



# Assessment Report

## PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:		
<u>2019-2020</u>	<u>Kerry Logan</u>	<u>klogan7@cnm.edu</u>
Academic Year	Contact Person	Email

Name of Program:	Courses:
Culinary Arts AAS Degree: Advanced Baking and Pastry	CULN 1130    CULN 1132    CULN 2232    CULN 2234

## PART 2: PROGRAM SUMMARY

<b>Provide a high-level review of the program to include highlights, successes, challenges, significant changes, and significant resources needed to support the program.</b>

**Part 3: DATA REVIEW**

<b>Program Data</b> <b>(Each Review Year is defined as Summer, Fall, and Spring terms)</b>	<b>Review Year</b> <b>19-20</b>	<b>Review Year</b> <b>18-19</b>	<b>Review Year</b> <b>17-18</b>
Annual number of graduate awards is greater than 10	17	29	19
Number of declared majors	92	85	101
Average class size	13	14	13
Annual Average class retention rate is 70% or above (SAGE 65%)	94%	98%	97%
Annual C-Pass rate for coursework is 60% or above	86%	92%	95%
Average class fill rate at 60% or above capacity within a term or over a year	54%	57%	54%
Transfer numbers/percent	NA	2 (7%)	3 (16%)
Full-time to part-time faculty ratio	10: 0	8: 0	9: 0

**Summarize how your program met or did not meet the target measures based on the data above.**

The Culinary Arts Program is nationally accredited by the American Culinary Federation Foundation Accrediting Commission. This ensures that the program meets the standards and competencies set for faculty, curriculum, and student services. Our practices are aligned with industry practices and our faculty maintain a high level of professionalism. Being nationally accredited by the ACFEAC, is no small undertaking and assures that the CNM Culinary Arts program is meeting the standards and competencies set for faculty, curriculum, and student services. Accreditation creates public trust by ensuring established standards, accountability and credibility, a high level of professionalism, up-to-date and current practices nation-wide, and provides CNM with marketing tools for recruiting new students, as well as having the ACFEF accreditation acting as a third-party endorser for federal funding. Our accrediting agency is recognized by the Council on Higher Education Accreditation (CHEA). We continue to offer National Certification to our students who complete the ServSafe Manager testing. This is accomplished through the National Restaurant Association.

The culinary arts program utilizes Instructors and Technicians who are industry certified through the ACF, ServSafe and other related certifications. Our Instructors participate in professional development in both subject matter and teaching skills. In addition, we offer in-house training on a variety of subjects relevant to our programs.

Our students are very successful in the industry, and our graduates typically find employment quickly. Many graduates of our program are currently in leadership positions in the industry, including upper-level management and ownership. The more recent graduates are employed across all aspects of the industry and are sought out by many segments in the industry. This is evidenced through the variety of positions listed on the CNM Job Connection site, the number of potential employers seeking open-house opportunities in our facilities, and the large number of requests fielded by our Academic Affairs Director and Department chair.

Our active participation with our industry partners, through our large Advisory Committee and a many other interactions, is more evidence of our programs reach in the community. Our Advisory Committee meets twice per year and is asked for formal and informal feedback on many times. We also actively support development of our future students through our participation in ProStart and dual credit. We support ProStart through our participation in the New Mexico Restaurant Association as participants on its foundation board and as judges and trainers for ProStart schools. Also, we encourage dual credit participation of high school culinary students (both at the high school and in our o- campus courses). During the 2019-2020 Academic Year we continued moving our program forward. Although we had a reduction in graduates, we have already taken steps to address this result. There are three likely reasons for the decline in Culinary Arts, Culinary Arts Concentration graduates this past year. First, COVID-19 led to students not completing courses in the spring 2020 term. We anticipate that most of those students will return and complete their degrees. Second, in the 2017-2019 years we saw a small decline in enrollment that resulted in fewer students entering the program. This is likely a result of high industry demand and opportunities for potential students to directly enter many industry segments. Finally, we saw an increase in attrition at the entry level courses that was likely the result of changing demographics to younger students with limited prior industry experience.

