SUNY SCHENECTADY
COUNTY COMMUNITY COLLEGE

Culinary Arts
Academic Program Review
Fall 2021

1

Contents

2

Program(s) name:
Culinary Arts (General Program and Baking Concentration)
Culinary Arts Certificate

Program award: Associate of Occupational Studies (A.O.S.)
                        Certificate

Division/School: School of Hotel, Culinary Arts & Tourism

Academic year of the APR: 2021-2022

Names of the members of the APR working group:
Chairperson: Professor Susan Hatalsky
Assistant Professor John O'Connell

1. **Introduction:**

The Hotel, Culinary Arts and Tourism (HCAT) program at Schenectady County Community College began offering classes in 1968. The department's original curriculum was limited to an A.A.S. degree in Hotel Technology. Over the years, the department has grown considerably from its modest beginnings of 28 students and improvised food labs set up in the Armory. In 1972, SUNY Schenectady added the Assistant Chef Certificate program to the curriculum. By 1974, the department's enrollment had increased to 45 and three food labs were operating in Elston Hall.

Continued requests for more culinary classes led to the introduction of the Culinary Arts A.O.S. degree in 1980. In 1990, the college opened four additional kitchens in a new wing to accommodate the growing Culinary Arts program. In September of 2007, another new wing opened. This major wing added a new dining room, two state of the art kitchens / laboratories, student locker rooms, a seminar room, and a retail bakery outlet. We revised the Culinary Arts curriculum to meet the requirements of the American Culinary Federation; the nation's leading professional organization for chefs, and in 1993 the program received an initial five-year accreditation from the ACF. In 1998, and 2005, the ACF reaccredited the program for a seven-year period, the longest possible. In 2012 and again in 2017 the ACF reaccredited the program for another 7-year period, and designated the school to have exemplary status because it had received three, seven-year appointments.

The fall of 2021 has introduced the newly completed, million-dollar chocolate kitchen at Mill Lane in the Artisan District on State Street a block away from the main campus. This state-of-the-art kitchen will produce bean to bar chocolate as well as bonbons and other sweets using the most up to date manufacturing equipment available. This kitchen comes on line in conjunction with the introduction of two new Chocolate and Confection courses, BPA 101 and BPA 102 that are now a part of the Culinary Arts, baking concentration.

A Baking and Pastry Arts AOS degree program written in 2017-2018. The School of Hotel, Culinary Arts, and Tourism and the Curriculum Committee approved it. However, it was not brought online at that time due to low enrollment. HCAT has voted not to put it forward at this time for the same reasons, thinking it more prudent to wait until the time, that enrollment stabilizes and increases. With that said, it has been a bit difficult to meet the Guided Pathways objective for a clear path from start to finish, as we are not able to identify the baking concentration as a separate path. It has the same program code as the savory program.

2. **Program Mission**

(2a) The Culinary Arts A.O.S. program prepares students for direct employment in the culinary arts industry. Students gain theoretical and hands-on experience related to both cooking and baking, qualifying them to assume a variety of roles in the culinary arts profession.
The program mission directly reflects the purpose of the program and certainly allows room for change as recently exhibited with Covid-19. Many of our employed students and graduates have had to respond to the Covid-19 Global Pandemic in ways never thought imaginable. Those working in fine dining pivoting to a take-out model, working in hot kitchens with masks on for entire shifts, hustling food to the curb for curbside pick-up among others.
(2b) There have been no changes to the program mission since the last Academic Program Review (APR).
(2c) The College Mission Statement currently reads as follows:

"Driven to empower every student in their pursuit of lifelong success."

The A.O.S. in Culinary Arts program mission reflect what the community is looking for by preparing the students to have the basic skills to be successful working in restaurants and bakeries throughout the community. Our mission statement reflects that of the school by focusing on the empowerment and success of our students as they pursue life. With the completion of the A.O.S. in Culinary arts, students have the skills needed for an entry-level position in restaurant, bakeshop, or institutional cooking environment. We have many, many examples in our own region that reflect the link between the program and the college's mission in the form of successful businesses owned, managed, or operated by our graduates. Please see our program goals listed below:

Goal I: Demonstrate baking and cooking techniques following NYS Department of Health Sanitation Guidelines. Apply the fundamentals of baking science to the preparation of a variety of products. Properly use and care for equipment normally found in the bakeshop or baking area.
Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products. Operate equipment safely and correctly. Apply knowledge of the laws and regulations relating to safety and sanitation in the kitchen.
Develop skills in producing a variety of cold food products. Prepare items appropriate for buffet presentation, including decorative pieces.
Describe the characteristics, functions, and food sources of the major nutrients and explain how to maximize nutrient retention in food preparation and storage. Apply the principles of nutrient needs throughout the life cycle of menu planning and food preparation.
Develop an understanding of the basic principles of sanitation and safety and to be able to apply them in the food service operations. Reinforce personal hygiene habits and food handling practices that protects the health of the consumer.
Demonstrate the importance of a variety of sustainable practices. Implement them in food service operations as a means of controlling operating costs and exercising good environmental stewardship.

Goal II: Demonstrate purchasing, food costing, and personnel management skills necessary to perform such functions within a commercial food service operation.
Perform mathematical functions related to food service operations.
Prepare for the transition from employee to supervisor. Evaluate styles of leadership and develop skills in human relations and personnel management.
Apply the principles of menu planning and layout to the development of menus for various types of facilities and service.
Apply the overall concept of purchasing and receiving practices in quality food service operations.
Demonstrate knowledge of quality standards and regulations governing food products through to the purchasing function. Receive and store food and non-food items properly.

Goal III: Support and provide strong service skills to ensure customer satisfaction.
Be familiar with varieties of alcoholic and nonalcoholic beverages. Develop an appreciation and affinity for wine and food. Explain laws and procedures related to responsible alcohol service.
Perform dining room service functions using a variety of service types. Demonstrate an understanding of quality customer service.

Develop an understanding of the hospitality industry and career opportunities in the field. Investigate trade publications and professional organizations appropriate for continuing education. Become familiar with the organizational structure and basic functions of departments within hospitality and food service establishments. Each Culinary Arts A.O.S. major must satisfy a work experience requirement of 600 hours or its equivalent in the hospitality industry. Details may be obtained from the Dean of the School of Hotel, Culinary Arts and Tourism.

The Culinary Arts A.O.S. program is accredited by the American Culinary Federation thereby credentialing graduates with an entry-level certification as Certified Cooks. This initial certification leads our graduates to more advanced levels of certification as they glean more work experience.

3. Program Array

(3a) Program Array Culinary Arts A.O.S   **(General Program and Baking Concentration) Code # 33**

Current Program				Changes Since Last Academic Program Review			
Prefix	#	Course Title	Cr	Prefix	#	Course Title	Cr
HOT	111	Food Preparation I	3				
HOT	112	Food Preparation II	3				
HOT	114	Food admin & Menu Planning **OR** HOT 125 Cakes & Cake Décor (a)	3				
HOT	117	Food & Beverage Control	3				
HOT	119	Elements of Baking	3				
HOT	131	Math for Food Service	1				
HOT	135	Sanitation	3				
HOT	218	Human Resources Management in the Hospitality and Food Industries	3				
HOT	220	Wines of the World **OR** HOT 225 Commercial Baking I (a)	3				
HOT	233	Basic Principles of Nutrition	3				
HOT	238	Dining Room Management	3				
HOT	251	Quantitative Foods (b) **OR** BPA 101 Chocolate & Confections I (a)	3	**BPA**	**101**	**Chocolate & Confections I (New Course)**	**3**
HOT	253	Banquet Management (b) **OR** BPA 201 Chocolate & Confections II (a)	3	**BPA**	**201**	**Chocolate & Confections II (New Course)**	**3**
HOT	255	Garde Manger	3				
HOT	256	Advanced Garde Manger & Meat Cutting **OR** HOT 268 Modern Culinary Trends and Techniques **OR** HOT 269 Culinary Competition **OR** HOT 226 Commercial Baking II (a)	3				
HOT	257	Classical Cuisine I	4				
HOT	258	Classical Cuisine II	4				
HOT	259	Reg. American Baking & Pastry	3				
HOT	260	International Baking	3				
HOT	275	Marketing for the Hospitality Prof. **OR** SSA 201 Italian Food & Culture	3	**SSA**	**201**	**Italian Food & Culture**	**3**
TAT	121	Introduction to the Hospitality Industry	3				
FYS	100	First Year Seminar	1				
Total Credits for Program			64				

Indicate that there is an Advising Note by inserting a letter after the Course Title (a, b, c, etc.).

If one course replaced another since the last Academic Program Review use bold print to designate it on the right side of the table. If there is a credit range (e.g., one elective has 4 credits and another has 3, list the credits as 3-4).

(3b) We added BPA 101 & 201 on the advice of the advisory board to strengthen the baking concentration. The Baking & Pastry AOS degree program was written, submitted, approved, and ultimately shelved due to low enrollment. In response to the popularity of bean to bar chocolate manufacturing and the construction of the chocolate kitchen at Mill Lane, the two chocolate and confection courses were brought online, and added to the Baking Concentration.

Current Advising Notes:

(a)	Courses listed in the "a" category represent courses that Culinary Baking Concentration students take. Listed here for clarity, HOT 125, HOT 225, HOT 226, BPA 101, and BPA 201.
(b)	The time element for these courses will vary according to functions and assignments required to cover the projects involving actual conditions of preparation, cooking, and service of a Complete menu. The course outlines will be flexible to meet the successful fulfillment of projects.
	Students in the General Program who participate in the Disney Internship in the fall semester will take a 9-credit Co-op as a course equivalent for HOT 255 Garde Manger, HOT 257 Classical Cuisine I and HOT 259 Regional American Baking & Pastry. The Disney Co-op will fulfill 9 credits.
	Students in the Baking Concentration who participate in the Disney Internship in the fall semester will take a 9-credit Co-op as a course equivalent for HOT 255 Garde Manger, HOT 257 Classical Cuisine I and HOT 259 Regional American Baking & Pastry.
	Students in the General Program who participate in the Disney Internship in the spring semester will take a 9-credit Co-op as a course equivalent for HOT 258 Classical Cuisine II, HOT 260 International Baking & Pastry and their choice of either HOT 256 Advanced Garde Manger & Meat Cutting, HOT 268 Modern Culinary Trends & Techniques or HOT 269 Culinary Competition.
	Students in the Baking Concentration who participate in the Disney Internship in the spring semester will take a 9-credit Co-op as a course equivalent for HOT 258 Classical Cuisine II, HOT 260 International Baking & Pastry and HOT 226 Commercial Baking II.
	Cleaning, preventative maintenance and sanitation are practiced under the supervision of the instructor and Technical Assistant during and after all laboratory exercises.
	Students who cannot take this class (Wines) because of medical conditions or religious beliefs should substitute a three-credit HOT or TAT course not required in the curriculum.
	The Disney Co-op will fulfill 9 credits based on Co-op experience. Students may take MGT 127 Human Resource Management or MKT 233 Marketing in conjunctions with the Co-op.

Advising Notes Changed since the Last Academic Program Review:

*	None changed, several added for clarification

Program Array by Semester Culinary Arts-General Program - AOS Degree

Fall 1				
Prefix	#	Course Title	Cr
FYS	100	First Year Seminar	1
HOT	111	Food Preparation I	3
HOT	119	Elements of Baking	3
HOT	131	Math for Food Service	3
HOT	135	Sanitation Techniques	1
HOT	238	Dining Room Mgmt. & Oper. **OR** HOT 253 Banquet Mgmt. Oper.	3
TAT	121	Intro. to the Hospitality Industry	3
		Total Semester Credits	17

Spring 1				
Prefix	#	Course Title	Cr
HOT	112	Food Preparation II	3
HOT	117	Food & Beverage Control	3
HOT	218	Human Resource Mgm.t HFI	3
HOT	238	Dining Room Mgmt. & Oper. **OR** HOT 253 Banquet Mgmt. Oper.	3
HOT	251	Quantitative Foods	3
		Total Semester Credits	15

Fall 2				
Prefix	#	Course Title	Cr
HOT	114	Food Admin. & Menu Planning	3
HOT	255	Garde Manger	3
HOT	257	Classical Cuisine I	4
HOT	259	Regional American Baking & Pastry	3
HOT	275	Marketing for the Hospitality Profession **OR** SSA 201 Italian Food & Culture	
		Total Semester Credits	16

Spring 2				
Prefix	#	Course Title	Cr
HOT	220	Wines of the World	3
HOT	233	Basic Nutrition	3
HOT	256	Adv. Garde Manger & Meat Cutting, **OR** HOT 268 Modern Culinary Trends & Tech. **OR** HOT 269 Culinary Competition	3
HOT	258	Classical Cuisine II	3
HOT	260	International Baking	3
		Total Semester Credits	16
		Total Program Credits	64

Program Array by Semester Culinary Arts-Baking Concentration - AOS Degree

Fall 1				Spring 1			
Prefix	#	Course Title	Cr	Prefix	#	Course Title	Cr
FYS	100	First Year Seminar	1	HOT	112	Food Preparation II	3
HOT	111	Food Preparation I	3	HOT	125	Cakes & Cake Decorating	3
HOT	119	Elements of Baking	3	HOT	218	Human Resource Mgm.t HFI	3
HOT	131	Math for Food Service	3	HOT	238	Dining Room Mgmt. & Oper. **OR** HOT 233 Basic Nutrition	3
HOT	135	Sanitation Techniques	1	HOT	275	Marketing for the Hospitality Profession **OR** SSA 201 Italian Food & Culture	3
HOT	238	Dining Room Mgmt. & Oper. **OR** HOT 233 Basic Nutrition	3				
TAT	121	Intro. to the Hospitality Industry	3				
		Total Semester Credits	17			Total Semester Credits	15
Fall 2				Spring 2			
Prefix	#	Course Title	Cr	Prefix	#	Course Title	Cr
HOT	225	Commercial Baking I	3	HOT	117	Food & Beverage Control	3
HOT	255	Garde Manger	3	HOT	226	Commercial Baking II	3
HOT	257	Classical Cuisine I	4	HOT	258	Classical Cuisine II	4
HOT	259	Regional American Baking & Pastry	3	HOT	260	International Baking	3
BPA	101	Chocolate and Confections I		BPA	201	Chocolate & Confections II	3
		Total Semester Credits	16			Total Semester Credits	16
						Total Program Credits	64

Program Array by Semester Culinary Arts-Assistant Chef-Certificate

Fall 1				Spring 1			
Prefix	#	Course Title	Cr	Prefix	#	Course Title	Cr
FYS	100	First Year Seminar	1	HOT	112	Food Preparation II	3
HOT	111	Food Preparation I	3	HOT	117	Food & Beverage Control	3
HOT	119	Elements of Baking	3	HOT	218	Human Resource Mgm.t HFI	3
HOT	131	Math for Food Service	3	HOT	251	Quantitative Foods	3
HOT	135	Sanitation Techniques	1	HOT	238	Dining Room Mgmt. & Oper. **OR** HOT 253 Banquet Mgmt. Operations	3
HOT	238	Dining Room Mgmt. & Oper. **OR** HOT 253 Banquet Mgmt. Operations	3				
TAT	121	Intro. to the Hospitality Industry	3				
		Total Semester Credits	17			**Total Semester Credits**	15
Fall 2				Spring 2			
Prefix	#	Course Title	Cr	Prefix	#	Course Title	Cr
		Total Semester Credits				**Total Semester Credits**	
						Total Program Credits	32

4. **Curriculum Map**　　　**Culinary Arts-AOS Degree**

(4a)　　**Curriculum Map**　　　**Culinary Arts-AOS Degree**

Program Student Learning Outcomes (SLO)	
1	Demonstrate baking and cooking techniques following NYS Department of Health Sanitation Guidelines.
2	Demonstrate purchasing, food costing, and personnel management skills necessary to perform such functions within a commercial food service operation.
3	Support and provide strong service skills to ensure customer satisfaction.
4	
5	
6	

Curriculum Map Assistant Chef Certificate

Program Student Learning Outcomes (SLO)	
1	
2	
3	
4	
5	
6	

The Program Student Learning Outcomes (listed on pages 3 & 4) are available on the college's website and in the online pdf version of the college catalog. The American Culinary Federation (ACF) drives program learning outcomes as well as the course learning outcomes through the many competencies required. As the certifying body, we make program changes based on their recommendations from industry research.

