ensure all Pinal County residents and others have access to high quality innovative post-secondary opportunities* | We talk to other culinary instructors from local high schools like Poston Butte and Queen Creek high school, so their students know about our program. Additionally, we teach courses to Florence and San Tan Foothills Highschool. | | **Workforce**  *Ensure students acquire the skills necessary for job placement and that meet employer needs in Pinal County and Region* | Our advisory board is made up of chefs in the industry and we use their opinions on employee needs to judge our program. We present to them what we are teaching for each course and get their professional opinions on it. | | **Community**  *Ensure Pinal County residents have access to lifelong learning and cultural enrichment* | Our program requires 16 catering hours per student per semester. These catering hours usually occur during community service events for the county. | | **Environment**  *Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students and employees*. | We educate our students about food sustainability and other similar fields. It is our goal one day to have a greenhouse and even a hydroponics system. We would then teach our students how to use and operate these systems. | | **Stewardship**  *Ensure optimization of fiscal resources through a balanced budget to support the needs and expectations of students and the community* | With the cost of food increasing, we are working on creating a partnership with Custom Foods to get ingredients delivered to us at a cheaper cost and with more specialized ingredients. | | **Infrastructure**  *Ensure a physical and technological infrastructure that supports changes in learning and working environment* | Our program is designed to change and adapt as the food industry does. Trends come and go, and we want our students to be prepared to work in kitchens. | | | | | | | | **Was a description provided on how the program has directly or indirectly assisted the college in achieving its strategic goals.** | | | | | | | | | **Peer Review Feedback:**  **\*How does your notes on “Student Success” encourage retention and completion.**  **\*Access: Do you mean you teach courses at Florence and ST Foothills high schools, or you recruit from those schools?**  **\*Environment: To show you provide an environment that promotes diversity, highlight the variety of your culinary course offerings.**  **\*Infrastructure: You could have highlighted a couple of those recent changes or trends.** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **VII. Program Effectiveness for Graduates** | | | | | | | | | | | | | | | | | | |
| **1. Describe how you measure the success of degree and certificate program graduates. For example, are graduate surveys conducted? Are surveys given to employers to determine satisfaction with program graduate employees?**  Our culinary advisory board along with our partnerships are the main employers out of the program. We are in constant communication with these industry professionals and are always checking up on our current and former students employed by them  Example:  Kyle Kramer, Scottsdale Adero Resort, active student, Cook II  Dakota Keenan, Scottsdale Adero Resort, Graduate of 2022, Cook II  Aidan Corey, The Pork Shop, Active, Butcher  John Chapman, Tarbell’s, Graduate of 2022, lead sauté  Anthony Magallanes, Tarbell’s, Active, Garde manger  Anthony Vest, Active Head kitchen manager of all ALA kitchens for Sodexo  Elizbeth Vargas, Active, Handlebar Diner, line cook  Sarah Horn, Active, Scottsdale McCormick ranch and Pacific Rim and Seafood, baking and pastry, line cook  Kayla Alawine, Active, Café Rio, line cook  These are just to name a few of our students working in the industry | | | | | | | **Was information provided on how the program measures the success of the degree and certificate program graduates?** | | | | | | | | | **Peer Review Feedback:**  **\*Do you have this information gathered from informal surveys, or do you send out an instrument periodically to employers? More information could have been added here from employers to answer the question about their satisfaction with program graduates.** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **VIII. Program Improvement Efforts** | | | | | | | | | | | | | | | | | | |
| **1. Describe efforts made to improve the program during the past five years."** (For example, this can include professional development, curriculum revision, the purchase of equipment, using assessment to enhance instruction, etc.)  All lesson plans have been looked at and changes have been made to how the information is delivered to the students. Such as demo videos that students can watch attached to their blackboard, as well as introducing Pearson My Culinary Lab as a platform.  We work one on one with industry professionals to keep current with the standards of the real-life workforce. Students are being hired at a larger rate than ever before because of these chefs coming in and spending time with the students. | | | | | | | **Was a description provided of the ways the program has engaged in program improvement?** | | | | | | | | | **\*Good examples!**  **\*More information could have been provided on the efforts that are being made to get more faculty and an administrative assistant in place?** | | |
