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| 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 |

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| 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 reviewed by student self assessment, industry partner supervisor, and internship visits. |

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| | 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? | <p>Gap areas were addressed as follows:</p> <p>1. Instructional Focus and Learning Environments</p> <p>Historically, our program included three primary service-based labs: the Oak Room, Breakfast Bistro, and campus foodservice. Survey and class feedback indicated that students often felt more like "lunch workers" than culinary students. This perception undermined instructional quality and student engagement (touching items 2, 5, 6, 12, and 13).</p> <p>To address this:</p> <ul style="list-style-type: none"> We have removed campus foodservice operations from our program requirements. While we may occasionally support campus dining, a newly hired foodservice team will handle daily operations. This change allows us to reclaim approximately four additional weeks of instructional time per student, emphasizing skill development. Dedicated lab instruction will now be tied directly to coursework. For example: <ul style="list-style-type: none"> <i>Fall Semester:</i> Fundamentals of Professional Cooking, Baking, and Customer Service |

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| | | <ul style="list-style-type: none"> ○ <i>Spring Semester</i>: 16 weeks of Quantity Food Production, with dedicated lab time for Baking, Front of House Management, and Breakfast Bistro <p>Additionally, while we value service training, we are shifting to a simulated service model in the first year. Labs will now focus on developing technique, equipment use, and skill mastery rather than direct service to the general campus population.</p> <p>2. Instructional Rubrics and Feedback</p> <p>Upon deeper review of our grading practices, we found our general lab rubric was too broad to effectively assess specific competencies. While it was designed to be fair across all labs, it lacked the precision needed for targeted feedback.</p> <p>To improve this:</p> <ul style="list-style-type: none"> • We are now implementing project-specific rubrics. For example, a lasagna rubric now includes clear criteria for each step: ricotta preparation, sauce making, building, Mornay creation, and plating. • This approach ensures: <ul style="list-style-type: none"> ○ Students understand <i>why</i> they received certain scores. ○ The tasks missed (e.g., due to absences) are clearly documented, and students can be given clear, fair opportunities to make up those tasks. • This shift supports more personalized feedback and emphasizes mastery of specific skills, helping both students and instructors better identify areas for improvement. <p>3. Academic Advising</p> <p>Recognizing the importance of mentorship and goal-setting (item 4), we are expanding our advising structure:</p> <ul style="list-style-type: none"> • A third advising session will be added to each semester. This will be informal and focused on checking in with students' academic goals and internship plans. • Understanding that over 85% of our students work during the academic year, we will allocate in-class time for these advising sessions to ensure accessibility and meaningful engagement. |
| 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. | |

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| | 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 |