While there is nothing, we can do to change the course of the COVID-19 pandemic, we have adapted our classes to hybrid and online delivery. These changes allowed us to offer most courses this fall (after only limited offerings in the summer). While enrollment is lower than in recent history (much like the entire College), our retention is strong. We also think the tools that we have developed during this process will lead to a strong program going forward.

Last fall and spring we had increased enrollment compared to the previous two academic years. Due to COVID-19's impact this fall it is difficult to determine unequivocally if that would have been the trend, but we are confident it was a trend. This increase is shown in the program data where

we increased declared majors by around 40% year over year. We think this increase was the result of continued outreach at the high school level as well as our continued industry involvement. At this point, we expect enrollment to continue to rise after we pass the impact of COVID-19. Two reasons underly this assumption. First, the trend line was already increasing. Second, during recessions and industry contraction we typically see an increase in enrollment.

Finally, although the overall class retention number shows a small decline, we think that is an anomaly caused by a significant number of students that failed to complete the spring 2020 term (either dropping or taking incompletes). While we have seldom experienced anything but high retention rates in intermediate and advanced classes, we were seeing a decrease in class retention in entry level classes for a couple of years. That trend reversed in fall 2019 and likely would have continued in a positive direction in spring 2020. The probable reason for this change was our revamping of our entry course curriculum and focus on early intervention with struggling students.

We did not have any other significant changes or shift in resources in the past year. We are preparing to break ground on building expansion which will provide more resources for our beverage programs and allow us to reclaim more use of our culinary facilities.

Beginning, Intermediate and Advanced Baking:

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**Beginning, Intermediate and Advanced Baking:**

Student class retention and pass rate remain strong for the baking program, both with averages in the 90%. Again, during the 2019-2020 Academic Year the Baking Program continued moving forward even in the pandemic. Students completed Spring 2020 remotely and summer classes were canceled effecting the annual data. With a limited number of students allowed in Lab Fall 2020 we see a decline in fill rate and graduates. Spring and Fall 2021 we are looking for most students to return and complete their degrees. The Baking Program class fill rate is lower in 2017-2019 and there was a small decline in enrollment that resulted in fewer students entering the program. In the Baking Program as well as Culinary it can be a result of high industry demand and opportunities for potential students to directly enter many industry segments.

#### **Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.**

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
<p>Baking Fundamentals: Demonstrate knowledge of the fundamentals of baking science by preparing a variety of products according to standard recipes using proper hand, tool, and equipment techniques.</p>	<p>CULN 1130, CULN 1132, CULN 2232, CULN 2234</p>	<p>Practical exam, In-class activities, and Instructor observation.</p>	<p>Exceeded target of 75% of students achieving mastery. 100% of students met target.</p>
<p>Cooking: Demonstrate the ability to prepare a variety of hot and cold food products according to standard recipes as well as application of basic cooking methods using proper knife, tool, and equipment techniques.</p>	<p>CULN 1110, CULN 1112,</p>	<p>Practical exam, In-class activities, and Instructor observation.</p>	<p>Missed target of 75% mastery by small percentage (2.5%). The slight miss of target is primarily from CULN1110 results. For 19/20 we made significant updates to the CULN1110 curriculum and added a new instructor. These changes are intended to better align our curriculum with ACFEF accreditation and industry needs. We will continue to monitor results and revisit in the future.</p>
<p>Demonstrate knowledge of Food Safety and Sanitation by becoming a Certified ServSafe Manager by passing the written exam, with a score of 75% or higher. This exam is accredited by the American National Standards Institute (ANSI).</p>	<p>CULN 1003</p>	<p>Certification exam.</p>	<p>We missed the target by less than 2%. We have had some fluctuation in success rates over the past several years. Last year the success rate increased considerably.</p>

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
Describe and evaluate organizational structures, leadership styles, and personnel management techniques as they apply to a wide variety of hospitality operations.	HT 2201	Final Exam, and Standardized test.	Success rate was significantly higher than target (88.4% success rate with a score above 70%).
Identify standards for safely inspecting and grading of meats, eggs, dairy products, fruits, and vegetables.	CULN 1003, CULN 1103	Certification exam.	Met target of 75%.
Identify styles, production methods and service of a variety of alcoholic and non-alcoholic beverages; explain laws and procedures related to responsible alcohol service.	BEV 1160	Final Exam, Standardized test, and Homework assignments.	Results for the standardized exam were higher than the target. However, the target for other criteria were not met.
Purchasing and Receiving: Describe and evaluate procedures for proper receiving, storage, and control of food and non-food items; apply knowledge and quality standards and regulations to purchasing decisions. Perform mathematical operations associated with purchasing and receiving.	HT 2215	Final Exam, and Homework assignments.	This target was not achieved. Overall students missed the target by 11%. We have identified some issues with where in the curriculum these measurements are occurring.

