

Maine Community College System  
Five Year Program Review

College: Central Maine Community College

Program: Culinary Arts

CIP: 12.0503

Credential(s): Associate in Applied Science (AAS)

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Date: November 2020

Period of review: AY1516-AY1920

**Program Overview:**

1) **Program description** *(from the most recent college catalog):*

The purpose of the Associate in Applied Science degree A.A.S. degree in Culinary Arts is to prepare students for careers in culinary arts, foodservice management, catering, institutional food service, and as chefs. Course work covers a broad spectrum: the preparation of basic and specialized foods, baking and pastry arts, nutrition, sanitation, management techniques and functions, cost control, purchasing, and culinary fundamentals. Students will learn the art of classical French techniques mixed with modern trends. Emphasis is placed on culinary skills as well as soft skills such as professionalism, how to survive in the industry, teamwork, communication and critical thinking skills. Students work in a kitchen laboratory and dining room setting through the course of study.

2) **Program Learning Outcomes: all program learning outcomes are expected to be assessed within the five-year cycle. Please attach an Assessment Data and Reflection Template for each program learning outcome. Explain how the department used the assessment results to improve teaching, learning, and the curriculum.**

List the program learning outcomes:	Method of assessment: list the courses and activities/assignments used to assess the learning outcomes
<ol style="list-style-type: none"> <li>1. Demonstrate the importance of the proper use and handling of kitchen hand tools and equipment used in commercial food establishments.</li> <li>2. Perform mathematical functions related to food service operations.</li> <li>3. Demonstrate a general understanding of concepts covered through research, writing and oral presentation.</li> <li>4. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.</li> <li>5. Discuss and employ the principles of menu planning and layout.</li> <li>6. Research and prepare dishes and menus for a variety of modern issues and concerns including specific health and dietary needs.</li> <li>7. Demonstrate the fundamentals of baking science and preparation.</li> <li>8. Discuss and demonstrate the overall concepts of purchasing and receiving in the food service industry.</li> <li>9. Research, design and prepare dishes and menus using classical cooking techniques used in a professional kitchen.</li> </ol>	Please see attached Five-Year Assessment Plan for Student Learning Outcomes.

**3) Credentials Awarded within the IPEDS year, i.e. July 1-June 30:**

Credentials Awarded					
Credential	AY1516	AY1617	AY1718	AY1819	AY1920
AAS				3	5

**4) Program Graduates Employed:** This was a new program in 2018. There are not enough graduates in the cohort for wage data comparison.

Number of Completers with any Wage Data	None
% of Completers with any Wage Data	None
# of Completers with First Year Earnings	None
Median First Year Earnings	None

**5) Partnerships, collaborations, associations and memberships**

a) Advisory Meeting Dates and Attendance (past 3 years)

<i>Date(s) of Meeting</i>	<i># of college attendees</i>	<i># of Non-college attendees</i>
11/02/2017	1	4
04/30/2018	1	4
11/08/2018	1	4
11/07/2019	1	3

b) Program external accreditation, associations, and memberships (if applicable):

n/a

**6) Other Indicators of student success, direct and/or indirect, which may include:**

	AY1617	AY1718	AY1819	AY1920
Licensure/certification pass rates (if applicable)				
Program Advisory Committee Member Survey (on scale of 1-5 averaged):				
Program Curriculum				4.5
Technical currency of the program				4.5
Preparation of program graduates for work in the field				3.5
Communication from program administration/faculty				4.5
Overall quality of the program				4.5
Other (please specify): Major equipment purchased recently for this program with federal funds				3.5

**7) Student demographics:**

Admissions					
	AY1516	AY1617	AY1718	AY1819	AY1920
Fall Applications				31	58
% chg in Fall Applicants from PY				--	87%
Enrolled (Yield)				11	12
% chg in Enrolled from PY				--	9%

Student Enrollment <sup>1</sup>					
	AY1516	AY1617	AY1718	AY1819	AY1920
Unduplicated Headcount Enrolled in Program				16	23
% chg in Headcount from PY				--	44%
Enrolled Credit Hours				215	261
% chg in Credit hours from PY				--	21%
FTE				14	17
% chg in FTE from PY				--	21%

<sup>1</sup> = students within the program in the fall of the academic year

Student Success					
Cohort Year	AY1516	AY1617	AY1718	AY1819	AY1920
Cohort Enrollment				18	23
Retained to the next semester				89%	39%
Retained to the next year				50%	0%
Graduation Rates					
100% of program time				56%	
150% of program time					
200% of program time					
Transfer Rate (non-graduates) <sup>2</sup>				0%	0%
Transfer Rate (graduates)				0%	0%
Enrolled in Another Program <sup>2</sup>				--	--
Graduated from Another Program <sup>2</sup>				6%	0%

<sup>2</sup>. Determined at the maximum graduation point in this table, i.e. 200%

**8) Strengths, challenges, and planned steps for continuous improvement: In your summary assessment you should reference sections of this review that informs the plan.**

**Program Strengths:**

- A wide array of course offerings are available to retain student interest in this program. Some of these include: Specialty Foods, Pastries and Contemporary Desserts, International Cuisine, Chocolates Confections and Advanced Cakes.