| Exemplary  3 | | | Adequate  2 | | Opportunity for Improvement 1 | | | |
| **IX. Data and Trends** | | | | | | | | | | | | | | | | | | |
| **Leave this section Blank for now. It will be inputted by IR. You will be asked to comment on the trends and information indicated by the data.** [**(Click here for Data Package)**](https://centralaz-my.sharepoint.com/:x:/g/personal/mary_kieser_centralaz_edu/EW3dQ044K3FBlHY00bU0YI4BWWvTLlio02CLzGxdlm25sA?e=8DKzSs) | | | | | | | | | | | | | | | | | | |
| **1. Program enrollment data for the past 5 years**    A. Discuss and explain the factors influencing the enrollment trends:  Our program was growing at a steady rate from 2017-2020. However, due to COVID-19, we had a drop in students. This was due to the field being a hands-on field and students not wanting to take the program online. However, we are seeing an increase in students now that we are back on campus.  B. How has the program typically recruited students and marketed the program:  The program was recruiting by having my student workers and I go to local high schools to talk to students about our program and the industry. However, due to being short of staff we are no longer able to do that. Our goal is to get a full-time culinary program assistant, and one of the job duties would be dedicated to recruiting. | | | | | | | **Has the program enrollment trends for the program increased, remained consistent or decreased?** | | | | | | | | | **Peer Review Feedback:**  **\*Despite COVID derailment, this remains a popular program.**  **\*Hopefully the program will get additional faculty members so that recruitment efforts can start up again.**  **\*It would be interesting to see the 2022 data to see if the graduation trends are on the rebound.**  **\*Good strategy of “open class.”**  **\*Should #3 have been N/A?**  **\*Is SERV required to obtain management jobs and higher positions?**  **\*The interest of incoming students and the current demands of the industry for workforce could have been highlighted.** | | |
| Increasing 3 | | Consistent 2 | | Decreasing 1 | | | | |
| **Were the factors influencing enrollment trends discussed?** | | | | | | | | |
| Exemplary 3 | | Adequate 2 | | No information was given 1 | | | | |
| **Was information given on how the program typically recruits students and markets the program?** | | | | | | | | |
| Exemplary 3 | | Adequate 2 | | No information was given 1 | | | | |
| **2. Program graduation rate trends for the past 5 years**     |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Sum of AwardCount** | **Fiscal Year** | |  |  |  |  |  | | **Awards** | **FY2017** | **FY2018** | **FY2019** | **FY2020** | **FY2021** | **FY2022** | **Grand Total** | | **Certificate** | **6** | **22** | **4** | **8** | **3** | **1** | **44** | | Culinary Art I Cert | 3 | 1 |  |  |  |  | 4 | | Culinary Art II Cert | 3 | 1 |  |  |  |  | 4 | | Culinary Arts I |  | 10 | 2 | 5 | 1 | 1 | 19 | | Culinary Arts II |  | 10 | 2 | 3 | 2 |  | 17 | | **Grand Total** | **6** | **22** | **4** | **8** | **3** | **1** | **44** |   **A. Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion?**  Due to COVID-19, we had a large group of students that did not finish the culinary associates due to it becoming online. That would explain the drop.  We have implemented within the program an open class. Students are allowed to come in for one-on-one instruction with the instructors that may need help understanding an assignment. If a student participates in the open class program, they are allowed a small amount of extra time to finish the project in question. We have found that the participation in open classes, students have had success in finishing classwork with a better understanding  **B. How has the program typically recruited students and marketed the program:**  The program was recruited by having me and my student workers go to local high schools to talk to students about our program and the industry. However, due to being short of staff we are no longer able to do that. Our goal is to get a full-time culinary program assistant, and one of the job duties would be dedicated to recruiting. | | | | | | | **Have the graduation rates increased in the past 5 years?** | | | | | | | | |
| Increasing 3 | | Consistent 2 | | Decreasing 1 | | | | |
| **3. Students who enroll in a four-year college**  **4. Do students receive an external certification or licensure after graduation from this program? If so, please provide data.**  Our students receive a SERV safe national manager certification. This is a certificate that is one tier above a food handlers’ card that is nationally recognized. It allows our students to get management jobs and higher positions that are required in the food industry. | | | | | | | **Has the number of program enrollees or graduates who studied at an in-state baccalaureate-level institution during the past 5 years increased, stayed consistent or decreased?** | | | | | | | | |