(4b) There have been no changes in the Program Student Learning Outcomes since the previous APR from 2016-2017.

(4c) As the Culinary Arts Program is an AOS degree; it currently does not support S-CORE or ILO's. The AOS degree prepares its graduates for direct transition into the workplace with a specific set of vocational skills. Students must complete 600 hours of experiential learning in a restaurant, hotel, institutional, or other culinary or bakeshop workplace. This will, however, be changing and AOS candidates will be required to meet a new standard where they must meet general education objectives. The target date is the fall, of 2024. There has been much discussion regarding this in HCAT's bi-monthly meetings. The concern is the eroding of the core curriculum of this program as we attempt to embed these new required objectives. There is a great deal of pushback from culinary faculty as they

have concerns regarding the erosion of their core learning objectives. Concerns such as how will we continue to meet the ACF requirements and add 3-6 new student learning objectives.

5. Course Level Assessment

a) There were no changes to the student course learning outcomes because of assessment. All course outlines, student learning objectives, and assessment results are shared in several ways. The Assessment Committee, under the direction of Professor Mark Evans, created a Blackboard space for all things assessment. All faculty have access to the information. Any required documents and forms are available from the Blackboard space. Division secretary, Ann Shattuck maintains a folder with hard copies in her office, and older assessment documents are stored on the J: drive (which is only accessible from campus).

b) The most common theme for laboratory classes appears to be "reinforcement" of theory. As seen by dining in the Casola Dining Room or purchasing breads and pastries from Pane e Dolci, students are very capable of achieving the production outcomes. The theory is where students falter as shown by assessment data.

c) All the courses within the program are current in meeting the ACF competencies. We rarely see changes in the competencies but rather additions. For example, Sustainability which was added to the competencies in 2012.

d) See Course Level Assessments below:

ASSESSMENT RESULTS FOR HOT 114 Fall 2018

CRITERIA is 70% Exceeding and Meeting

COURSE OUTCOMES AND ASSESSMENT METHOD	METHOD	EXCEEDS	MEETS	APPROACHES	DOES NOT MEET	N	MEETS OVERALL CRITERIA
#1 Rate a menu using appropriate rating criteria		0	100	0	0	45	Y
#2 Identify various menu folds and menu formats and identify the proper layout of a menu for accurate order		53	0	0	47	49	N
#3 Explain the use of a Mission Statement and Code of Ethics in a food service operation		0	32	49	19	47	N
#4 Describe menu items interestingly and appetizingly with full regard for the National Restaurant Association's Truth-in-Menu Guidelines		0	79	0	21	47	Y
#5 Identify the principles and procedures involved in an effective system of costing and pricing a menu		0	46	46	8	46	N
#6 Explain the concept of a demographic study and how it relates to the food service industry		0	72	0	28	50	Y
#7 Identify the differences between starting a new establishment and purchasing an already existing establishment		0	17	34	49	47	N
#8							
#9							
#10							
Analysis of results and actions that were taken or planned as a result of the assessment:	* The variance for N accounts for students who did not complete the assessment. Total number of students, N=X.						

Course Level Assessment (CLA)

Prefix	#	Title		# of Sections		Semester/Year of	S18
HOT	119	Elements of Baking		2		Semester/Year of last	F14

S-CORE/ILO Course		S-CORE/ILO Category		SUNY GER		GER Category		LAS Course		LAS Category	

	Course Student Learning Outcome	Assessment Method per the Course Outline	% Exceed	% Meet	N
1	Identify baking ingredients and explain the properties and uses of these ingredients in baking	Multiple Choice Exam	50	30	20
2	Accurately measure baking ingredients	Multiple Choice Exam	55	15	20
3	Properly operate the bakeshop equipment, including scales, mixers, proof boxes, and ovens	Multiple Choice Exam	70	0	20
4	Prepare yeast based breads and rolls, pies, cakes, and quick breads	Laboratory Exercise	0	75	20
5	Evaluate the quality of baked goods	Multiple Choice	30	0	20

Benchmarks: Students must achieve at least a 70% (C) on the defined assessment method to meet the standard. Students must achieve at least an 80% (B) on the defined assessment method to exceed the standard.	If this is a major-based course identify the degree program(s) and the Program Student Learning Outcome(s) it supports.
	Culinary Arts, AOS
Criteria for Success: 70% or more students meeting or exceeding, at least, the minimum benchmark.	

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	HOT	#	119

SLO 1: Analysis of results

Identify baking ingredients and explain the properties and uses of these ingredients in baking: Criteria for success was met for SLO 1. The benchmark was exceeded. 50% exceeded and 30% met.

SLO 1: Actions that were taken or planned as a result of the assessment

Understanding the properties and uses of baking ingredients is introduced in this class and will be reinforced in subsequent baking classes. It is an important objective in that it propels students forward in baking to a point where they can begin to create recipes or alter existing formulas to meet their needs. Faculty will continue to emphasize the importance of this objective to students to further improve the results.

SLO 2: Analysis of results

Accurately measuring baking ingredients: Criteria for success was met for SLO 2. 55% Exceeded and 15% Met the goal.

SLO 2: Actions that were taken or planned as a result of the assessment

Accurately measuring ingredients sets students on a path for success as they move from one baking project to the next. Grasping the technique for accurate scaling and understanding metrics is imperative. We will continue to reinforce this objective. Students are able to practice it each week in lab and we will reinforce it through written testing.

SLO 3: Analysis of results

Properly operate the bakeshop equipment, including scales, mixers, proof boxes, and ovens. 75% of students exceeded this goal.

SLO 3: Actions that were taken or planned as a result of the assessment

The sheer amount of equipment students are introduced to in their first year of baking can be overwhelming. We have decided to extend the laboratory exercise where the instructor does and "show and tell" of equipment to one where the students actually have to start and set ovens, operate scales, sheeters, mixers, etc. The goal of 100% will be our unofficial benchmark.

SLO 4: Analysis of results

Prepare yeast based breads and rolls, pies, cakes, and quick breads. The benchmark achieved here was75% of students meeting the goal.

SLO 4: Actions that were taken or planned as a result of the assessment

We will continue to pursue excellence by continuing to demonstrate technique and reinforce basic skills.

SLO 5: Analysis of results
Evaluate the quality of baked goods. This goal was rather dismal……..30% of students exceeded the benchmark.
SLO 5: Actions that were taken or planned as a result of the assessment
This area is difficult to teach as it is about aesthetics. Students come to baking class believing that if something tastes good then they have succeeded. We spend a lot of time reinforcing to students that their product must not only taste good, but it must look a certain way and be a certain size consistently. This is an area where students improve as they move forward in the program. We will continue to reinforce the importance in lecture and labs.

Course Level Assessment (CLA)							
Prefix	**#**	**Title**			**# of Sections**	**Semester/Year of Assessment**	**F2021**
HOT	119	Elements of Baking			6	**Semester/Year of last CLA**	F2015
S-CORE/ILO Course		**S-CORE/ILO Category**		**SUNY GER**	**GER Category**	**LAS Course**	**LAS Category**

Course Student Learning Outcome		Assessment Method per the Course Outline	% Exceed	% Meet	N
1	Identify baking ingredients and explain the properties and uses of these ingredients in baking	Test	65%	0%	54
2	Accurately measure baking ingredients using both the US and metric systems of measurement	Test	70%	0%	54
3	Properly operate bakeshop equipment, including scales, mixers, proof boxes, and ovens	Test	96%	0%	54
4	Prepare yeast based breads, rolls, pies, cookies, cakes, and quick breads	Test	72%	0%	54
5	Evaluate the quality of baked goods	Test	89%	0%	54

Benchmarks:	List all degree programs and program SLOs that this course supports.
Students must achieve at least a 70%/C on the defined assessment method to meet the standard. Students must achieve at least an 80%/B on the defined assessment method to exceed the standard.	Hotel and Culinary Arts A.O.S.
Criteria for Success: 70% or more students meeting or exceeding, at least, the minimum benchmark.	

18

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	HOT	#	119

SLO 1: Analysis of results

In total, 65% (35/54 students) who took this test either met or exceeded the benchmark. 65% (35/54 students) got the questions associated with this SLO correct, and 35% 19/54 did not get the questions correct. The criteria for success was not met for this SLO.

SLO 1: Actions that were taken or planned as a result of the assessment

After reviewing the data it is clear that the information that is presented to the students on ingredients and their functions in not being retained by students. The course of action will be to implement more review materials, such as quizzes. Allowing the students to see this information in another format before the test will help them retain the information.

SLO 2: Analysis of results

In total, 70% (38/54 students) who took this test either met or exceeded the benchmark. 70% (38/54 students) got the questions associated with this SLO correct, and 30% 16/54 did not get the questions correct. The criteria for success was met for this SLO.

SLO 2: Actions that were taken or planned as a result of the assessment

After reviewing the data the criteria for success was met, but adding more measurement and conversions to lab will help students overall in this class, while reinforcing material they are learning in Math for Food Service.

SLO 3: Analysis of results

In total, 96% (52/54 students) who took this test either met or exceeded the benchmark. 96% (52/54 students) got the questions associated with this SLO correct, and 4% 2/54 did not get the questions correct. The criteria for success was met for this SLO.

SLO 3: Actions that were taken or planned as a result of the assessment

After reviewing the data there will be no corrective action at this time.

SLO 4: Analysis of results

In total, 72% (39/54 students) who took this test either met or exceeded the benchmark. 72% (39/54 students) got the questions associated with this SLO correct, and 28% 15/54 did not get the questions correct. The criteria for success was met for this SLO.

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	HOT	#	119

SLO 4: Actions that were taken or planned as a result of the assessment
After reviewing the data for this SLO it was concluded that in future assessments of this class using lab grades associated with each skill set would be a more accurate way to assess this SLO.

SLO 5: Analysis of results
In total, 89% (48/54 students) who took this test either met or exceeded the benchmark. 89% (48/54 students) got the questions associated with this SLO correct, and 11% 6/54 did not get the questions correct. The criteria for success was met for this SLO.

SLO 5: Actions that were taken or planned as a result of the assessment
After reviewing the data for this SLO it was concluded that in future assessments of this class using lab grades associated with each skill set in addition to test questions would be a more accurate way to assess this SLO.

Course Level Assessment (CLA)						

Prefix	#	Title		# of Sections	Semester/Year of Assessment	Sg.'21
HOT	125	Cakes and Cake Decorating		2	**Semester/Year of last CLA**	2017

S-CORE/ILO Course		S-CORE/ILO Category		SUNY GER		GER Category		LAS Course		LAS Category	

Course Student Learning Outcome		Assessment Method per the Course Outline	% Exceed	% Meet	N
1	**Describe the basic cake mixing methods and the function of the ingredients in the recipe**	Quiz & Test	44%	19%	16
2	**Prepare high quality cakes using a variety of mixing methods**	Lab production	69%	31%	16
3	**Describe and prepare a variety of icings**	Quiz & Test	44%	31%	16
4	**Apply icings to cakes smoothly and with a variety of textures**	Lab production* See note (a)	88%	6%	16
5	**Pipe borders, flowers, and letters using a pastry bag and a variety of tips**	Lab production *See note (a)	56%	19%	16
6	**Produce cake and cookie decorations using rolled fondant, royal icing, and gum paste**	Lab production	50%	31%	16
7	**Ice and decorate a two-tiered stacked cake**	No data due to lab limitations during Covid-19	***********	*********	16

Benchmarks: Students must achieve at least a 70%/C on the defined assessment method to meet the standard. Students must achieve at least an 80%/B on the defined assessment method to exceed the standard.	List all degree programs and program SLOs that this course supports.
	AOS Culinary Arts/Baking Concentration only
	Program SLO # 1
Criteria for Success: 70% or more students meeting or exceeding, at least, the minimum benchmark.	

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	HOT		125

SLO 1: Analysis of results
63%

SLO 1: Actions that were taken or planned as a result of the assessment
This area continues to be of concern. Emphasizing the importance of learning these objectives continues. Additional quizzes were added since the last assessment and have shown to improve mastery. We will continue to give assignments related to this objective and short quizzes to assess.

SLO 2: Analysis of results
100%

SLO 2: Actions that were taken or planned as a result of the assessment
No action taken at this time as students surpassed the benchmark of 70%

SLO 3: Analysis of results: See Below
75%

SLO 3: Actions that were taken or planned as a result of the assessment
No action taken at this time as students surpassed the benchmark of 70%

SLO 4: Analysis of results
94%

SLO 4: Actions that were taken or planned as a result of the assessment
No action taken at this time as students surpassed the benchmark of 70%

SLO 5: Analysis of results
77%

SLO 5: Actions that were taken or planned as a result of the assessment
No action taken at this time as students surpassed the benchmark of 70%

SLO 6: Actions that were taken or planned as a result of the assessment
81%
SLO 6: Analysis of results
No action taken at this time as students surpassed the benchmark of 70%
SLO 7: Actions that were taken or planned as a result of the assessment
No data on this outcome due to Covid-19 class limitations.
SLO 7: Analysis of results
****
*(a) Both of these objectives were achieved while students worked from home. They were given teaching videos to watch, verbal instructions, and on line lectures describing how to achieve the goals. The increase in mastery may be because students could practice at home for an entire week before needing to submit the photos of the finished work.

ASSESSMENT RESULTS FOR HOT 131 Fall 2018
CRITERIA is 70% Exceeding and Meeting

COURSE OUTCOMES AND ASSESSMENT METHOD	METHOD	EXCEEDS	MEETS	APPROACHES	DOES NOT MEET	N	MEETS OVERALL CRITERIA
#1 Compute basic math functions (additions, subtraction, multiplication and division) and demonstrate, explain and apply the process of rounding using place values;		46	38	6	10	50	y
#2 Recall, recite, and apply standard weights and measures to use in cooking and baking operations; cost out individual recipes while differentiating between fluid and avoirdupois ounces, and determine when to use each in food and beverage costing;		69	18	2	1	51	y
#3 Use a calculator to converts weights and measures from the decimal base to the American standard of measurements using ounces and pounds; and to apply and use the metric system of measurement to convert metric measurements into the American system of measurements;		67	22	5	6	45	y
#4 Determine preparation amounts to control food portions and explain the difference between "As Purchased" (AP) and "Edible Portion" (EP) when ordering food;		61	37	2	0	46	y
#5 Calculate the yield and monetary cost per serving of food and beverage portions using whole numbers and percentages; and		57	32	0	1	47	y

#6 Convert recipes for food preparation utilizing the working factor and convert recipes using the baker's percentage.		60	27	4	9	44	y
#7							
Analysis of results and actions that were taken or planned as a result of the assessment:	* The variance for N accounts for students who did not complete the assessment. Total number of students, N=X.						