- Culinary Arts students have a high-level of access to advising support. The students are advised by the Program Chair; limited program size due to kitchen size allows for personalized attention. Students can also meet with Learning and Advising Center (LAC) specialists who are professional, full-time advisors. These advisors serve as back up advisors to students in all programs at the College.
- Equal program time is spent on cooking and baking, which is a uniqueness of CMCC's program.
- Prior to COVID-19, the campus regularly held on campus events staffed and hosted by the Culinary Arts Department. These events served as a valuable experience for students and raised revenue to purchase program equipment. The department looks forward to resuming these events in the future when possible.
- There has been an increase in interest from students at career technical education centers in the recent years.
- The student Culinary Club is an asset in drawing attention to the program and helps enrich the campus community through participation Student Services events where the club can share their culinary creations.
- Online course delivery methods are available for at least ¼ of program courses. This provides students with flexible options to attend school while balancing work, family and other commitments.
- Students take CUA 299 Externship during their last semester. This provides them with hands on, real world experience. The course provides the student with field experience in a workplace under the supervision of a culinary professional.

#### **Challenges:**

- It has been challenging to maintain an active program advisory board with regular attendance. Members are unable to meet the time commitment to serve adequately.
- The kitchen space is limited. The limited space interferes with first and second year course scheduling as well as availability for Culinary Club usage.
- Completion of the program often takes longer than four semesters due to developmental course requirements. Many students work and are unable to attend full time which further extends the program completion.
- Students who failed to meet the set assessment goal percentages were found to have not completed assignments. Assessment data shows the work completed is accurate, but students are not finishing the task or project.

#### **Planned steps for continuous improvement:**

- Utilize Brightspace to collect and organize assessment data in an electronic format.
- Instructors will work with students to learn more about why students are not completing assignments. With the information received, instructors will work with the department chair on strategies to improve this.
- Actively encourage Culinary Club members to seek ways to increase student involvement in activities.
- Focus on recruiting 3-5 new advisory board members during the next calendar year.
- Examine the feasibility of replacing the hot water and heating system in the Culinary building.
- Increase interactions with CTE's across Maine by 25% for purposes of recruitment by Fall 2021.

Five-year Assessment Plan for Student Learning Outcomes

Culinary Arts

November 2020

Name of Program or General Education Domain

Date

Learning goal (as appropriate):

Student learning outcomes:	Academic year during which assessment will occur	Source(s) and type of assessment artifact(s) that will be collected (e.g.: embedded questioning, capstone assignments, standardized testing, performance observation, portfolio reviews, etc.)	Method(s) to be used for assessing artifact(s)	Assessment Goal (targets/criteria) for direct measure	Assessment Outcome (Number of Students Achieving an "acceptable" or better)	Assessment Goal was:		
						Met	Not Met	Pending Review
Demonstrate the importance of the proper use and handling of kitchen hand tools and equipment used in commercial food establishments.	AY1920	Practical Exam Shop Projects	Instructor observation	80%	71%		✓	
Perform mathematical functions related to food service operations.	AY1920	Research Projects Embedded Questions	Unit exams	70%	85%	✓		
Demonstrate a general understanding of concepts covered through research, writing and oral presentation.	AY1819	Shop Projects Unit Assignments	Instructor observations	80%	75%		✓	
Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.	AY1920	Standardized Testing	Servsafe Certification exam	80%	71%		✓	

Discuss and employ the principles of menu planning and layout.	AY1920	Embedded Questions Research Projects	Final exam Instructor observation	80%	85%	✓		
Research and prepare dishes and menus for a variety of modern issues and concerns including specific health and dietary needs.	AY1920	Research Projects Shop projects	Instructor observations	80%	100%	✓		
Demonstrate the fundamentals of baking science and preparation.	AY1819	Shop Projects	Instructor observations	70%	85%	✓		
Discuss and demonstrate the overall concepts of purchasing and receiving in the food service industry.	AY1920	Embedded questions	Unit exams Final exam	80%	85%	✓		
Research, design and prepare dishes and menus using classical cooking techniques used in a professional kitchen.	AY1819	Shop Projects Practical Exam	Instructor observations Industry professionals	80%	85%	✓		

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.

- Many of our practical exams are judged by industry professionals. This provides guidance on what is acceptable in the industry.
- Practical exams have been identified as the best way for students to demonstrate what they have learned.
- Students who failed to meet the set assessment goal percentages were found to have not completed assignments. Assessment data shows the work completed is accurate, but students are not finishing the task or project.
- COVID-19 impacted our assessment process and we were unable to capture data for AY1920. AY1819 is utilized above.