| Increasing 3 | | Consistent 2 | | Decreasing 1 | | | | |
| **5. Average Salary for Students and Graduates** | | | | | | | **Were graduation trends and efforts to help students to achieve completion addressed?** | | | | | | | | |
| Exemplary 3 | | Adequate 2 | | No information was given 1 | | | | |
| **6. Data Summary:** Provide a summary of this section. Indicate trends observed in the data, identify areas of strengths, and areas for improvement.  One thing to note when it comes to salaries is the increase in pay for the culinary industry. A lot of people left the industry during COVID-19 due to restaurants closing. However, there is now a flood of jobs opening, and not enough people to fill them. We get contacted almost weekly looking for students that want jobs. Additionally, the pay for working in a restaurant is now starting at $18-$20 an hour.  The data shows program growth, and how the pandemic caused a hit on numbers. However, it is anticipated that the program will increase even higher than pre-COVID in every area. The only thing holding the program back is the lack of faculty. One more full-time instructor for Maricopa and one full-time program assistant to handle the partnerships, recruiting, and other items would explode the program into something amazing. | | | | | | | **Was a summary of the Program Enrollment and Graduation Trends provided and was there a reflection of areas of strengths and improvement for the program**. | | | | | | | | |
| Exemplary 3 | | Adequate 2 | | No information was given 1 | | | | |
| **X. Evaluation of Program Strengths, Viability and Areas for Improvement:** | | | | | | | | | | | | | | | | | | |
| **1. After completing the APR Self Study, identify areas of strength and areas for improvement in the program. Is the program still a viable program? Discuss the next steps for the program and Action Plan Ideas.**  Strengths: the partnerships with local chefs have increased student hiring in the industry. Having chefs come in and visit classes has helped restructure the lesson plan for the chef’s needs and cut out a lot of the fluff that students don’t need in their education. As we say, we train students to not only become knowledgeable about this industry but employable.  Viable: Due to the massive increase in hospitality jobs this program is more viable than ever before.  Next step; We are continuing the building of partnerships and outside sources who will be committed to the culinary program at CAC. | | | | | | | **Were areas of strength and areas for improvement identified? Is an evaluation provided on whether the program is still viable? Were the next steps for the program and action plans identified?** | | | | | | | | | **Peer Review Feedback:**  **Something about the diversity of our offerings and how activities strengthen community could have been included to emphasize how your program is concise and comprehensive** | | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | | | |
| **XI. Overall Evaluation of the APR Self Study** | | | | | | | | | | | | | | | | | |
| **Are key findings that arose from the analysis and review process clearly presented?** | | | | | | **Peer Review Feedback:**  **This APR Self-Study demonstrated a great deal of effort, analysis and reflection.** | | | | | | | | | | | |
| Exemplary 3 | Adequate 2 | | | Opportunity for Improvement 1 | |
| **Does the review provide a clear direction and vision for the program moving forward?** | | | | | | **Hopefully the Culinary Programs will be able to get additional resources and faculty since it is a very valuable program at CAC.** | | | | | | | | | | | |
| Exemplary 3 | Adequate 2 | | | Opportunity for Improvement 1 | |
| **Does the review present specific strategies and recommendations for moving the program forward?** | | | | | | **We will be interested to see the Action Plans that are created for the next 5 years.** | | | | | | | | | | | |
| Exemplary 3 | Adequate 2 | | | Opportunity for Improvement 1 | |
| **Scoring Rubric**  **If all sections were applicable:** | | | | | | | | | | | | | | | | | |
| **Exemplary 99 - 84 (85% and above)** *If all sections were applicable:*  The program self-study fully addressed the core criteria in the self-study and review process. It discussed how goals and objectives are linked to the college mission and strategic goals. The program's student learning outcomes, curriculum comparison and assessment results have informed changes in curriculum, pedagogy, and instructional resources. Action Plans for improvement were identified based on the results of the self-study process. | | | **Good 83 - 69 (70 – 84%)**  *If all sections were applicable:*  The program self-study addressed the core criteria in their self-study and review process, but some information was missing. It discussed how goals and objectives are linked to the college mission and strategic goals, and included action plan strategies, but more data, statistics and specific goals could have been identified. The program's student learning outcomes, curriculum comparison and assessment were given but specific information on how it would affect pedagogy and instructional resources was not provided. | | | | | **Opportunity for Improvement 68 and less (69% and below)**  *If all sections were applicable:*  Not all the core criteria were addressed and there was information and statistics missing in many of the self-study areas. A reflection of how the self-study will lead to an Action Plan for improvement was not provided. | | | | | | | | | **Peer Review**  **Feedback:** |