25

Course Level Assessment (CLA)						

Prefix	#	Title		# of Sections	Semester/Year of Assessment	SP/18
HOT	218	Human Resources Management in the Hospitality and Food Industries		5	Semester/Year of last CLA	N/A

S-CORE/ILO Course		S-CORE/ILO Category		SUNY GER		GER Category		LAS Course		LAS Category	

	Course Student Learning Outcome	Assessment Method per the Course Outline	% Exceed	% Meet	N
1	Describe the various federal and state labor laws which govern fair labor practices.	Examination	20.19	14.42	104
2	Distinguish between job analysis, job description and job specification.	Multiple choice questions	65.98	2.06	97
3	Describe various recruitment methods	Examination	40.38	20.19	104
4	Identify questions that are illegal to ask during a job interview	Multiple choice questions Written Assignment	40.38	28.85	104
5	Describe a new hire orientation program	Examination	61.54	14.42	104
6	Distinguish between several types of training methods	Multiple choice questions Written Assignment	58.59	21.21	99
7	Define different methods of evaluating work performance	Multiple choice questions	10.89	27.72	101

Benchmarks:	List all degree programs and program SLOs that this course supports.
Students must achieve at least a 70%/C on the defined assessment method to meet the standard. Students must achieve at least an 80%/B on the defined assessment method to exceed the standard.	Culinary Arts A.O.S., Hotel/Restaurant A.A.S, Craft Beer Brewing A.A.S, and Craft Spirit Distillation A.A.S.
	Program SLO's: Explore the scope and role of the hospitality and tourism industry. Demonstrate the understanding of historical and emerging trends.
Criteria for Success: 70% or more students meeting or exceeding, at least, the minimum benchmark.	

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	HOT	#	218

SLO 1: Analysis of results

Total of 34.61% of students met/exceeded this SLO. There are no prior results to compare. This is a topic area that tends to be new to most students. Assigned readings are given prior to class discussion on the various federal, state, and hospitality specific labor practices. Based on class participation during these class discussions, it is evident that many students are not effectively completing the reading prior to class. Students who were absent in class on the days of this topic discussion did particularly poorly on the assessment questions. In addition to assigned readings, an electronic copy of the Hospitality Wage Order

SLO 1: Actions that were taken or planned as a result of the assessment

Develop additional activities (i.e.…blackboard assignments/quizzes) to encourage students to complete the readings and to reinforce the material. Revaluate after next assessment.

SLO 2: Analysis of results

Total of 68.04% of students met/exceeded this SLO. There are no prior results to compare. Results are 1.96% away from meeting the standard.

SLO 2: Actions that were taken or planned as a result of the assessment

Continue with current practice for this SLO and experiment with students finding examples of job descriptions and job specifications as an assignment to reinforce their understanding. Have a class discussion evaluating the examples found.

SLO 3: Analysis of results

Total of 60.57% of students met/exceeded this SLO. There are no prior results to compare.

SLO 3: Actions that were taken or planned as a result of the assessment

Continue with current practice for this SLO and experiment with an additional assignment on this topic to reinforce their understanding.

SLO 4: Analysis of results

Total of 69.23% of students met/exceeded this SLO. There are no prior results to compare. Results are .77% away from meeting the standard.

SLO 4: Actions that were taken or planned as a result of the assessment

Continue with current practice for this SLO and experiment with a group exercise where students need to identify if an interview question is legal or illegal and why. Have groups informally present their findings to the class.

SLO 5: Analysis of results
Total of 75.96% of students met/exceeded this SLO. There are no prior results to compare. This total is satisfactory.
SLO 5: Actions that were taken or planned as a result of the assessment
Continue with current practice for this SLO.
SLO 6: Analysis of results
Total of 79.80% of students met/exceeded this SLO. There are no prior results to compare. This total is satisfactory.
SLO 6: Actions that were taken or planned as a result of the assessment Continue with current practice for this SLO
SLO 7: Analysis of results Total of 38.61% of students met/exceeded this SLO. There are no prior results to compare.
SLO 7: Actions that were taken or planned as a result of the assessment Locate additional readings that discuss various work performance evaluation methods and incorporate into class discussion as a reinforcement of materials read in textbook.

Course Level Assessment (CLA)						

Prefix	#	Title		# of Sections	Semester/Year of Assessment	F2021
HOT	225	Commercial Baking I		2	**Semester/Year of last CLA**	F2016

S-CORE/ILO Course		S-CORE/ILO Category		SUNY GER		GER Category		LAS Course		LAS Category	

Course Student Learning Outcome		Assessment Method per the Course Outline	% Exceed	% Meet	N
1	Describe and evaluate the production systems used by commercial bakeries; properly use mathematical formulas to resize recipes, calculate water temperature and determine pan volumes	Quiz	72%	22%	18
2	Produce yeast raised breads which may include lean, rich and laminated dough products	Quiz	53%	18%	17
3	Produce quick breads and cakes	Quiz	71%	24%	17
4	Produce pies and tarts	Quiz	73%	27%	15
5	Prepare cookies using a range of mixing and shaping methods; and demonstrate proper techniques of sugar boiling and chocolate tempering	Quiz	28%	28%	18

Benchmarks:	List all degree programs and program SLOs that this course supports.
Students must achieve at least a 70%/C on the defined assessment method to meet the standard.	Culinary Arts A.O.S.
Students must achieve at least an 80%/B on the defined assessment method to exceed the standard.	
Criteria for Success:	
70% or more students meeting or exceeding, at least, the minimum benchmark.	

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	HOT	#	225

SLO 1: Analysis of results

In total, 94% (17/18 students) who took this quiz either met or exceeded the benchmark. 72% (13/18 students) achieved a B or higher grade on the quiz and 18% (4/18 students) achieved a C on the quiz. Those students who exceeded the benchmark on this quiz were split evenly among the 2 sections. Those students who met the benchmark for this quiz were heavily in one section. The criteria for success was met for this SLO.

SLO 1: Actions that were taken or planned as a result of the assessment

After reviewing the data for this SLO it has been pointed out that the students seem to do well with the math required for this course on individual quizzes but have trouble applying the math (mostly baker's percentage) to a lab situation. In the future the instructor plans on incorporating more opportunities where the students will need to use baker's percentage in lab.

SLO 2: Analysis of results

In total, 71% (12/17 students) who took this quiz either met or exceeded the benchmark. 53% (9/17 students) achieved a B or higher grade on the quiz and 22% (3/17 students) achieved a C on the quiz. Those students who exceeded the benchmark on this quiz were split evenly among the 2 sections. Those students who met the benchmark for this quiz were heavily in one section. The criteria for success was met for this SLO.

SLO 2: Actions that were taken or planned as a result of the assessment

After reviewing the data for this SLO it came just short of meeting the criteria for success. This semester the instructor created a lab completely dedicated to laminated dough, in the future they will also incorporate more on yeasted bread in that lab in addition to an instructor demonstration to help increase knowledge and confidence among the students so they can execute these skills in labs and on written exams.

SLO 3: Analysis of results

In total, 95% (16/17 students) who took this quiz either met or exceeded the benchmark. 71% (12/17 students) achieved a B or higher grade on the quiz and 24% (4/17 students) achieved a C on the quiz. Those students who exceeded the benchmark on this quiz were split evenly among the 2 sections. Those students who met the benchmark for this quiz were heavily in one section. The criteria for success was met for this SLO.

SLO 3: Actions that were taken or planned as a result of the assessment

After reviewing the data for this SLO the instructor felt that the material needed to be successful in this area was covered well and the students show retention of the knowledge both on the quiz and in lab. No corrective action will be made.

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	HOT	#	225

SLO 4: Analysis of results

In total, 100% (15/15 students) who took this quiz either met or exceeded the benchmark. 73% (11/15 students) achieved a B or higher grade on the quiz and 27% (4/15 students) achieved a C on the quiz. Those students who exceeded the benchmark on this quiz were greater in the section who had all members of the class take the quiz. Those students who met the benchmark for this quiz were heavily in one section. The criteria for success was met for this SLO.

SLO 4: Actions that were taken or planned as a result of the assessment

After reviewing the data for this SLO it appears that it was successful, but it is noted that 3 students failed to complete this quiz. At the moment no corrective action will be taken.

SLO 5: Analysis of results

In total, 56% (10/18 students) who took this quiz either met or exceeded the benchmark. 28% (5/18 students) achieved a B or higher grade on the quiz and 28% (5/18 students) achieved a C on the quiz. Those students who exceeded the benchmark on this quiz were split evenly among the 2 sections. Those students who met the benchmark for this quiz were also split evenly among the 2 sections. The criteria for success was not met for this SLO.

SLO 5: Actions that were taken or planned as a result of the assessment

After reviewing the data for this SLO it is clear the instructor needs to review materials on cookies in more depth to help students retain information associated with this skill set. The material on chocolate and sugar is now being covered in the new courses BPA 101 (Chocolate and Confections I) and BPA 201 (Chocolate and Confections II). In the future, the instructors have discussed taking that piece of the SLO out of the course due to it being covered in another course where the students are allowed more time to master the skills. Until that adjustment is made the instructor will make sure to thoroughly cover the basics of chocolate

Course Level Assessment (CLA)							

Prefix	#	Title			# of Sections	Semester/Year of Assessment	F2018
HOT	225	Commercial Baking 1			1	Semester/Year of last CLA	F2015

S-CORE/ILO Course		S-CORE/ILO Category		SUNY GER		GER Category		LAS Course		LAS Category	

Course Student Learning Outcome		Assessment Method per the Course Outline	% Exceed	% Meet	N
1	Describe and evaluate the production systems used by commercial bakeries	Test	18.2%	36.4%	11
2	Properly use mathematical formulas to resize recipes, calculate water temperature and determine pan volumes	Test	54.5%	18.2%	11
3	Produce yeast raised breads which may include lean, rich and laminated dough products	Lab Production	32.6%	51.2%	43
4	Produce quick breads and cakes	Lab Production	54.2%	45.8%	24
5	Produce pies and tarts	Lab Production	27.3%	54.5%	22
6	Prepare cookies using a range of mixing and shaping methods	Lab Production	46.2%	53.8%	13
7	Demonstrate proper techniques of sugar boiling and chocolate tempering	Lab Production	66.7%	33.3%	3

Benchmarks:	List all degree programs and program SLOs that this course supports.
Students must achieve at least a 70%/C on the defined assessment method to meet the standard. Students must achieve at least an 80%/B on the defined assessment method to exceed the standard.	A.O.S. Culinary Arts Degree with Baking Concentration
Criteria for Success: 70% or more students meeting or exceeding, at least, the minimum benchmark.	

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	HOT	#	225

SLO 1: Analysis of results

Describe and evaluate the production systems used by commercial bakeries: Criteria for success was not met by SLO 1. The benchmark was met or exceeded by 54.5% of the students.

SLO 1: Actions that were taken or planned as a result of the assessment

Course faculty will seek new ways of presenting and reinforcing the material for this objective. Students were generally able to name the production systems but fell short in describing the systems and evaluating their relative merits.

SLO 2: Analysis of results

Properly use mathematical formulas to resize recipes, calculate water temperature and determine pan volumes: Criteria for success was met by SLO 2. The benchmark was met or exceeded by 72.7% of the students.

SLO 2: Actions that were taken or planned as a result of the assessment

While we met the criteria for success, course faculty will provide additional practice in this area in an attempt to elevate achievement levels due to the great importance of mathematical skills in commercial baking.

SLO 3: Analysis of results

Produce yeast raised breads which may include lean, rich and laminated dough products: Criteria for success was met by SLO 3. The benchmark was met or exceeded by 83.7% of the students.

SLO 3: Actions that were taken or planned as a result of the assessment

We will continue to reinforce the sequential steps of bread production and provide ample practice through repetition.

SLO 4: Analysis of results

Produce quick breads and cakes: Criteria for success was met by SLO 4. The benchmark was met or exceeded by 100% of the students.

SLO 4: Actions that were taken or planned as a result of the assessment

None required.

SLO 5: Analysis of results

Produce pies and tarts: Criteria for success was met by SLO 5. The benchmark was met or exceeded by 81.8% of the students.

SLO 5: Actions that were taken or planned as a result of the assessment

Students will continue to have reinforcement opportunities in this area.

SLO 6: Analysis of results
Prepare cookies using a range of mixing and shaping methods: Criteria for success was met by SLO 6. The benchmark was met or exceeded by 100% of the students.

SLO 6: Actions that were taken or planned as a result of the assessment
None required.

SLO 7: Analysis of results
Demonstrate proper techniques of sugar boiling and chocolate tempering: Criteria for success was not met by SLO 7. The benchmark was met or exceeded by 66.7% of the students. This item had a very low sample size. Due to the single section and low enrollment within the section, the Commercial Baking class was extremely busy keeping the Pane e Dolci Bakeshop stocked and operating. Conflicting goals made it difficult to devote much time to confections.

SLO 7: Actions that were taken or planned as a result of the assessment
Additional instruction in this area will be provided in HOT 226.

Notes:
Collecting data for SLOs #3 – 7 was challenging. Students in the class rotate through the production stations and prepare all of the baked goods for the school's Pane e Dolci bakery. In planning the process, we wanted to give students the maximum amount of time to learn the skills before we began the assessment. We elected to begin observation the third week of October and continued through the end of the semester. This is also a time period where students have learned the routine and the instructor has more time to observe and record assessment data. Unfortunately, by the time we began assessment we were well stocked with some items ready to bake off and needed to devote more of our time to other items. This, and customer demand, account for the varying number of observations recorded for the different SLOs.

Course Level Assessment (CLA)						

Prefix	#	Title			# of Sections	Semester/Year of Assessment	S18
HOT	226	Commercial Baking II			2	Semester/Year of last CLA	

S-CORE/ILO Course		S-CORE/ILO Category		SUNY GER		GER Category		LAS Course		LAS Category	

Course Student Learning Outcome		Assessment Method per the Course Outline	% Exceed	% Meet	N
1	Provide an explanation of the function and interaction of various baking ingredients	Test, quiz or written assignment	65%	20%	20
2	Explain the basic principles of bakery merchandising, display and sales	Test, quiz or written assignment	75%	10%	20
3	Produce high quality laminated dough and use it to prepare a variety of pastries	Baking Lab Production	37%	47%	19
4	Prepare pastries from pâte a choux	Baking Lab Production	39%	50%	18
5	Produce specialty breads, which may include artisan loaves, bagels and flatbreads	Baking Lab Production	40%	45%	20
6	Mix, shape, and fry doughnuts and fritters	Baking Lab Production	64%	36%	14
7	Demonstrate production skills and efficiency while working all stations of the bakeshop	Baking Lab Production	25%	60%	20

Benchmarks: Students must achieve at least a 70%/C on the defined assessment method to meet the standard. Students must achieve at least an 80%/B on the defined assessment method to exceed the standard.	List all degree programs and program SLOs that this course supports.
	Culinary Arts A.O.S. degree baking concentration – SLO II, III
Criteria for Success: 70% or more students meeting or exceeding, at least, the minimum benchmark.	

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix		#	

SLO 1: Analysis of results

Provide an explanation of the function and interaction of various baking ingredients: Criteria for success was met for SLO 1. The benchmark was met or exceeded by 85% of the students (65% exceeded, 20% met).

