

PROGRAM INFORMATION	Program	Culinary Academy of South Dakota
	Submitted by:	Tim Goldammer
	Year	2024-2025
	Date of Review	2025-01-10
	Form Key	2f771867-65d6-47f1-918e-5d64ffb111ea
PROGRAM OUTCOMES	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	<p>In collaboration with admissions, students, the advisory board, faculty, and the leadership team, we have successfully transitioned the format of our classes. This strategic shift aims to streamline our educational offerings by reducing certain service components, thereby placing a renewed emphasis on education as the core focus of our curriculum.</p> <p>As part of this reorganization, the food service and culinary program will now operate independently. While the school's food service may utilize any applicable leftovers from our classes, the primary objective of the culinary academy is to concentrate on delivering a robust educational experience for our students. This change reflects our commitment to enhancing the learning environment and ensuring that our students receive the highest quality of education in their culinary pursuits.</p>
	Outcomes are up to date in WIDS and on the program's web page	Yes
SYLLABI	ADA Statement	No
	Competencies	Yes
	Course Description	Yes
	Course Title and Number	Yes
	Credit Hours	Yes
	Freedom of Expression Statement	Yes
	Grading Criteria	Yes
	Instructor	Yes
	Academic Integrity Policy	Yes
	Nondiscrimination Statement	No
	Office Hours/Contact Information	Yes
	Prerequisites	Yes
	Required Text(s)	Yes
	Syllabi Up to Date in WIDS	Yes
Explain which syllabi were reviewed this year; input received from advisory board, instructors, students, etc. regarding course objectives and textbooks used; and changes made, if any.	<p>Nutrition updated the new edition of the text.</p> <p>Course competencies were reviewed by instructors program wide to ensure with the shift, all items all were still taught.</p>	
PROGRAM COMPETENCIES	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Program Competencies are developed by the Americal Culinary Federation Education Foundation (ACFEF)
	WIDS Up to Date	Yes
COURSE ASSESSMENTS	Capstone	No
	Class Participation	Yes

USED IN PROGRAM CHECKLIST	Clinical/internship observations	Yes
	Examinations	Yes
	Comprehensive Final Exams	No
	Journals	No
	Lab Demonstrations	Yes
	Oral Examinations/Presentations	Yes
	Other Projects	No
	Peer Evaluations	No
	Portfolio Projects	Yes
	Quizzes	Yes
	Self-Evaluations	Yes
	Simulations	No
	Videos of Student Mastery	No
	Written Essays	Yes
	Written Reports	Yes
ALIGNED AND APPROPRIATE ASSESSMENTS	Assessments used in the program are matched to the outcomes/competencies for the program.	Yes
	Explain changes in the assessments used in your program since your last review (include input received and rationale).	New rubrics have been developed for individual assignments, enhancing the assessment process. In the past, the Lasagna assignment was valued at 200 points as a whole. However, the new approach breaks down the recipe into distinct components, each assigned specific point values. This method allows for a more nuanced evaluation, where a single failure in one component does not result in a universal failure for the entire assignment. This change aims to encourage students to focus on mastering individual elements of the recipe, fostering a deeper understanding and skill development in culinary practices.
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	In the second year, our students engage in the creation of a diverse array of dishes within our Oak Room Class. A prime example of this is the "best burger" assignment, which serves as a thought experiment analyzing the various components of a traditional burger. Students explore different interpretations of what a burger can be in the real world and seek ways to enhance it. This includes developing a specific type of bun or bread, crafting house-made cheeses, and selecting sauce and two additional toppings. The ultimate goal is to fulfill the needs of our customers in the Oak Room, our private dining space at Mitchell Tech that is open to the public.
INDUSTRY CERTIFICATIONS	Explain any changes made or planned in the program based on assessment of industry certifications used in the program.	No changes to industry certifications were made.
INTERNSHIPS/ CLINICALS	How do you evaluate program competencies or learning objectives during internship/externship experiences?	Learning objectives are revised by student self assessment, industry partner supervisor, and internship visits.

	As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	No changes were made to the internship program at this time.
ENROLLMENT	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	53% Tim is working with Admissions to attend more high school career fairs to grow interest in the program. We've also made major changes to the program in regards to student involvement in the foodservice area in the hopes of appealing to more students as well as improve retention.
RETENTION	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	55% We have reduced student involvement in our Foodservice operation to eliminate the perception of the "lunch lady" role. Additionally, we have adjusted our Concepts and Fundamentals class to alleviate the stringent time constraints during the first semester, which previously contributed to student dissatisfaction, withdrawals, and ultimately a decrease in graduation rates.
GRADUATION	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	54% We have reduced student involvement in our Foodservice operation to eliminate the perception of the "lunch lady" role. Additionally, we have adjusted our Concepts and Fundamentals class to alleviate the stringent time constraints during the first semester, which previously contributed to student dissatisfaction, withdrawals, and ultimately a decrease in graduation rates.
PLACEMENT	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	100%
STUDENT SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	The quality of instruction in the vocational/technical programs is excellent. My academic advisor helps me to set goals to work toward. The quality of instruction I receive in most of my classes is excellent. Faculty are understanding of students' unique life circumstances. Faculty are fair and unbiased in their treatment of individual students. Faculty take into consideration student differences as they teach a course. Faculty provide timely feedback about student progress in a course. Faculty are interested in my academic problems. Students are notified early in the term if they are doing poorly in a class.
ALUMNI SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	100%

EMPLOYER SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	100%
PROFESSIONAL DEVELOPMENT	What professional development activities have instructors in this program completed in the last year?	Industry Work Experience
	How were these activities used to improve this program?	Facilitates the continuous updating of instructors regarding current industry developments. Establishes partnerships with industry leaders to enhance graduate employment prospects. It also allowed for interactions with perspective students.
PROFESSIONAL ORGANIZATIONS	Do faculty members belong to professional organizations associated with this program?	Yes
	If no, explain why.	
	Are students made aware of the professional organizations for their career field?	Yes
ADVISORY BOARD RECOMMENDATIONS	What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?	We are adding additional items to the Sous Vide lesson plans, along with adjustments for AP products that are commonly utilized in the industry.
	Implementation Date	2025-01-10
	Indicate the personnel responsible for implementing the change(s):	Tim and Josh
PROGRAM IMPROVEMENT PLANS AND BUDGET	As you review this past year, what changes do you propose for the next school year that will affect the program's budget?	We continuously strive to innovate and enhance the program. At this moment, we do not anticipate any new expenses or changes. Nonetheless, we have compiled a wish list of items, which is detailed in the number provided below.
	Cost	65,000