

Maine Community College System
Five Year Program Review

College: Central Maine Community College
CIP: 12.0503

Program: Culinary Arts
Credential(s): Certificate

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Date: November 2020

Period of review: AY1516-AY1920

Program Overview:

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

The Certificate in Culinary Arts prepares students for employment in a variety of commercial cooking enterprises. The principle focus will be classical French cooking techniques, menu planning and pricing, and how to cook for the customer's diet and allergens. Basic and artisan breads, pies, cake baking and decorating, mousses and plated desserts will be covered. There will be major emphases placed on knowing the equipment used, weights and measures and how to convert them, being able to read a recipe, sanitation, and kitchen safety. Students will be required to participate in several functions for community and college organizations, as well as the fall and spring open houses.

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"> 1. Demonstrate proper uses of hand tools and large kitchen equipment and kitchen safety. 2. Practice the appropriate methods of keeping a kitchen clean and sanitary while providing an environment safe for food. 3. Demonstrate best practices from planning menu to execution to clean up. 4. Explain and present a finished product and display or explain correct information behind a dish. 5. Describe the possible opportunities for professional development and advancement through specific organizations. 6. Demonstrate a general understanding of concepts covered through research, writing and oral presentation. 7. Discuss the proper channels of purchasing and what makes for a reputable supplier and when it is ok to refuse a shipment. 	Please see attached Five-Year Assessment Plan for Student Learning Outcomes.

8. Discuss nutritional values associated with menu development to satisfy customer needs or preference.	
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3) Credentials Awarded within the IPEDS year, i.e. July 1-June 30:

Credentials Awarded					
Credential	AY1516	AY1617	AY1718	AY1819	AY1920
C	12	9	4	5	3

4) Program Graduates Employed:

Number of Completers with any Wage Data	20
% of Completers with any Wage Data	74%
# of Completers with First Year Earnings	12
Median First Year Earnings	\$25,791

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:

	AY1516	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	47	54	51	30	19
% chg in Fall Applicants from PY	--	15%	-6%	-41%	-37%
Enrolled (Yield)	20	12	9	5	5
% chg in Enrolled from PY	--	-40%	-25%	-44%	0%

Student Enrollment ¹					
	AY1516	AY1617	AY1718	AY1819	AY1920
Unduplicated Headcount Enrolled in Program	33	22	17	8	7
% chg in Headcount from PY	--	-33%	-23%	-53%	-13%
Enrolled Credit Hours	392	256	210	101	77
% chg in Credit hours from PY	--	-35%	-18%	-52%	-24%
FTE	26	17	14	7	5
% chg in FTE from PY	--	-35%	-18%	-52%	-24%

¹ = students within the program in the fall of the academic year

Student Success					
Cohort Year	AY1516	AY1617	AY1718	AY1819	AY1920
Cohort Enrollment	27	16	15	7	6
Retained to the next semester	44%	56%	73%	86%	50%
Retained to the next year	22%	13%	40%	29%	0%
Graduation Rates					
100% of program time	26%	25%	13%		
150% of program time	30%	25%	20%		
200% of program time	37%	31%			
Transfer Rate (non-graduates) ²	0%	0%	0%	0%	0%
Transfer Rate (graduates)	4%	6%	0%	0%	0%
Enrolled in Another Program ²	0%	19%			
Graduated from Another Program ²	0%	6%	0%	0%	0%

². 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.

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.
- Explore the addition of a degree program in Baking.
- 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 (<i>Number of Students Achieving an "acceptable" or better</i>)	Assessment Goal was:		
						Met	Not Met	Pending Review
Demonstrate proper uses of hand tools and large kitchen equipment and kitchen safety.	AY1819	Practical Exam	Instructor observation	80%	80%	✓		
Practice the appropriate methods of keeping a kitchen clean and sanitary while providing an environment safe for food.	AY1920	Performance Observations Standardized Test	Instructor observations ServSafe Certificate exam	80 %	83%	✓		
Demonstrate best practices from planning menu to execution to clean up.	AY1819	Practical Exam	Instructor observation Industry Professionals	80%	80%	✓		
Explain and present a finished product and display or explain correct information behind a dish.	AY1819	Practical Exam Research Project	Industry Professionals	80 %	80%	✓		

Describe the possible opportunities for professional development and advancement through specific organizations.	AY1920	Embedded Questions	Unit Exams	80 %	70%		✓	
Demonstrate a general understanding of concepts covered through research, writing and oral presentation.	AY1819	Research Project	Instructor observations	80 %	70%		✓	
Discuss the proper channels of purchasing and what makes for a reputable supplier and when it is ok to refuse a shipment.	AY1920	Standardized Test	ServSafe Certifications exam	80 %	87%	✓		
Discuss nutritional values associated with menu development to satisfy customer needs or preference.	AY1920	Embedded Questions Projects	Unit exams Final exam	80 %	88%	✓		

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.