SLO 1: Actions that were taken or planned as a result of the assessment

This is a final semester class for students in the baking concentration. It is expected that students in this concentration would display a strong understating of ingredients, their functions, and interactions between them. Faculty will be investigating why the few students who do not achieve this objective are failing.

SLO 2: Analysis of results

Explain the basic principles of bakery merchandising, display and sales: Criteria for success was met for SLO 2. The benchmark was met or exceeded by 85% of the students (75% exceeded, 10% met).

SLO 2: Actions that were taken or planned as a result of the assessment

Students did very well on this SLO with 75% exceeding the criteria. Faculty will be looking at options to give students more experience in applying this knowledge, demonstrating a higher order of understanding.

SLO 3: Analysis of results

Produce high quality laminated dough and use it to prepare a variety of pastries: Criteria for success was met for SLO 3. The benchmark was met or exceeded by 84% of the students (37% exceeded, 47% met). Fluctuating lab temperature are a likely factor in the performance variations. Laminated dough is easier to produce and the results are generally superior when the work environment is cool.

SLO 3: Actions that were taken or planned as a result of the assessment

Faculty will look at providing instructional video links on Blackboard to illustrate this difficult skill and to help students better prepare for lab. We will also discuss HVAC issues with facilities manager and new HVAC contractor.

SLO 4: Analysis of results

Prepare pastries from pâte a choux: Criteria for success was met for SLO 4. The benchmark was met or exceeded by 89% of the students (39% exceeded, 50% met).

SLO 4: Actions that were taken or planned as a result of the assessment

Faculty will be meeting to discuss what part of this multi-part assignment is giving students trouble. More information is needed to address this.

SLO 5: Analysis of results
Produce specialty breads, which may include artisan loaves, bagels and flatbreads: Criteria for success was met for SLO 5. The benchmark was met or exceeded by 85% of the students (40% exceeded, 45% met).

SLO 5: Actions that were taken or planned as a result of the assessment
The time consuming nature of yeast breads limits the amount of product that students can make in lab. Students would benefit from more hands-on experience producing bread. If that is not feasible, an additional assignment on bread production steps prior to the lab might help students to do better.

SLO 6: Analysis of results
Mix, shape, and fry doughnuts and fritters: Criteria for success was met for SLO 6. The benchmark was met or exceeded by 100% of the students (64% exceeded, 36% met).

SLO 6: Actions that were taken or planned as a result of the assessment
Although the achievement level was excellent, the sample size was small. Course faculty will examine ways to give night sections more opportunities to prepare doughnuts and fritters. The short shelf life of these products complicates the production schedule. Faculty must balance the two instructional goals, teaching good business practices (avoiding waste) and providing hands-on experience (making more product).

SLO 7: Analysis of results
Demonstrate production skills and efficiency while working all stations of the bakeshop: Criteria for success was met for SLO 7. The benchmark was met or exceeded by 85% of the students (25% exceeded, 60% met).

SLO 7: Actions that were taken or planned as a result of the assessment
Although the criteria for success was met, the teaching faculty would like to see improvement in this area. Excellent production skills and efficiency are at the core of what bakers must do to be successful. Students in this course have chosen the baking concentration within the Culinary Arts degree. Given their expressed interest in specializing in baking, all students should all be aiming for the exceed level. Faculty will emphasize station setup and making a game plan in the early labs with the goal of making students faster and more efficient.

ASSESSMENT RESULTS FOR HOT 253 Spring 2018

CRITERIA is 70% Exceeding and Meeting

COURSE OUTCOMES AND ASSESSMENT METHOD	METHOD	EXCEEDS	MEETS	APPROACHES	DOES NOT MEET	N	MEETS OVERALL CRITERIA
SLO 1 – Plan and manage special functions, including networking receptions, luncheons, dinners, stations and buffets.	Written Assignment	60	24	0	6	42	Yes
SLO 2 –Write clear and concise documentation for planning and execution of an actual banquet using appropriate forms including proposals, contracts, function sheets/ Banquet Event Order (B.E.O), room diagrams, and requisition of equipment and supplies	Written Assignment	77	23	0	0	48	Yes
SLO 3 –reproduce a place setting from demo table example and complete table setting for service based on menu from B.E.O. for scheduled banquet	Examination	60	36	4	0	50	Yes
SLO 4 – Serve guests using American banquet service, following the Seven Guidelines of Service and other service styles	Practical Exam	63	26	11	0	46	Yes
SLO 5 – Demonstrate understanding of banquet room equipment including dish machine, coffee makers, and dish and utensil inventory and storage	Examination	69	23	8	0	48	Yes
SLO 6 - Participate in TIPS (Training for Intervention Procedures) skills training and global certification program	Examination	82	12	6	0	51	Yes

ASSESSMENT RESULTS FOR HOT 258 Spring 2018

CRITERIA is 70% Exceeding and Meeting

COURSE OUTCOMES AND ASSESSMENT METHOD	METHOD	EXCEEDS	MEETS	APPROACHES	DOES NOT MEET	N	MEETS OVERALL CRITERIA
#1 – Organize the setup of stations in an a la carte kitchen	Examination	50.91	43.63	0.00	5.45	55	yes
#2 – Utilize forecast numbers to plan daily production of menu item	Examination	70.91	7.27	0.00	21.82	55	yes
#3 – describe the basic techniques used to prepare a variety of foods using dry heat methods	Examination	72.73	23.64	0.00	3.64	55	yes
#4 - Describe the basic techniques used to prepare a variety of foods using moist heat methods	Examination	56.36	38.18	0.00	5.45	55	yes
#5 – Describe the basic steps in setting up an effective food safety system i.e. HACCP	Examination	70.91	21.82	0.00	7.27	55	yes
#6 – identify a variety of standard kitchen equipment tools, utensils, and holding and storage vessels used in an a la carte kitchen	Examination	0.00	94.55	0.00	5.45	55	yes
#7 – Differentiate menus and foods characteristic of various International cuisines	Examination	67.27	29.09	0.00	3.64	55	yes
#8							
#9							

ASSESSMENT RESULTS FOR HOT 259/Fall 2016
CRITERIA is 70% Exceeding and Meeting

COURSE OUTCOMES AND ASSESSMENT METHOD	METHOD	EXCEEDS	MEETS	APPROACHES	DOES NOT MEET	N	MEETS OVERALL CRITERIA
SLO 1: describe the function of the ingredients in the products produced	Exam	4	26	15	9	54	no
SLO 2: properly use the equipment in the pastry lab	Exam	14	21	15	4	54	no
SLO 3: prepare the basic doughs of pastry work: pate a choux (eclair paste) pate brisee(flaky pie dough pate sucre (short dough) and puff pastry	Exam	13	12	15	14	54	no
SLO 4: shape & bake a variety of pastries from these doughs	Exam	19	20	12	3	54	yes
SLO 5: prepare appropriate fillings for the pastries	Exam	4	18	25	7	54	no
SLO 6: mix and bake cakes using the methods covered in class	Exam	2	15	22	15	54	no
SLO 7: prepare egg based desserts such as custards mousses and Bavarian creams;	Exam	4	11	15	24	54	no
SLO 8: describe the breads and desserts of the regions covered in class	Exam	12	17	13	12	54	no
SLO 9: prepare restaurant quality desserts from the recipes provided and	Exam	14	18	14	8	54	no
SLO 10: choose and prepare attractive and appropriate garnishes & decorations for the items produced in class.	Exam	19	21	8	6	54	yes
Analysis of results and actions that were taken or planned as a result of the assessment:	A written final was utilized because it is the one occasion where all of the students are doing the same thing at the same time.						

	The results of this assessment were disappointing. After the fall 2013 assessment of this course, we added some open book online quizzes to Angel, and later Blackboard, in an attempt to encourage students to complete the assigned textbook readings and to better prepare students for the final exam. Based on the quiz results, including completion, grades and time on task, it appears that this effort was not successful in getting the students to study more. There were a significant number of students who failed to complete the quizzes or who spent very little time on them. This initiative did not succeed in boosting student performance on the test and getting them up to the achievement levels we desired.
	As we looked at all of the available evidence, including personal evaluation of the desserts sent to the dining room and guest satisfaction, we were struck by the fact that a written test is not an adequate measure of the students' completion of the student learning outcomes. The desserts served in the dining room range from good to excellent. There are very few desserts that are not servable. The guests are pleased with what they receive. While we don't have data to support these observations, we know, based on the product produced, that the students are much more successful in completing the SLOs than our assessment suggests.
	While we are not in any way dismissing the value of the theoretical knowledge covered on the exam, we realize we need to develop assessment tools that better measure success in the production SLOs. The teaching faculty for this course have reached out to administration for additional guidance and will be developing a new assessment plan for the course that better measure student proficiency on the SLOs.

Course Level Assessment (CLA)							
Prefix	**#**	**Title**		**# of Sections**	**Semester/Year of Assessment**		**Sg-19**
HOT	260	International Baking & Pastry		4	**Semester/Year of last CLA**		Sg-16

S-CORE/ILO Course		**S-CORE/ILO Category**		**SUNY GER**		**GER Category**		**LAS Course**		**LAS Category**	

Course Student Learning Outcome		**Assessment Method per the Course Outline**	**% Exceed**	**% Meet**	**N**
1	**Properly use equipment in the pastry lab**	Multiple Choice	18%	54%	51
2	**Describe the function of the ingredients used in production**	Multiple Choice	24%	58%	51
3	**Describe the most common desserts of the countries covered in class**	Multiple Choice	19%	47%	51
4	Prepare restaurant quality breads and desserts	Practical Exam	44%	47%	51
5	Properly portion desserts	Practical Exam	42%	48%	51

Benchmarks:	List all degree programs and program SLOs that this course supports.
Students must achieve at least a 70%/C on the defined assessment method to meet the standard.	AOS –Program SLO I
Students must achieve at least an 80%/B on the defined assessment method to exceed the standard.	
Criteria for Success: 70% or more students meeting or exceeding, at least, the minimum benchmark.	

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	HOT	#	260

SLO 1: Analysis of results

Although the overall cohort was smaller, there was a marked improvement in the results of this SLO. 18% of students were able to exceed the benchmark to properly use equipment in the pastry lab. The previous assessment identified the need to include 90 minutes of direct lab training on equipment. This was implemented and appears to be successful.

SLO 1: Actions that were taken or planned as a result of the assessment

None needed, continue with the direct training.

SLO 2: Analysis of results

82% of students have met the objective of being able to describe the function of ingredients.

SLO 2: Actions that were taken or planned as a result of the assessment

None required.

SLO 3: Analysis of results

Describe the most common desserts of the countries covered in class did not meet the benchmark of 70% although it was close at 67%. A definitive improvement over the previous assessment at 52%.

SLO 3: Actions that were taken or planned as a result of the assessment

Continuing to present students with a dessert menu describing the breads and desserts of each region.

SLO 4: Analysis of results

91% of students met or exceeded the benchmark for this SLO. Clearly, culinary students shine in the area of production.

SLO 4: Actions that were taken or planned as a result of the assessment

None required.

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	HOT	#	260

SLO 5: Analysis of results
Same results as SLO #4

SLO 5: Actions that were taken or planned as a result of the assessment
None required.

HOT-269

Course Level Assessment (CLA)							
Prefix	**#**	**Title**			**# of Sections**	**Semester/Year of Assessment**	**2020**
HOT	269	Culinary Competition			4	**Semester/Year of last CLA**	
S-CORE/ILO Course		**S-CORE/ILO Category**		**SUNY GER**	**GER Category**	**LAS Course**	**LAS Category**

Course Student Learning Outcome	Assessment Method per the Course Outline	% Exceed	% Meet	N
1	**Prepare a time-line for preparation of a cold food competition platter**	Assignment	37.5 %	50 %	12.5%
2	**Prepare a time-line for preparation of a hot food competition**	Assignment	100 %		
3	**Prepare a cold food competition menu**	Project	37.5 %	50 %	12.5%
4	Prepare a hot food competition menu	Project	100 %		
5	Compete in hot food competition	Evaluation by ACF Certified Judge	62.5 %	37.5%	
6	Compete in a cold food competition	Evaluation by ACF Certified Judge			100 %
7	Describe a market basket competition entry	Project	50 %	50%	

Benchmarks:	List all degree programs and program SLOs that this course supports.
Students must achieve at least a 70%/C on the defined assessment method to meet the standard. Students must achieve at least an 80%/B on the defined assessment method to exceed the standard.	#33 Culinary Arts
Criteria for Success: 70% or more students meeting or exceeding, at least, the minimum benchmark.	

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	HOT	#	269

SLO 1: Analysis of results

87.5 % of the students met or exceeded the benchmark. The 12.5 % who did not meet the bench mark did not complete the assignment.

SLO 1: Actions that were taken or planned as a result of the assessment

To assist more students in exceeding the benchmark more time will be spent on the initial way to develop a timeline for cold food.

SLO 2: Analysis of results

100 % of the students exceeded the benchmark

SLO 2: Actions that were taken or planned as a result of the assessment

SLO 3: Analysis of results

37.5 percent of the students exceeded the standard 50 percent of the students met the standard and 12.5 % did not meet the standard.

SLO 3: Actions that were taken or planned as a result of the assessment

More time will be spent on the development of cold food throughout the curriculum. The increased time will assist with more students exceeding the standard.

SLO 4: Analysis of results

100 % of the students exceeded the benchmark

SLO 4: Actions that were taken or planned as a result of the assessment

None

SLO 5: Analysis of results

100 percent of the students met or exceeded the bench mark

SLO 5: Actions that were taken or planned as a result of the assessment

SLO 6: Analysis of results

No students were able to compete in cold food due to COVID time restrictions.

SLO 6: Actions that were taken or planned as a result of the assessment

Return to normal schedule to allow for cold food to be completed

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	HOT	#	269

SLO 7: Analysis of Results
All students met or exceeded the benchmark

SLO 7: Actions that were taken or planned as a result of the assessment
Work on menu terminology to assist students who did not exceed the benchmark to do better.

Course Level Assessment (CLA)													Fa 20
Prefix	**#**	**Title**				**# of Sections**		**Semester/Year of Assessment**					
HOT	275	Marketing for Hospitality				3		**Semester/Year of last CLA**					
S-CORE/ILO Course			**S-CORE/ILO Category**		**SUNY GER**		**GER Category**		**LAS Course**			**LAS Category**	

SLO	Course Student Learning Outcome	Assessment Method per the Course Outline	% Exceed	% Meet	N
1	define and give examples of networking as it relates to the hospitality profession;	examination	63%	27%	52
2	create, record, and present a marketing plan for an existing hospitality company	semester project	67%	27%	52
3	explain the impact of current and new electronic media in developing a marketing plan	examination	69%	21%	52
4	develop a marketing resume, both hard copy and for business related social media	assignment	69%	19%	52
5	cite and discuss the impact of current events on publicity and marketing within the hospitality industry	assignment	71%	15%	52

Benchmarks:	List all degree programs and program SLOs that this course supports.
Students must achieve at least a 70%/C on the defined assessment method to meet the standard.	Hospitality & Tourism Management, Hospitality & Tourism Certificate, AAS Hotel/Restaurant Management, Beverage Mgmt, Craft Beer Brewing, Craft Spirit Distillation, and Culinary Arts
Students must achieve at least an 80%/B on the defined assessment method to exceed the standard.	Program SLO's: Utilize marketing in an y means to develop effective communication and marketplace awareness. Demonstrate the understanding of historical and emerging trends. Develop competencies required in any profession. Explore the scope and role of marketing throughout the hospitality, tourism, and beverage industries.
Criteria for Success: 70% or more students meeting or exceeding, at least, the minimum benchmark.	