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
<p>Safety and Sanitation: Demonstrate hygiene and sanitation standards in a kitchen setting. Describe basic principles of sanitation, safety, and procedures to determine and monitor critical control points in a professional food service setting.</p>	<p>CULN 1110, CULN 1112, CULN 1130, CULN 1132, CULN 2232</p>	<p>Practical exam, In-class activities, and Instructor observation.</p>	<p>The target was met for this assessment. In the lab setting students were generally successful in the areas of safety and sanitation.</p>

Interpretation of Assessment findings
<p>We continue to find a strong level of overall student success. There were some missed targets this cycle that will require us to reexamine some curricular areas to assess any shortcomings. In the previous cycle we met all targets so we will need to do a deep dive into what caused the missed targets where there were no changes in assessment methods. In most instances the courses were taught in the same manner (and mostly by the same instructors) as the prior year. The abrupt change to face-to-face classes in the spring caused by COVID-19 could be a large factor. We did see a number of students drop or take incompletes. In addition, it is likely that students' overall success (even for those that completed the term) was negatively impacted by COVID-19 changes.</p> <p>The primary curriculum changes during 2019/20 was a complete overhaul of CULN1100 and CULN1110. The assessment results for this cycle are a bit lower than past years and these changes may have had some impact. We also shifted instructors for these courses in this cycle and that may also play some role. At this point, it is likely we will need to assess these courses over the next cycle or two to determine if there is a fundamental curricular issue or if the success rate will increase as the changes are more integrated.</p> <p>We continued to have high level success in many areas and saw improvement in several. One secondary level where improvement was in our Safety and Sanitation class. While our overall success rate dropped a bit below target our online success rate improved considerably.</p>



**Part 6: ADDITIONAL ACTION PLAN IN SUPPORT OF STUDENT LEARNING (IF APPROPRIATE)**

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	Revisions to in lab competencies/assessments to bring our program into compliance with ACFEF changes.	No specific data is motivating this change. At the beginning of 2020, our accrediting organization modified their assessment criteria. This will require some modifications too our curriculum in the labs. The ACFEF Baking competencies were revised and need to be addressed in 2021.

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	Review cycle plan outcomes for HT2215.	<p>The outcome was developed when the class was more strictly a purchasing class but purchasing and receiving operations are a rather small part of the larger field of cost control. We will consider revising the outcome in the cycle plan.</p> <p>Because of the way textbook material is ordered, purchasing outcomes are assessed in the midterm exam and an early chapter homework, so “outcome” assessment is really happening before the halfway point in the class. I could add the assessment questions to the final instead of the midterm exam. In light of the pandemic making exam conditions less secure and reliable, I’ve been considering replacing the exams with a multitiered project that could accommodate a variety of more meaningful assessment points, but I need some time to develop that. See also my note below.</p>
2020-2021	Revisit cycle plan outcomes in areas where we greatly surpassed the target or missed the target to determine if current assessments are the proper measures.	This year our accrediting body significantly revised assessment measures. That in combination with an unusual swing of our SAAC assessment results has led us to the conclusion we should revisit our cycle plans in the coming year to evaluate whether current assessed outcomes need revisions.

**Please Select all the following that characterize the types of changes described in the above action plan:**

- Assessment criteria revision
- Assessment methodology revision
- Assignment revision
- Budgetary reallocation
- Change in teaching approach
- Course content revision
- Curricular Revision
- Faculty training/development
- Process revision

**Part 6: COMMENTS**

<b>Use this section to record any comments, notes, or questions from individuals who reviewed this report.</b>
<b>School Dean:</b>
<b>SAAC Representative:</b>