

Maine Community College System
Five Year Program Review

College: Central Maine Community College
CIP: 12.503

Program: Culinary Arts
Credentials: Associate in Applied Science (AAS)

Review Team: Tobby Bragdon, Eric Berg, Austin Perreault, David Lewis, Jeffrey Green, Michael Drobac, Pearl Violette

Date: February 2025

Period of Review: AY 2018/2019-2022/2023

Program Overview:

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

The Associate in Applied Science degree in Culinary Arts prepares 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"> 1. Demonstrate the importance of the proper use and handling of kitchen hand tools and equipment used in commercial food establishments. 2. Perform mathematical functions related to food service operations. 3. Demonstrate a general understanding of concepts covered through research, writing and oral presentation. 4. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen. 5. Discuss and employ the principles of menu planning and layout. 6. Research and prepare dishes and menus for a variety of modern issues and concerns including specific health and dietary needs. 7. Demonstrate the fundamentals of baking science and preparation. 8. Discuss and demonstrate the overall concepts of purchasing and receiving in the food service industry. 	

9. Research, design and prepare dishes and menus using classical cooking techniques used in a professional kitchen.	
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3) Credentials Awarded within the IPEDS year, i.e. July 1-June 30:

Credentials Awarded					
Credential	AY1920	AY2021	AY2122	AY2223	AY2324
AAS	5	3	2	6	7

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>
11/4/21	1	0
11/2/22	1	1
2023 no meeting held		

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

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

	AY1819	AY1920	AY2021	AY2122	AY2223
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):	--	3.5	--	--	--

7) Student demographics:

Admissions					
	AY1920	AY2021	AY2122	AY2223	AY2324
Fall Applications	58	86	58	53	82
% chg in Fall Applicants from PY	--	48%	-33%	-9%	55%
Enrolled (Yield)	12	10	17	11	22
% chg in Enrolled from PY	--	-17%	70%	-35%	100%

Student Enrollment ¹					
	AY2021	AY2122	AY2223	AY2324	AY2425
Unduplicated Headcount Enrolled in Program	22	29	23	39	48
% chg in Headcount from PY	--	32%	-21%	70%	23%
Enrolled Credit Hours	294	358	288	492	586
% chg in Credit hours from PY	--	22%	-20%	68%	19%
FTE	20	24	19	33	39
% chg in FTE from PY	--	22%	-20%	71%	19%

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

Student Success					
Cohort Year	AY2021	AY2122	AY2223	AY2324	AY2425
Cohort Enrollment	12	16	17	30	29
Retained to the next semester	50%	81%	71%	70%	--
Retained to the next year	42%	44%	47%	40%	--
100% of program time	25%	19%	18%		
150% of program time	25%	38%			
200% of program time	25%				
Transfer Rate (non-graduates) ²	8%				
Transfer Rate (graduates)	0%				
Enrolled in Another Program ²	0%				
Graduated from Another Program ²	8%				

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:

- Cooking and baking classes fall around a 50/50 mix. Giving students more hands-on time with baking than in other CC culinary programs
- Second year classes are based upon what the student want to make with what is available for use. Students begin creating their style and how to redirect when items aren't available

- While the events have slowed down, the culinary arts program is still working on doing events throughout the year. Including events for the college, Fall/Spring Fling, Welcome Back BBQ, for the faculty and staff, Holiday lunch, and for the supporters of the college, Annual Awards desserts and in 2025 the Board of Trustees.
- CTE schools are sending more students to CMCC.
- Equipment is always growing, excess event funds used to buy new equipment what applicable

Challenges:

- Some students come in with good jobs, leaving only a few students to fill the areas culinary job postings.
- CTE students can come with little experience or confidence. Some find themselves bored with classes because they have completed topics prior. It is a mixed bag sometimes.
- Student involvement after class. Schools not first priority - family, jobs, don't want too
- Kitchen space. Being able to start a spring cohort. I think we are getting closer to a number of students that would make sense to start one.
- Advisory Board members not showing up.
- Finding enough instructors to teach classes. Many think postings are for full time not adjunct

Planned steps for continuous improvement:

- Recruit more advisory board members
- Find more instructors
- Visit CTE's to get awareness out and build a relationship
- Utilize Brightspace to collect more data on student success

Five-year Assessment Plan for Student Learning Outcomes

Culinary Arts

February 2025

Name of Program or General Education Domain

Date

Learning goal:

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	AY2425	Performance observation	Practical Exams Daily shop work	Students can safely use equipment. Understanding of consequences if not.	85%	X		
Perform mathematical functions related to food service operations	AY2425	Unit Assessments Embedded questioning	Written Assignments Practical exam components Daily kitchen work	Complete bakers' percentages, conversations and menu costing with some assistance	70%		X	

Demonstrate a general understanding of concepts covered through research, writing and oral presentation	AY2425	Student research Performance observation	Practical exam components Instructor Observation					
Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen	AY2425	Standardized testing Performance observation	ServSafe Certification Daily kitchen work	Pass the ServSafe exam	20%		X	
Discuss and employ the principles of menu planning and layout	AY2425	Student research	Practical exam components Research papers	Create aesthetically pleasing menus with accurate descriptions	70%			X
Research and prepare dishes and menus for a variety of modern issues and concerns including specific health and dietary needs.	AY2425	Student research Performance observation	Research paper Daily kitchen work	Create meals in the kitchen with set guidelines for specific dietary needs.	85%	X		
Demonstrate the fundamentals of baking science and preparation	AY2425	Performance observation	Practical exams Daily kitchen work Written assignments	Prepare items in the bakery and pass exams over baking topics	75%		X	
Discuss and demonstrate the overall concepts of purchasing and receiving in the food service industry	AY2425	Unit Assignments	Written assignments Practical Exam components	Create an ordering guide for practical exam ingredients.	70%			X

Research, design and prepare dishes and menus using classical cooking techniques used in a professional kitchen.	AY2425	Performance observation Unit Assignments	Daily kitchen work Practical exams Written assignments	Prepare items on the cooking side and pass exams over related topics	85%	X		
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Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.

- 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.
- Difference between 7 and 9 could be the method used for students to take the exam. 7 is online and 9 is in person.