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix		#	

SLO 1: Analysis of results

Exceeded criteria for success

SLO 1: Actions that were taken or planned as a result of the assessment

Will continue to allow multiple attempts on exams and quizzes as the number is on the rise

SLO 2: Analysis of results

Exceeded criteria for success

SLO 2: Actions that were taken or planned as a result of the assessment

Individual marketing plans have focused the student's effort in marketing themselves while improving the understanding of business marketing

SLO 3: Analysis of results

Exceeded criteria for success

SLO 3: Actions that were taken or planned as a result of the assessment

The additional focus on social media has increased outcome success and will continue with new forms of media

SLO 4: Analysis of results

Exceeded criteria for success

SLO 4: Actions that were taken or planned as a result of the assessment

Increase emphasis on the uses of these personal marketing tools

SLO 5: Analysis of results

Exceeded criteria for success

SLO 5: Actions that were taken or planned as a result of the assessment

No changes planned at this time

Course Level Assessment (CLA)						

Prefix	#	Title		# of Sections	Semester/Year of Assessment	F 19
TAT	121	Introduction to Hospitality		2	Semester/Year of last CLA	F 16

S-CORE/ILO Course		S-CORE/ILO Category	SUNY GER		GER Category		LAS Course		LAS Category	

SLO	Course Student Learning Outcome	Assessment Method per the Course Outline	% Exceed	% Meet	N
1	describe and give examples of the components of the hospitality and tourism industry		91%	9%	43
2	identify the different managed services segments and the factors that differentiate managed services operations from commercial operations		71%	6%	34
3	identify activities related to gaming entertainment		56%	3%	34
4	discuss and identify career options in the hospitality and tourism industry		76%	6%	34
5	identify their networking strengths and weaknesses		73%	5%	40

Benchmarks:	List all degree programs and program SLOs that this course supports.
Students must achieve at least a 70%/C on the defined assessment method to meet the standard.	AAS Hospitality & Tourism Management, Hospitality & Tourism Certificate, and AAS Hotel/Restaurant Management, Culinary Arts AOS
Students must achieve at least an 80%/B on the defined assessment method to exceed the standard.	Program SLO's: Demonstrate the understanding of historical and emerging trends. Explore the scope and role of the hospitality and tourism industry. Explore options for further education and/or employment. Utilize technology to develop effective communication and professional presentation skills.
Criteria for Success: 70% or more students meeting or exceeding, at least, the minimum benchmark.	

Analysis of Results and Actions that Were Taken or Planned as a Result of Course Level Assessment	Prefix	TAT	#	121

SLO 1: Analysis of results

Criteria for success was met for this SLO with 99% meeting or exceeding the benchmark.

SLO 1: Actions that were taken or planned as a result of the assessment

No planned change or action to take at this point.

SLO 2: Analysis of results

Criteria for success was met for this SLO with 77% exceeding or meeting the benchmark.

SLO 2: Actions that were taken or planned as a result of the assessment

No planned change or action to take at this point.

SLO 3: Analysis of results

Criteria for success was met for this SLO with 58% meeting or exceeding the benchmark.

SLO 3: Actions that were taken or planned as a result of the assessment

Utilization of My Lab program through Pearson will provide additional review and practice for this SLO before the test is taken.

SLO 4: Analysis of results

Criteria for success was met for this SLO with 82% meeting or exceeding the benchmark.

SLO 4: Actions that were taken or planned as a result of the assessment

No planned change or action to take at this point.

SLO 5: Analysis of results

Criteria for success was met for this SLO with 78% meeting or exceeding or meeting the benchmark.

SLO 5: Actions that were taken or planned as a result of the assessment

No planned change or action to take at this point.

6. **Specialized Courses**

6(a) The Culinary Arts AOS does include some unique learning opportunities and specialized courses. The School of Hotel, Culinary Arts and Tourism has a variety of internship opportunities available to our students. For over thirty years, we have had a relationship with Walt Disney World in Orlando, Florida, as our students have interned there since 1983. At Walt Disney World, students spend one full semester on property working in the resort and taking classes.

Since 1980, our students have had the opportunity to intern at Churchill Downs for the Kentucky Derby. Currently this internship is through Levy Restaurants of the Compass Group. Students spend one full week preparing for the most exciting two minutes in sports. These opportunities give our students world renowned, international events that they can include on their resumes for a lifetime.

In addition, our students have other formal internships with Spectrum Concessions of Houston, Texas, Aramark, and The Golub Corporation/Price Chopper Market 32. With Spectrum concessions, students work all over the United States during the summer months working at a variety of music festivals and golf tournaments. Some of the events have included the Burning Man music Festival and the Byron Nelson Golf Tournament. Aramark has provided internship opportunities at many of the national parks.

Students also have an opportunity for a unique study abroad program in Italy with SSA-201. This course offers students a 17 day, hands on experiential learning opportunity in Italy. The program includes cooking classes in several Italian cooking schools, visiting and seeing production of Parmigiano Regiano, Prosciutto di Parma, aged Balsamic, as well as classes at wineries and olive oil farms. Of course, the Covid-19 Global Pandemic has significantly reduced the number of opportunities for students since the spring of 2020.

The tools used to assess the student's experience and to give feedback may include journals, reflection papers, and/or exit interviews depending on the type of fieldwork the student participated.

7. **Program Transfer, Employment, and the Community**

7(a) The AOS Culinary Arts degree does not transfer. This program is a direct conduit to employment. Some students do choose to stay on to complete their A.A.S. in Hotel Restaurant Management degree, and then on perhaps to a baccalaureate degree with SUNY Delhi or other 4-year institutions.

The students and graduates of the Culinary Arts AOS degree have an excellent path to employment that is supported and informed by the division's Advisory Board. The board is comprised of former students who have graduated, chefs, restaurant owners, bakers, industry professionals and employers in all areas of the culinary and hospitality industries. The HCAT Advisory Board provides feedback as to the needs of employers in the industry and makes recommendations regarding those needs. Course outlines may be amended to reflect the recommendations of the board. Currently all full-time HCAT faculty (and many part-time) have actively worked in the industry, many concurrently with their work here at the college. This practical experience allows faculty to bring the current needs of the industry into their instruction, as they are experiencing it themselves in the

work environment. Additionally, the benefits are reciprocal as faculty working summer industry jobs are able to hire from our pool of students.

Faculty are members of trade organizations/associations to keep up to date with industry trends and incorporate those trends in program courses. Through college clubs, students can join trade organizations such as the junior chapter of the ACF and The Slow Food movement providing them with additional real-world industry experiences and networking. Students experience hands-on education in various courses, simulating the work performance needed when they are employed in the industry. Just such courses allow us to operate an a la carte restaurant, a banquet facility, butcher shop, and bakery, which all lead to greater success for our students, the businesses they work at, and the community the college serves. It would be difficult to enter a restaurant, bakery, or food service establishment that does not or has not employed our students.

8. **Specialized Equipment**

The culinary arts division of the School of Hotel, Culinary Arts, & Tourism has an enormous amount of specialized equipment that supports the program. I have a included a detailed list below. Please note that the number of kitchens, bakery and dining spaces makes using the required form nearly impossible. The equipment listed is sorted by building and kitchen name or location. If purchase date, repairs, and replacement information are available, that is also noted.

Elston Hall

Lab/Kitchen	Brand	Equipment Description	Purchase Date
Food Prep B E-152			
	GARLAND	8 Stations Four burner gas range, oven, and two door under counter refrigeration	2007
	TRAULSEN	1 Single door cart cooler	2007
	TRUE	1 Two door reach in freezer	2007
	KOLPAK	1 Walk-in Cooler	2007
		2 Sharpening stones	2007
	GARLAND	4 Burner stove with oven and salamander	2007
	FRYMASTER	1 Double fryer	2007
	GARLAND	1 Gas char grill	2007
	COMBITHERM	1 Alto-Sham Combi-therm oven	2007
	CLEVLAND	1 Tilt Skillet	2007
	CLEVLAND	1 Double Jacket Steam Kettle	2007
	HOSHIZAK	ICE MACHINE	**2007**
Garde Manger E-103			

	VICTORY	1 Two door reach in cooler	1991
	VULCAN	3 Four burner Vulcan gas stoves with ovens	1991
	True	1 Two door Rollin cooler	1991
	Vulcan and 1 GROEN	2 Tilting skillet	1991
	VULCAN	1 Double deck convection oven	1991
	HOBART	1 Two bay produce sink with garbage disposal	1991
		1 Three bay pot sink	1991
	HOBART	1 Twelve quart mixer	1991
	Manitowoc	1 Ice machine	2007
Garde Manger E-103 Cont'd	**Brand**	**Equipment Description**	**Purchase Date**
	Nu-Vu	1 Double smoker	1991
	HOBART	1 Buffalo chopper	-
	German knife	Electric Band Saw (Meat)	2018
	Stagenello	1 Two door dry aging cabinet	2017
	True	1 Two door reach in freezer	1991
	N/A	1 Merchandiser cooler	1991
	Minipack	Table Top Vacuum Chamber "Cryo-Vac"	2018
Casola Dining Room			
	Revel	REVEL Point of Sale System	
		1 Sound system	2007
		1 Multi-shelf server station	2007
Pantry Area			
		Reach in display cooler	2007
	Capital	Capitol Coffee ice tea brewer	RENT
	Gemini	Double coffee brewer	RENT
		Espresso / cappuccino machine	RENT
	HOBART	Hobart dishwashing machine	2007
Classical Cuisine			
	KIRAK	2 Refrigerated KIRAK Deli stations	2007
	KIRAK	3 Under counter refrigerator unit/work tables	2007
	GARLAND	2 Eight burner stoves with ovens	2007
	GARLAND	1 Flat top grill with oven	2007
	GARLAND	1 Gas charcoal grill	2007
	GARLAND	3 Flat top hot plate	2007

	Brand	Equipment Description	Purchase Date
	KOLPAK	1 Walk in cooler	2007
	KOLPAK	1 Walk in freezer	2007
	FRYMASTER	1 Double fryer	2007
	CLEVELAND	1 Tilt skillet	2007
	CLEVELAND	1 Tilt kettle	2007
	ALTO	1 Alto-sham Combi-therm oven	2007
	VULCAN	1 Six burner stove with oven salamander	?
		1 In-counter ice cream freezer	2007
		1 Microwave	2007
	HALO	Halo-Heat slower cooker (Alto-Sham)	2007
Classical Cuisine Cont'd	**Brand**	**Equipment Description**	**Purchase Date**
	American	Blast chiller	2007
Quant Lab E-104			
	LANG	3 Six induction burner top with oven	2016
	VULCAN	1 Electric broiler	2016
	FRYMASTER	1 Deep fat fryer	2011
	VULCAN	Tilting skillet	2010
	CLEVELAND	Tilting Skillet	2010
	HOBART	1 Two door roll in cooler	pre 05
	HOBART	1 Two bay produce sink with garbage disposal NEW DISP $2475 3/18	2018
		1 Three bay pot sink	1968
	ALTO SHAM	1 Double deck Alto Sham COMBI oven	1991
	VULCAN	1 Vulcan steamer	2008
	CLEVELAND	1 Two door freezer	2007
	HOBART	1 Hobart HL200 Countertop mixer	2008
	WELLS	1 Electric grill	2020
	FWE	1 FWE A-120-2 Two door hotbox	2015
	HOBART	1 Hobart Continuous feed food processor	2007
	ALTOSHAM	double deck Alto sham slow cook	1991
	ELECTROLUX	Blast Chiller	**2021**
Staging Area E-102			
	HOBART	1 Hobart Automatic dish machine	2006

	HOBART	10 Two bay produce sink with garbage disposal	2007
		1 Hand sink	1968
	VICTORY	1 Two door roll in cooler	pre 05
	TRUE	1 Two door freezer	pre 05
	KITCHEN AID	5 Eight foot stainless steel work tables w/ 10 Kitchen Aid ovens and cook tops	pre 05
		1 Bunn ice tea machine	RENT
		1 Countertop refrigerator	2015
	BAKERS PRIDE	1 Three door deck oven	
	FOLGERS	1 Coffee brewer machine (300 cup)	2020
Staging Area E-102 Cont'd	**Brand**	**Equipment Description**	**Purchase Date**
	ALTO SHAM	1 Two door alto-sham mobile heated cabinet	pre 05
Elements Kitchen E-106			
	HOBART	8 Hobart stand mixers (12 Quart)	1991
	UNIVEX	1 Univex thirty quart spiral floor mixer	2008
	HOBART	1 Hobart thirty quart vertical mixer	2008
	METRO	1 Proof box	2016
	VULCAN	1 Double deck convection oven	1968
	VULCAN	1 Fryolator	pre 05
	NO NAME	1 Four burner gas range with oven	pre 05
	NO NAME	1 Two bay produce sink with garbage disposal	1968
	NO NAME	1 Three bay pot sink	1968
	NO NAME	1 Microwave	2015
	BOHN Compressor	1 Walk-in cooler	1968
	VULCAN	2 Three deck stacked oven, stone hearth	pre 05
	VICTORY	REACH IN FREEZER - Victory	pre 05
	DUTCHESS	Dough divider	1968
		Ice cream machine	pre 05
	RONDO	1 Rondo Doge dough sheeter with reversible	1999
Food Prep A	**Brand**	**Equipment Description**	
E-101			
	VULCAN	10 Four burner gas stoves w oven and sink	1991

	TURBO	1 Two door reach in cooler	2015
	VULCAN	2 Fryolators - Gas	1991
	VULCAN	1 Double deck convection oven	1991
		1 Island station with sink	1991
	HOBART	1 Two bay produce sink with HOBART garbage disposal	1991
		1 Three bay pot sink	1991
		1 Tool box	1991
	TRAULSEN	1 Two door roll in refrigerator	1991
	MagiKitch'n	Char broiler 36" – Gas	**1991**
	GROEN	1 Two door steamer	1991
PASTRY	**Brand**	**Equipment Description**	**Purchase Date**
E-105			
	Vulcan	1 Vulcan six burner gas range with ovens and hot plates	1991
	DUTCHESS	Dough divider	1968
	SERVOLIFT	1 Proof box	1991
	VULCAN	2 triple deck "steel deck" ovens 60"	1991
	VULCAN	2 Double deck convection ovens	1991
	VULCAN		
	HOBART	7 Hobart stand mixers (12 quart)	1991
	VULCAN	2 Fryolators	1991
	VULCAN	1 Two door reach in cooler*	1991
	VICTORY	1 Two door reach in freezer *	1991
	HOBART	1 Two bay produce sink with HOBART garbage disposal	1991
		1 Three bay pot sink	1991
	RONDO	1 Rondo Doge compact dough sheeter with reversible	1999
		1 Ice cream machine	1991
		1 Microwave oven	2010
	HOBART	1 Hobart floor mixer (30 quart)	1991
	TRUE	Freezer	2021
	TRUE	Cooler	2021
	Pacojet	Pacojet 2 PLUS	2020
		SLIDING ss DOORS TO CABINETS	1991
Hallway			
	MANITOWK	HALLWAY ICE MACHINE	2010
	BOHN	HALLWAY WALK IN	1968
Pane e Dolci			