| **If 2 of the sections were not applicable:** | | | | | | | | | | | | | | | | | |
| Exemplary 102 – 87 (85% and above) Same criteria as above | | | Good 86 - 71 (70 – 85%) Same criteria as above | | | | | Opportunity for Improvement 70 - Below (69% and below) Same criteria as above | | | | | | | | |  |
| **Identified Strengths and Recommendation for Program Action Plan:** | | | | | | | | | | | | | | | | | |
| **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:**   * The program’s degrees, certifications and curriculum have all been extensively updated to make the programs relevant and effective. * CAC is fortunate to have an expert in the field with vast experience in the culinary and hospitality industry to be the program director and professor. * The Culinary Programs are viable and necessary for Pinal County to support the rebounding industry.   **Action Plan Recommendations:**   * Continue to pursue more faculty and expanded labs * Reestablish recruitment efforts in local high schools and partnerships. * Complete an Assessment Reporting Form for 2023 – 2024 – The Assessment Committee will reach out to you * Establish regular meetings with Advisory Boards | | | | | | | | | | | | | | | | | |
| **Academic Review Process Insight Statement**  Take a moment to reflect on how this process has helped guide the direction of your program and some comments on the APR Self-Study process. | | | | | | | | | | | | | | | | | |
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| **Instructions**: In this form, program directors along with the appropriate Dean should indicate any goals or action plans for program improvement over the next 5 years, which have been identified as a result of the academic program review process. | | |
| **Goal/Action 1: We will by 2024 do a needs analysis for the Culinary Program. The goal will be to streamline courses and emphasize student entrepreneurship. We will shift the program to feed into the HRM AA Degree so students have easier transferability to NAU or another university for a BA.**  Strategic Goals Associated: Create a world-class learner experience. | | |
| Cost/Resource Implications: Time | Timeline for Achievement:  1 year | Measure of Success:  Approved curriculum changes to align with industry and student needs. |
| **Goal/Action 2: Remove old 1 credit courses that serve more towards community ED and replace with a Cap Stone course that will let students build out strong business plans.**  Strategic Goals Associated: Create a world-class learner experience. | | |
| Cost/Resource Implications:  Faculty Time | Timeline for Achievement:  1 Year | Measure of Success:  Input from advisory and stakeholders. Approved changes made and submitted to the Curriculum Committee. |
| **Goal/Action 3: Develop marketing tools that align with our sister programs Hotel & Restaurant Management and Recreation**  Strategic Goals Associated: Create a world-class learner experience. | | |
| Cost/Resource Implications:  $2,000 for marketing print materials | Timeline for Achievement:  2 years | Measure of Success:  Build and implement the use of promotional flyers for the programs. Use a survey to ask students how they heard about our program include the flyer as an option. |
| **Goal/Action 4: Shift course offerings to be balanced between the MCC, SPC and ST Campuses. Using SPC as a hub for advanced students as it is the middle location between the three.**  Strategic Goals Associated: Create a world-class learner experience. | | |
| Cost/Resource Implications:  0 cost | Timeline for Achievement:  One year | Measure of Success:  Conduct a survey with the courses moved to ensure students can give feedback on the change. |
| **One Year Action Plan Update**  To be completed each December and submitted to appropriate Dean and Academic Program Review Coordinator | | |
| Discuss progress made toward Action Plan goals after one year:  In summer of 2023 we met with an action committee made up of students, advisory members, CAC faculty, NAU Faculty, and administrators to develop a comprehensive plan to structure the Culinary 1 and II Certificates. All changes were made and approved through the CAS Curriculum office.  A new course was built as part of this team’s efforts. The CUL185 Culinary Capstone was created to give students an opportunity to build and test entrepreneurial culinary concepts in a safe environment with the influence and expertise of our business advisory committee.  Submitted by: Update by Fall 2023 | | |
| **Two Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2024 | | |
| **Three Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2025 | | |
| **Four Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2026 | | |