	HUSSMAN	Show case/refrigerated	2007
	Summit	Counter top freezer	2008
	BEV AIR	Cooler (Bev Air)	2008
Basement			
	TRUE	Fish Freeze - reach in	2005
	HARFORD	Downstairs walk in	2007
	KOLPLAND	Downstairs Meat Freezer - Walk in	2005
		new compressor	16-Jan
		new time clock/defrost	
Culinary Mezzanine	**Brand**	**Equipment Description**	**Purchase Date**
		Urban Cultivators:	2014
		5 residential	
		1 commercial	

Mill Lane @ Frog Alley

Lab/Kitchen	Brand	Equipment Description	Purchase Date
Chocolate Kitchen			
	Metro Model	3 Cages	2020
	Craftsman	2 Tool chests	2020
	Universal	4 Speed Racks	2020
	Hoshizaki	Ice Maker	2020
	Traulsen	Roll-In Refrigerator	2020
	Traulsen	Reach-In Refrigerator	2020
	Traulsen	Reach-In Freezer	2020
	Traulsen	Roll-In Freezer	2020
	Prairie View Industries	10, Sheet Pan Racks	2020
	Emi Industries	5 Island work counters w/ marble	2020
	Indi	10, Chocolate Refiners	2020
	Kitchen Aid Commercial	10 Stand Mixers 8 quart	2020
	Continental	5 Under counter refrigerators	2020
	Cook Tek	10, Induction countertop ranges	2020
	Hatco	10, Heat Lamps	2020
	Emi	Teaching island w/ marble	2020
	Eagle Group	Demonstration Mirror	2020
	Hobart	Dishwasher	2020

	Amana	3 Microwaves	2020
	Blodgett	Deck oven	2020
	Blodgett	Double convection oven	2020
	Garland	6 burner range	2020
	Frymaster	Gas Floor Fryer	2020
	Captive Aire	2, Exhaust Hoods	2020
	Captive Aire	Fire suppression system	2020
	Eagle	Proofer Cabinent	2020
	HurriChill	Blast/Shock Freezer	2020
Mill Lane Cont'd	**Brand**	**Equipment Description**	**Purchase Date**
	Commercial Dehydrator	32 Tray Dehydrator	2020
	Bottom Line Process Tech.	Cocoa Bean Roast (15 lbs)	2020
	Bottom Line Process Tech.	Mini Winnower	2020
	Bottom Line Process Tech.	Chocolate Nib Grinder	2020
	Diamond Macine Tech.	35lb Chocolate Melanger	2020
	Bottom Line Process Tech.	2, Chocolate Sifters	2020
	Tomric	Selmi Chocolate Tempering Machine	2020
	Tomric	Selmi chocolate Enrober	2020
	Hobart	30qt. Planetary Mixer	2020
	EZ Temper	2, Tempering Machines, counter	2020
	Behmoor	2, Drum Roasters	2020
	King Model	Concher	2020
	Krebs Model	Chocolate Spray Gun	2020
	Pastry Chef	Sugar Pump	2020
		Portable Air Compressor	2020

9. **Specialized Facilities**

9 a. The School of Hotel, Culinary Arts, & Tourism and particularly the AOS department is comprised almost exclusively of Specialized Facilities. The AOS program has eight fully specialized kitchens, one full service a la carte restaurant, one bakery, one butcher shop, and one banquet facility.

9 b. In the fall of 2021, a fully operational bean to bar chocolate and confection facility was brought online at Mill Lane in the Frog Alley- Artisan District.

9c. No specialized facilities have been taken offline.

9d. No structural changes are planned in the near future for this program.

9 e. The following equipment is in the process of being of replaced. The replacement is the direct result of a Capital project 6.8.21.

1ea. DISHWASHER, UNDERCOUNTER
Electrolux Professional Model No. 502315
(EUC3IG8) Dishwasher, under counter, high temperature sanitizing with built-in electric booster, (30) racks/hr., electronic controls, 120/180/240 seconds cycles, soft start feature, wash safe
1 ea. DISHWASHER, UNDERCOUNTER
Jackson WWS Model No. DISHSTAR HT
DishStar® Dishwasher, under counter, 24-3/16"W, high temperature
1 ea. DISHWASHER, CONVEYOR TYPE
Hobart Model No. CLPS66EN-EGR+BUILDUP
Conveyor Dishwasher, energy recovery (DWER), single tank with a
2 ea. VNTHD/E-ADJ E-series vent hood domestic (adjustable) $2,053.20
1 ea. CLE/TBL-SWITCH Table LMT switch CLE-Series $432.84
1 ea. COMBI OVEN, ELECTRIC
Convotherm Model No. C4 ET 10.20ES
Convotherm Combi Oven/Steamer, electric, boiler less, (11) 18" x 26"
Full size sheet pan or (22) 12" x 20" x 1" hotel pan capacity, 9" easy Touch control panel, 20 stages each & 399 cooking recipes storage,
1 ea C4 ET 6.20ES Convotherm Combi Oven/Steamer, electric, boiler less,
1ea WATER FILTRATION SYSTEM
Dormont Manufacturing Model No. QTSTMMAX-3L-1M
Watts Hydro-Safe® QT Steam Max Filtration System, four-stage
2 ea OVEN, DECK-TYPE, GAS
Blodgett Oven Model No. 911 TRIPLE
Oven, deck-type, gas, 33"W x 22"D deck interior, (3) 7" high sections,
(FTDO) 200-500°F mechanical thermostat, counter-balanced doors with
heavy chrome handle, angle iron frame, steel deck, crown angle trim, aluminized steel interior, stainless steel top, front, sides and back, 7"stainless steel adjustable legs, 20,000 BTU per section
1 ea 2 year parts, 1 year labor and 3 additional year door warranty (parts only), standard
1 ea Top Section: FTDO 200-500 degree temperature control, standard
1 ea Middle Section: FTDO 200-500 degree temperature control, standard
1 ea Bottom Section: FTDO 200-500 degree temperature control, standard
1 ea Top Section: QHT Rokite deck in lieu of standard, per deck
1 ea Top Section: Steam jets (steam source by others), per deck
1 ea Middle Section: QHT Rokite deck in lieu of standard, per deck
1 ea Middle Section: Steam jets (steam source by others), per deck
1 ea Bottom Section: QHT Rokite deck in lieu of standard, per deck $
1 ea Bottom Section: Steam jets (steam source by others), per deck
1 st 7" legs, stainless steel (set), standard
1 ea STEAM GENERATOR, ELECTRIC
Reimers Electra Steam, Inc Model No. RB-20
Boiler to be manufactured in accordance with the requirements of the

A.S.M.E. Boiler and Pressure Vessel Code and A.S.M.E. CSD-1. Each
boiler bears the National Board Stamp "M".• High quality saturated steam, operating pressure range 0 –
85psig • Heavy duty carbon steelpressure vessel. Vessel jacket and electrical enclosure 304 stainless steel.

10. Specialized Technology

The AOS program instructs its dining room classes with Point-of-Sale technology provided by Revel. This
technology is integral to all restaurants today. Of the many benefits of using a POS system, one of the greatest
may be is that it simplifies communications between the kitchen and the wait staff.
Orders go through the computer, directly to the kitchen printer. Another benefit of a restaurant POS program
is that it can track everything from food usage to the most popular menu items. Because the POS system acts
as a time clock, it can also help prepare payroll. Our students "clock" in and out of the system just as they
would in a live restaurant allowing faculty to use it as a sort of attendance tool. Along with the daily operations
of running a restaurant, a POS system can organize profit and loss statements as well as sales tax.

At this time, the Technology Committee has been working on bringing new technology to the cooking labs to
include, computers, monitors, video cameras, screens, and equipment to amplify sound. Instructing in a
kitchen can be difficult due to the noises of the kitchen; i.e. exhaust fans, sinks, small power equipment such
as mixers, robot coupes, and vita-prep blenders. There has been a request for $500,000 for the 2022/2023
State Budget for IT equipment that would include HCAT kitchens on its list. The most up to date information at
this time is we are unsure if it will pass and be funded. Patrick Ryan is keeping us up to date on this funding.

11. Library Resources

The following information was provided by Jacqueline Keleher-Hughes, Director of Library Services

Until March of 2020 when the COVID-19 pandemic forced classes online and severely reduced access to on
campus services, library resources, including access to an in-person Reference Librarian, were available for all
of the 67.75 hours the library was open during the fall and spring semesters and 45.25 hours of the 47.25
hours, the library was open during the summer session. Between March of 2019 and early August of 2021
students had access to in-person library services and in-person reference services for 40 hours each week.
Students had uninterrupted access to online research help 24 hours a day, 365 days a year using the Ask Us
24/7 chat service found on the library website for the duration of the review period. The library continued to
participate in a worldwide Inter-Library Loan (ILL) program and a local Direct Access Program (DAP)
coordinated through the Capital District Library Council. The DAP program allows students to borrow materials
from both public and academic libraries throughout the Capital District. Both ILL and DAP services were
suspended/reduced beginning in March of 2020 but returned to almost normal operations, depending upon
campus operations, in May of 2021.

Until May of 2019, when an extensive renovation of the Begley Library began, students had access to 25
computers on the first floor, 20 computers on the second floor, and free printing and scanning from two multi-
function printers. In May of 2019, Library Services relocated to Elston 132 and remained there until August of
2021. All library materials, except items placed on Reserve, were moved to an off-site storage location and the
number of computers available to students dropped to four. Students were directed to the Elston computer

lab, or the Learning Center when all four computers were in use. During the pandemic, to accommodate social distancing, only two computers were made available to students. Students were directed to the 2nd floor of Elston Hall or encouraged to borrow a laptop provided by the College. A multi-function printer was available at all times in Elston -132, which allowed for the printing and scanning of materials. If a physical item was requested from off-site storage, the patron placed a hold on the item, and was notified via phone and email when the requested item was available for pick-up in Elston 132. Requested items were retrieved twice a week. Once access to campus was restricted items were mailed to patrons and often times returned via mail.

During the review period, the library subscribed to four print serials, *Art Culinaire, American Wine Society News, Bon Appetit and Cooks Illustrated* in direct support of the Culinary Arts A.O.S degree and Certificate program. Additionally, 99 database subscriptions were available to patrons containing a wide range of titles with four databases, the *Culinary Arts Collection*, *Hospitality and Tourism Complete*, *Hospitality and Tourism* and the *Vocational and Career Collection* specifically supporting the degree and certificate program. Specific additions to the collection supporting the Culinary Arts A.O.S. degree and Certificate program over the past five years include four e-book titles and 197 print titles. Lastly, there were four-library lead in-person bibliographic instruction sessions in the 2018-2019 academic year and five sessions held in the 2019-2020 academic year. The library used asynchronous instruction for all FYS courses in the 2020-2021 academic year.

12. Instructional Support Resources

12(a) Provide an outline of any departmental specific academic and/or student supports available to students in the program.

Academic Advising currently has an individual advisor assigned to advise all HCAT students. This allows academic advising program specialization. Prior to this, full-time HCAT faculty advised all full-time HCAT students. Although not formally assigned, part-time students were encouraged to consult with faculty to develop their academic schedules. Through administrative leadership change, the advising model changed to the current system.

The new multi-million-dollar Learning Commons at SUNY Schenectady provides academic support and tutoring services in one location under one roof, enhancing student learning.

For HCAT students, tutors can be peers (current students) who performed well in the classes they are providing tutoring services. There are also former students who have graduated from our program and volunteer their tutoring services. Additionally, there are professional tutors available for various disciplines. Tutoring services are now being provided virtually through the UpSwing program. A Math and Accounting Lab is available specifically for those disciplines. SUNY Schenectady participates in the federally funded TRIO Student Support Services program, which supports student success in the following areas:
Academic coaching and course planning
Tutoring
Assessment of study and learning skills
Basic computer skills guidance

Assistance with FAFSA
Help finding scholarships
Self-advocacy programming
Computer lab with free printing capabilities
Career exploration
Transfer counseling

Several HCAT faculty members formally participate in the student mentor program, which serves students in all of the HCAT programs. Other HCAT faculty unofficially mentor and support students in the Culinary Arts program through office hours and meetings as requested by students or faculty members. Several HCAT faculty provide voluntary 'review' sessions outside of official class time, prior to final exams, to further support student success.

The following information was provided by Michelle Ragucci, Director of Academic Services.
Student usage is tracked each semester. Academic Services pulls how many hours have been utilized by students, which subject areas/courses were requested, use of online vs. in-person hours (when applicable), as well as how many (un-duplicated) students utilized support services for academics, if there has been an increase or decrease in use, as well as noting any trends in days/times tutoring is used the most/least. Students are also surveyed at the end of each semester to assess their overall experience with tutoring/support, how did they learn about tutoring/support, what they found most helpful, if there are any content area tutors, they wish we had, and if they felt tutoring/support had a positive impact on their overall performance/grades.
Academic Services uses this quantitative and qualitative data to inform decisions for the following semester: which tutors/subjects are in high demand and may need more of? Which tutors were most successful in supporting students? Are we in need of certain subject area tutors that we lack, marketing efforts/strategies, etc.?
 Provide an outline of any program specific student retention activities/programs in place.

FYS – First Year Success seminar provides a good foundation for navigating college expectations and rigor. Although this is a college wide initiative, HCAT has developed content specific information that is integrated in this course to help facilitate student success in the program, which results in greater overall retention.
Starfish system allow faculty to "give kudos" or send out warnings dependent on the situation.
Success Coaches – Support at risk students throughout their tenure at SUNY Schenectady. Faculty can 'flag' students in need of support through Starfish (student attendance and support alert program). Success Coaches then reach out to students to offer various supports available to them. As a college wide initiative, HCAT has a Success Coach assigned to provide support to the students of the division.
Mentor Program – Faculty and staff formally accept student mentees and provide various levels of support, promoting success and retention.
Campus Clubs – Advised by volunteer faculty, students may join the Junior Chapter of the American Culinary Federation, The ACF Food Competition Team, and/or The Slow Food club.
Speed Networking – Students in TAT121 Introduction to Hospitality participate in a professional networking experience with industry facilitators. This activity provides students with 'real-world' networking experience and the ability to learn about their strengths and areas for improvement in the process.

HCAT Career Expo – All HCAT students can participate in this annual event, where 30 -40-industry organizations are present in an exposition format. Students can practice professional networking skills, conduct professional informational interviews, and be interviewed for job/ interview openings.

Currently there is not a system in place to formally assess the above-mentioned retention efforts.

13. Program Faculty

Currently, three full-time faculty members teach most of the lab courses in the Culinary Arts program. The lecture-based courses are taught by 4 other full-time faculty members. At the time of this writing, there is an active search occurring to replace one chef/professor who recently resigned. It currently is proving to be very difficult to fill that position. Finding a candidate who has the industry and teaching experience as well as a baccalaureate or master's degree is proving difficult. The requirement for a bachelor's degree or higher has more recently been added to the list of requirements for teaching culinary arts at SUNY Schenectady. The search is on-going. Several very qualified, industry- associated, part-time adjuncts fill in as warranted by enrollment numbers. See Appendix B for faculty information.

14. General Program Data and Program Outcomes Data Culinary Arts A.O.S

 (Use the data provided by the IR Office to complete the following tables)

Program Applications		
Program: Culinary Arts Program # 33		
Credential Awarded: A.O.S.		
	Applications in Current Year: 2021	112
	Applications Last Year: 2020	146
	Applications Two Years Ago: 2019	193
	Applications Three Years: 2018	230
	Applications Four Years Ago: 2017	249
Program Enrollment		
	Enrollment in Current Year: 2021	134
	Enrollment Last Year: 2020	203
	Enrollment Two Years Ago: 2019	222
	Enrollment Three Years: 2018	292
	Enrollment Four Years Ago: 2017	277

IR Data Notes:
Program Enrollment –all students matriculated during the fall of that year.

Program Applications – all applications for the program for intended enrollment during the fall of that year (regardless of being admitted or actually enrolling).

14(a) Note any trends observed in application and enrollment rates. Outline the division/school's response to the trends observed.
Culinary Arts applications have declined 45% from 2017 – 2021
Program enrollment has declined 48% from 2017-2021

Graduates within 2 Years: Number and Rates (n out of N/%)					
	Numerator	Denominator	Rate		
Program in Current Year: 2019	19	57	33%	College	22%
Program Last Year: 2018	18	76	24%	College	18%
Program Two Years Ago: 2017	17	87	20%	College	19%
Program Three Years: 2016	10	92	11%	College	13%
Program Three Years: 2015	22	105	21%	College	15%

Graduates within 3 Years: Number and Rates (n out of N/%)					
	Numerator	Denominator	Rate		
Program in Current Year: 2018	27	76	36%	College	28%
Program Last Year: 2017	24	87	28%	College	26%
Program Two Years Ago: 2016	21	92	23%	College	25%
Program Three Years: 2015	33	105	31%	College	25%
Program Four Years Ago: 2014	34	126	27%	College	23%

IR Data Notes:
Graduates within 2 Years – cohort is that fall's full-time new (either first-time or transfer) students, graduated by 2rd August after initial enrollment.
Graduates within 3 years-cohort is that fall's full-time new (either first- time or transfer) students, graduated by the 3rd August after initial enrollment Fall to Fall Retention Rates – cohort is that fall's full-time new (either first-time or transfer) students, enrolled in the 2nd fall term.

14(b) Note any trends observed in program graduation and retention rates.
Graduation rates have increased for both groups

14(c) Compare program graduation and retention rates to those of the college.

The retention and graduation rates between the AOS program and the college are quite similar as is clearly seen in the chart below. Some years the program is a few percentage points above the college and in others a few below.

14(d) Outline the division/school's response to the trends observed and the comparison between program and college graduation and retention rates.

Program Fall to Fall Retention Rates (%)					
	Numerator	Denominator	Rate		
Program in Current Year: 2020	27	61	44%	College	47%
Program Last Year: 2019	31	57	54%	College	50%
Program Two Years Ago: 2018	46	76	61%	College	49%
Program Three Years: 2017	41	87	47%	College	52%
Program Four Years Ago: 2016	54	92	59%	College	51%

Program Fall to Spring Rates (%)					
	Numerator	Denominator	Rate		
Program in Current Year: 2020	40	61	66%	College	73%
Program Last Year: 2019	50	57	88%	College	78%
Program Two Years Ago: 2018	61	76	80%	College	76%
Program Three Years: 2017	60	87	69%	College	78%
Program Four Years Ago: 2016	72	92	78%	College	78%

Student Demographics (Current Fall Term, New students)				
Category	Program (n out of N/%)			College
	Numerator	Denominator	Rate	
Percent First-time	46	54	85%	82%
Percent Full-time	47	54	87%	77%
Percent Female	31	54	57%	59%
Percent Minority	21	54	39%	50%
Percent Took 1+ Remedial English	0	54	0%	18%
Percent Took 1+ Remedial Math	0	54	0%	6%
Percent Age 19 or Less	38	54	70%	67%
Percent Age 20-23	6	54	11%	13%
Percent Age 24 or More	10	54	19%	20%
Mean Age			21	22.0

IR Data Notes:
Student Demographics – cohort is all new students (either first time or transfer) that fall.

14(e) Compare program demographics to those of the college.
According to the data from the Fall- 2021 term, the Culinary Arts program had:
3% more first time students enrolled than the college 85% vs 82%
10% more full time students enrolled than the college 87% vs 77%
2% fewer female students than the college 57% vs 59%

11% fewer minority students than the college 39% vs 50%
0 full time students taking remedial English or Math compared to 18% & 6 % of the college
3% more full time students age 19 or less than the college 70% vs 67%
2% fewer fulltime students age 20-23 less the than the college 11% vs 13%
1% fewer fulltime students age 24 or more, less than the college 19% vs 20%

14(f) Outline the division/school's response any observations in the demographic data.

Program Transfer and Employment Rates			
Program: Culinary Arts			
Credential Awarded: A.O.S.			
Transfer Rates n/%			
2016	2017	2018	2019
20%	16%	9%	11%
Employment Rates n/%			
2016	2017	2018	2019
n/a	n/a	n/a	n/a

IR Data Notes:
Transfer Rates – data from the National Student Clearinghouse. Cohort is that fall's full-time new (either first-time or transfer) student. Result is those who transferred at any time after starting at SUNY Schenectady to another college.
Employment Rates – data from surveys sent 6 months after graduation. Generally, very few surveys are returned, please use caution generalizing from this data.

Note any trends observed in program transfer and employment rates.

This program is non-transferable. There is little, if any data available regarding employment rates as noted above.
Outline the division/school's response to the trends observed.
There is little to glean, as the program is non-transferable. Students may and do decide to stay on and receive their A.A.S. degree in Hotel and Restaurant Management. The trend here has dropped significantly (over 50%) in the past several years.

cont'd. General Program Data and Program Outcomes Data Assistance Chef-Certificate-Program 31

Program Applications
Program: Culinary Arts Program 31
Credential Awarded: Certificate

Program Enrollment		
	Enrollment in Current Year: 2021	7
	Enrollment Last Year: 2020	5
	Enrollment Two Years Ago: 2019	8
	Enrollment Three Years: 2018	8
	Enrollment Four Years Ago: 2017	6

Program Applications		
	Applications in Current Year: 2021	7
	Applications Last Year: 2020	4
	Applications Two Years Ago: 2019	7
	Applications Three Years: 2018	12
	Applications Four Years Ago: 2017	5

Graduates within 2 Years: Number and Rates (n out of N/%)					
	Numerator	Denominator	Rate		
Program in Current Year: 2019	1	1	100%	College	22%
Program Last Year: 2018	0	1	0%	College	18%
Program Two Years Ago: 2017			%	College	19%
Program Three Years: 2016			%	College	13%
Program Three Years: 2015	0	1	0%	College	15%

Graduates within 3 Years: Number and Rates (n out of N/%)

Program Fall to Fall Retention Rates (%)					
	Numerator	Denominator	Rate		
Program in Current Year: 2020	0	1	0%	College	47%
Program Last Year: 2019	0	1	0%	College	50%
Program Two Years Ago: 2018			%	College	49%
Program Three Years: 2017			%	College	52%
Program Four Years Ago: 2016			%	College	51%

Program Fall to Spring Rates (%)					
	Numerator	Denominator	Rate		
Program in Current Year: 2020	1	1	100%	College	73%
Program Last Year: 2019	1	1	100%	College	78%
Program Two Years Ago: 2018			%	College	76%
Program Three Years: 2017			%	College	78%
Program Four Years Ago: 2016			%	College	78%

Student Demographics (Current Fall Term, New students)				
Category	Program (n out of N/%)			College
	Numerator	Denominator	Rate	
Percent First-time	3	3	100%	82%
Percent Full-time	1	3	33%	77%
Percent Female	2	3	67%	59%
Percent Minority	2	3	67%	50%
Percent Took 1+ Remedial English	0	3	0%	18%
Percent Took 1+ Remedial Math	0	3	0%	6%
Percent Age 19 or Less	2	3	67%	67%
Percent Age 20-23	0	3	0%	13%
Percent Age 24 or More	1	3	33%	20%
Mean Age			32	22.0

Program Transfer and Employment Rates			
Transfer Rates (n out of N/%)			
2016	2017	2018	2019
%	%	0%	0%
Employment Rates (n out of N/%)			
2016	2017	2018	2019

	Numerator	Denominator	Rate		
Program in Current Year: 2018	0	1	0%	College	28%
Program Last Year: 2017			%	College	26%
Program Two Years Ago: 2016				College	25%
Program Three Years: 2015	0	1	0%	College	25%
Program Four Years Ago: 2014	0	3	0%	College	23%

15. Inclusiveness and Diversity

a. HCAT, like SUNY Schenectady has a very diverse population. The Culinary Arts program and the school support diversity in a variety of ways including recognizing multiple visible and invisible differences students bring to our program and our campus. Additionally, HCAT faculty work continuously to make everyone feel welcome and part of the program. The AOS program contributes to a climate of diversity by the very nature of what it is and does. The program celebrates food from all cultures. This is exemplified by many courses on campus including Classical Cuisine I & II as well as American Baking & Pastry, and International Baking & Pastry. Students learn the significance of cultural contributions to the world of food from various cultures and geographical areas. We are all learning and working hard to meet the goals of inclusivity and diversity, especially when it comes to providing emotional safety, and a welcoming and accessible space to learn.

b. The school educates current and new faculty about diversity and methods to support a culture of acceptance by offering podcasts, seminars, small workshops, and a continued process of education in order to come together to share ideas regarding diversity, equity, and inclusion. There is now a standing Diversity, Equity, and Inclusion committee. The college is in the discussion phase of incorporating a DEI & Social Justice course for all students.

16. **Analyses**

Action Plan	
Part 1: Program Strengths and Weaknesses	
Strengths	**Evidence Used to Define the Strength**
1	99% of students are very satisfied or satisfied with the quality of the program.	Student survey
2	100% of students find the classes they are taking meet their expectations.	Student survey
3	The curriculum remains current and up to date.	ACF Accreditation (7 year exemplary)
4	Graduation rates for the AOS program have increased for the last 3 years data was available. Additionally, graduating rates have exceeded that of the overall college.	Data provided by Institutional Research
5	The size of the facilities, the number of kitchens, and specialized equipment (including a bean to bar facility) strengthen the program.	Data provided by HCAT's Technical Specialist
Weaknesses	**Evidence Used to Define the Weakness**
1	Decline in enrollment and applications over the past 5 years at 45% less for enrollment and 48% for application.	Institutional Research
2	Lack of graduate survey responses	No data available from Institutional Research in this area
3	School of HCAT has great concerns about meeting the new SUNY Guidelines requiring the meeting of general education principles.	Bi-Monthly meetings
4	The culinary team is down one chef instructor that has left a large skill deficit in instruction.	Faculty data

Action Plan			
Part 2: Response Plan to Capitalize on Program Strengths			
Steps the Division/School will take to Capitalize on the Identified Program Strengths		**Point Person**	**Completion Date**
S1 & S2	Continue to survey students yearly to be certain students remain satisfied with the curriculum, facilities, and program	Sue Hatalsky	On going
S3	Culinary instructors will maintain certification through the ACF to be certain they are up to date with current trends and changes that the ACF may require. Attendance at the ACF National Convention and Cater-Source Conference	Culinary Faculty	On going
S4	Maintain an open dialogue with Institutional Research to keep a sharp watch on fluctuating graduation rates.	Dean	On going
S5	Continue to maintain, repair, and replace equipment as needed	Dean & purchasing	On going

Action Plan			
Part 2: Response Plan to Address Weaknesses			
Steps the Division/School will take to Address the Identified Program Weaknesses		**Point Person**	**Completion Date**
W1	The response to enrollment decline is to remain vigilant to recruiting opportunities including open house events, HCAT culinary competitions, and visits to vocational education facilities.	All HCAT faculty	On going
W2	Institutional Research will continue to solicit graduation surveys, anticipating a larger pool of data to work with.	Institutional Research	On going
W3	Continue discussions as to how to embed the general education principles in existing courses. This approach will have the least negative impact on the integrity of the program	All HCAT faculty	Fall, 2024
W4	There is currently a search committee interviewing and trying to identify the person who will best fit HCAT's needs	HCAT Search Committee	Current

Action Plan		
Part 3: Two and Five Year Program Goals		
Two-Year Enrollment Focused Goal	**Point Person**	**Completion Date**
Two-Year Goal	**Point Person**	**Completion Date**
Five-Year Goal 1	**Point Person**	**Completion Date**
Five-Year Goal 2	**Point Person**	**Completion Date**

APPENDIX A

**SPRING 2022
CURRENT STUDENT SURVEY
AOS CULINARY ARTS**

Culinary Arts Survey Results – Fall & Spring '22		Count	%	*See note at the conclusion of survey
What year did you start your program or certificate?	Response	13	15%	September 2019 or before
		26	31%	September 2020 or before
		5	6%	January 2021
		40	48%	Fall 2021
		4	5%	Spring 2022
In which type of instruction do you feel you learn best?	Response	73	84%	Face to Face
		0	0%	Fully online (online teaching is not live)
		12	14%	Hybrid (some in person and some live)
		2	2.3%	Virtual (online teaching is live)
What is your main goal in completing this program?	Response	54	61%	To earn an AOS degree and work
		11	13%	To earn an AOS degree and further my education with an AAS in Restaurant Management
		15	17%	To continue beyond the AAS and work towards a bachelor's degree
		8	9%	I do not plan on any of the above
Do the classes you are taking meet your expectations?	Response	41	47%	Strongly Agree
		47	53%	Agree
		0	0%	Disagree

		0	0%	Strongly Disagree
Do the facilities in which you cook meet your expectations?	Response	54	61%	Strongly Agree
		33	38%	Agree
		1	1%	Disagree
		0	0%	Strongly Disagree
Would you be interested in receiving "micro-credentials" from other areas of HCAT? For example, a 12-credit credential in Chocolate manufacturing or Beer Brewing or Candy Making.	Response			
		47	53%	Very Interested
		23	26%	Somewhat Interested
		14	16%	Currently Not Interested
		4	5%	Interested in the future, after graduation
Please rate your level of satisfaction with each of the following areas as related to the classes in your program.				
Quality of Instruction	Response	44	52%	Very Satisfied
		39	46%	Satisfied
		1	1%	Dissatisfied
		0	0%	Very Dissatisfied
Relevance of classes to your vocational or academic needs	Response	35	42%	Very Satisfied
		47	56%	Satisfied
		2	2%	Dissatisfied
		0	0%	Very Dissatisfied

Overall quality of the program	Response	38	45%	Very Satisfied
		45	54%	Satisfied
		1	1%	Dissatisfied
		0	0%	Very Dissatisfied

Your own success in the program thus far	Response	34	39%	Very Satisfied
		48	55%	Satisfied
		4	5%	Dissatisfied
		1	1%	Very Dissatisfied
Would you be interested in what is known as an 8+8 or 7+1+7 program? For example: Your Food Prep I or other food lab class might meet twice a week for 7 or 8 weeks and then Food Prep II for the second 7 or 8 weeks.				
	Response	41	52%	Yes
		38	48%	No

*Due to poor results using Survey Monkey, this survey was distributed during class time. Students were given the opportunity to answer eleven questions anonymously. In total 88 students were polled. Most students completed the entire survey. There is a +/- error rate of 11%. This error is due to polling several students who are not matriculated in the AOS or Certificate program. The breakdown follows:

1, Nutrition Major   1, Criminal Justice Major
4, Undeclared   1, Liberal Arts Major
3, Hotel

Appendix B

Faculty:

There are 3 faculty members who teach the core culinary classes. Additional HCAT faculty members teach the remaining classes.

Credential Awarded: AOS		# FT faculty: 3	# PT faculty: ?
Program Faculty			
Name: Susan Hatalsky		PT/FT: FT	
Highest Degree and Content Area: B.S./CEC, CCE		Yrs. of Service: 24	
Service to the Profession	Full-time instructor teaching a full load plus an overload of culinary arts classes, mainly baking & pastry classes. Retired chef/owner Blue Moon Catering, Inc. (seasonal catering company)		
Service to the College	Member of assessment committee for 10 years, also a member of Curriculum, PPNA, and FSA committees DEI Committee; Decolonization Currently writing APR for AOS degree, past writer of the AAS Restaurant Management program review. Writer of the Fundamentals of Baking & Confections HCAT Open House chairperson/spring & fall Chairperson/member of several search committees Middle States Committee		
Professional Conferences Attended	King Arthur Baking Company; A cake, A Confection, A Cookie (Jeff Hammelman) Bread Bakers Guild of America, Revision 2021 French Pastry Favorites Chocolate/Cheese Tasting Dandelion Chocolate & Jasper Hill Farms Bread Bakers Guild of America, Bread & Chocolate Phoenix, AZ Chocolate R&D San Francisco CA		
Scholarly Activities	None		
Other Professional Development Activities	Certified Executive Chef (ACF) Certified Culinary Educator (ACF) ServSafe food Handler Certified ServSafe Takeout COVID Certified		

Name: Courtney Withey	PT/FT: FT
Highest Degree and Content Area: B.A. in English and Human Development with a concentration in Human Services/CEC	Yrs. of Service: 12 year of service total, 8 years as an adjunct, 4 as FT teaching faculty

Service to the Profession	Full-time instructor teaching a full load plus an overload of culinary arts classes at both the foundational and advanced levels Executive Chef with 16 years industry experience, Chef Consultant and Private Caterer
Service to the College	Chair of Academic Policies Committee Advisor of Slow Food Club Head Coach of Hot Foods Competition Team 2018-2021, Rewrote and updated curriculum for Classical Cuisine One, Classical Cuisine Two, Food Preparation Two and Food Preparation One (current lead for each of these courses), currently co-writing a course on Culinary Cannabis, and writing a course on Health Supportive Culinary Arts Chairperson/member of several search committees Reimagine Taskforce Member at the onset of the COVID-19 pandemic- Mentorship program—formal mentor to at least one culinary student each semester Developed an arsenal of instructional multimedia culinary content to reinforce coursework for Food Prep One, Food Prep Two and Classical Cuisine One and Two
Professional Conferences Attended	None
Scholarly Activities	Webinar: Turning to Tech Post Covid-19 Webinar: Preparing to Shift to an 8-week Academic Term as an Equity Strategy Zoom Webinar: An Educator's Guide to Teaching Over Zoom Webinar: Adobe Premeire Pro Software SUNY Forum: A Conversation About Implicit Bias
Other Professional Development Activities	Certified Executive Chef (ACF) Serve Safe Takeout COVID Certified Working towards ACF Specialization Certificate in Culinary Cannabis and Edibles organize, promote and execute this event (2011-2022) Continuing the development of a personal project centering around horticulture, botany and sustainability-bolstering skills in farm to table cooking, live-fire cooking and understanding the complexities sustainability and how to best apply these principles in the modern kitchen Signature Chef for Albany Wine and Dine for the Arts Festival; help plan,

Name: Vanessa Traver	PT/FT: FT
Highest Degree and Content Area: B.S. History Education	Yrs. of Service: 3

Service to the Profession	Full-time instructor teaching a full load plus an overload of culinary arts classes, mainly baking & pastry classes, as well as the new chocolate and confections courses. Summer position at the Saratoga Reading Rooms for 14 years. Currently hold the position of Pastry Chef/ Sous Chef.
Service to the College	Member and Chair of the Community and Cultural Events Committee Currently the co-chair for the search committee for the open Culinary Arts Instructor position. Involved with many events during Women's History Month, such as panel discussions to promote women in the hospitality field. Worked on the development of the chocolate and confections lab in the Mill Lane Art District.
Professional Conferences Attended	Chocolate/Cheese Tasting Dandelion Chocolate & Jasper Hill Farms History of chocolate webinar presented by Saratoga County Historical Society "women leading the charge to the next normal" Webinar on the effects of Covid 19 on the food industry presented by foodservice council of women ACF presented "Chefs go green: preventing waste in your kitchen" webinar ACF presented "Certification and why it matters" webinar
Scholarly Activities	None
Other Professional Development Activities	ACF Certified Culinarian (CC) Currently in the process of obtaining my certification through the ACF as a Certified Executive Pastry Chef ServeSafe manager Certified ServeSafe Takeout COVID Certified Bean to Bar Chocolate 301: Mastering the art of bean to bar chocolate, I.C.E. New York, NY Caramel class with Kriss Harvey offered by Tomric

Program Faculty	
Name: John O'Connell	PT/FT: FT
Highest Degree and Content Area: MBA	Yrs. of Service:17

Service to the Profession	Maintain status and ServSafe and TIPs Instructor and Exam Proctor. Sodexho at Emma Willard, Troy, NY, & U Albany in Catering and Special Events, 2006 – Present. Honest Weight Food Co-Op in bulk foods, 2006 – 2007. Blue Moon Catering at Fasig Tipton and private parties 1999 – 2008. NYSUT, New York State United Teachers NYSHTA, New York State Hospitality & Tourism Association New York Bicycling Coalition

Service to the College	FSA Board of Directors, 2016 – 2020
	     Vice-Chair 2019 - 2020
	     Chair Food Service RFP 2019
	     Treasurer 2018 - 2019
	 Middle States Re-accreditation 2017 – 2019
	     Steering Committee Member, and Co-Chair Standard VI Working Group
	 Search Committees
	     Technical Specialist, Culinary, 2017
	     Technical Assistant, Culinary, 2016, 2014
	     Campus Events Coordinator, 2017 (Chair), 2013
	     Educational Aid / Culinary 2014, 2013, 2009, 2008, 2006
	 Food for Thought and All That Jazz – Organizing Committee 2014 - Present
	 President's Safety Council 2008 - 2014
	 Website Development / Update 2005 - 2009

Professional Conferences Attended	Course content in HOT 135 alters as new legislation, FDA Food Code, and industry trends change. To keep current and acquire new information for this and other courses, I regularly attend industry webinars, and education sessions.
	 Tour facilities / tour operations
	     Adventure in Food Trading, Albany,
	     D. Brickman Inc. Produce, Seafood & Cheeses,
	     HillCresst Foods, Saratoga,
	     Provence restaurant,
	     SYSCO of Albany,
	 Albany Skyway Project Planning in 2018
	 Assessment – Course Level Assessment Guidelines in 2018
	 Albany Hospitality Summit in 2015, 2017, & 2018
	 NYS DOL (Dept. of Labor) – Minimum Wage Update Webinar in 2014
	 MPI – Hot Technologies in Meetings & Conventions in 2013
	 International Hotel/Motel Restaurant Show/Conference from 2005 – 2015
	 Conference on Instructional Technology in 2009

Scholarly Activities	Course content in HOT 135 alters as new legislation, FDA Food Code, and industry trends change. NYSHTA, New York State Hospitality & Tourism Association. I have maintained TIPs certification and status as an instructor since 2014 and status as Instructor and exam Proctor since 2008

Name: Ingrid O'Connell	PT/FT: FT
Highest Degree and Content Area: M.S. Curriculum Development & Instructional Technology	Yrs. of Service: 27

Service to the Profession	Instructor and advisor for TAT231 Hospitality & Tourism Management Internship. Work with industry employers to provide hands-on experience opportunity for required field work in this course. Continue to actively work in hospitality for Sodexo over the last 15 years, and before that, at Saratoga Racetrack and catering. Advise MPI Club on campus to encourage students to become actively involved in their trade organizations. Active member MPI, NYSHTA and NYSTIA
Service to the College	Chairperson for 5 HTM & HTC program reviews, and 2 Hotel, Restaurant Management program reviews. Club advisor 17 years. Served on 5 Standing Committees multiple years, serving as member, Chairperson, and Secretary. Middle States Steering Committee member, Evaluation Core Committee and Standard Chairperson. Presidential search committee. Bylaw Review Committee. On-Line Technology Committee. DEI cohort. Service on numerous search and promotion committees. Textbook reviewer External program reviewer for Excelsior College Food Pantry Worker
Professional Conferences Attended	NY Parks & Trails Planning Albany Skyway Project Planning NYS Bike Coalition Summit Open Stax – OER Albany Hospitality Summit MPI workshops and events (10+ years) Empire State Tourism Conference Governor's Tourism Conference NYSHTA conferences (15+ years) NYS Rural Tourism Conference NYSTIA conferences Tourism Educators Symposium FENI Educator's Summit SLN Distance Learning Conference Hudson Mohawk Association Effective Teaching Conference International Hotel/Motel/Restaurant Show & Conference AAA Travel Trade Show Conference on Instructional Technology Association of Collegiate Business Schools & Programs Conference.
Scholarly Activities	SLN Distance Learning presenter SUNY Chancellor's Award for Excellence in Teaching recipient.
Other Professional Development Activities	MPI Sustainable Meeting Professionals Certificate MPI Going Local Certificate A2D Visitor Champion

	TIPS Certified Delphi Certified CVENT Certified ServSafe Food Handler Certified ServSafe Takeout COVID Certified ServSafe: Reopening Training ServSafe: Takeout Precautions ServSafe: Delivery Precautions ServSafe: Conflict De-Escalation training

Name: Kimberly Otis	PT/FT: FT
Highest Degree and Content Area: MA	Yrs. of Service: 25

Service to the Profession	Content Creator for NYS Restaurant Association Educational series webinars TIPS Certified Instructor and Proctor ServSafe Certified as Food Service Manager Organizer of Feed Albany / SUNY Schenectady Community College Food Insecurity initiative and curriculum redesign ServSafe Takeout: COVID-19 Precautions training certification ServSafe Delivery: COVID-19 Precautions training certification Member of MPI
Service to the College	Chair of the Academic Senate (2nd term) Executive Committee Member Student Success Initiative Core Team Member Achieve the Dream Core Team Member Admissions panelist HCAT Career Expo Co-Chair Strategic Plan – Mission and Vision Subcommittee Chair Guided Pathways Group 1 Mentor Program Advisory Board Mentor in mentoring program for two students Food Pantry Committee and Advisory Board DEI Neurodiversity Chair Kentucky Derby LEVY Internship Coordinator Search Committee member Security and Safety Task Force Committee Member Planning and execution of the Royal Gala 50th Anniversary Celebration – organized all students and volunteers for the event **Guest Speakers including:** Andrea Cole, wedding and social events, Glen Sanders Mansion Kate Otis, event planner, Ronald McDonald House and banking institutions Donna Purnomo and Michele Hines Abrahams Thiebeault – Wine and Dine for the Arts Gina Potfora and Erica Lavigne, ACECNY, annual awards event and continuing education opportunities for members Michelle Maneri, Event Lighting Specialist Susan Baker, Saratoga Convention Center Chloejean Teaford, Discover Saratoga Joell Viscusi, Total Events Richard Golding, Delhi and hospitality based lecture Addy Waldie, Trinity Alliance, MPI, Trade Associations and their importance to hospitality students Alden Stevenson, Homewood Suites, Hilton Garden Inn, Embassy Suites properties
Professional Conferences Attended	SUNY Center for Professional Development Teaching for Racial Equity with Distinction Certification Leaders Learning Live: Shared Governance for Campus Governance Leaders– SUNY SAIL RIT Webinar "Critical Thinking – Hospitality & Tourism in Times of Crisis" Men of Color National Summit at Clemson University "School to College Pipeline: Changing the Narrative on Black Males and Their Achievement in Education Through Access to Postsecondary Education and Postsecondary Completion" "Recognizing and Interrupting Unconscious Bias in the Workplace"

	"The Culture Code: How to Be an Effective Cross-Cultural Communicator" "Meditation and Mindfulness: How to Silence the Noise and Pursue Purpose" "Restorative Practices and Race: Changing the Narrative One Circle at a Time" Best Practices for ELL and ESOL Students, Dr. Melody Nadeau, Associate Director and ESOL Specialist, Siena College MPI Upstate NY Education Event – Leading with Confidence in the New Year MPI Meetings 2020: Hotel Trends that Matter for #Eventprofs webinar Inclusive Event Design Certification, MPI Academy Diversity and Inclusion: What's F&B Got to do with it? NYSUT Education and Learning Trust; Understanding Implicit Bias, Microaggressions and Stereotypes Open SUNY Diversity, Equity and Inclusivity Certificate Equity Basics Presentation, FIW, Fall 2019 Shared Governance Presentation, FIW, Fall 2019 Microaggressions and Student Success Presentation, FIW, Fall 2019 The Hospitality of Education Presentation, FIW, Fall 2019 The Science Behind Experiential Design, MPI Academy, Kevin White CSEP #Eventcanvas: Your Map to Extraordinary Meetings, Ruud Janssen More Than Just Extraordinary: Understanding Experience Types, Dr. Andrew Lacanienta Making Sense of It All: How the Senses Impact Productivity, Dianne Budion Devitt Mockingbird Methodology; Ready to Hatch Pedagogy Training by Tamara Thompson Shared Governance (Re)Newed Conference, Saratoga Springs, NY NYCCT reception with SUNY Schenectady Trustee Chair Ann Fleming Brown Shared Governance 101 presentation by Christy Fogal, President of FCCC Running Effective Meetings presentation by Jeff Steele, Herkimer CC and Garth Swanson, Genesee CC SUNY Initiatives presentation by Christy Fogal, President of FCCC SUNY Community College Advocacy by Nina Tarowski, FCCC past president Governance and Unions presentation by Michael Delaney and Wendy Johnston Campus Governance Leaders Handbook Overview and Training Shared Governance Rubric and the FCCC Visitation Process presentation SUNY Campus Governance Leader Group Planning session Saratoga Casino Hotel Site Tour, Taryn Brundege, HCAT Grad with Jay Larkin SUNY Guided Pathways Institute Benchmarking, Capacity and Transformational Change, Finger Lakes Community College Guided Pathways, Making the Case presentation by Dr. Gretchen Schmidt, Pathways Executive Director, AACC Shaping Organizational Culture to Implement Guided Pathways, Dr. Randall VanWagoner, President, Mohawk Valley Community College What We Are Learning about Whole College Redesign Through Guided Pathways, Dr. Hana Lahr, Senior Research Associate, Community College Research Center Engaging Faculty in Guided Pathways, panel discussion Lessons Learned from SUNY Guided Pathways Cohort 1 and Next Steps
Scholarly Activities	SUNY Center for Professional Development Teaching for Racial Equity with Distinction Certification Leaders Learning Live: Shared Governance for Campus Governance Leaders– SUNY SAIL RIT Webinar "Critical Thinking – Hospitality & Tourism in Times of Crisis" Men of Color National Summit at Clemson University

	"School to College Pipeline: Changing the Narrative on Black Males and Their Achievement in Education Through Access to Postsecondary Education and Postsecondary Completion" "Recognizing and Interrupting Unconscious Bias in the Workplace" "The Culture Code: How to Be an Effective Cross-Cultural Communicator" "Meditation and Mindfulness: How to Silence the Noise and Pursue Purpose" "Restorative Practices and Race: Changing the Narrative One Circle at a Time" Best Practices for ELL and ESOL Students, Dr. Melody Nadeau, Associate Director and ESOL Specialist, Siena College MPI Upstate NY Education Event – Leading with Confidence in the New Year MPI Meetings 2020: Hotel Trends that Matter for #Eventprofs webinar Inclusive Event Design Certification, MPI Academy Diversity and Inclusion: What's F&B Got to do with it? NYSUT Education and Learning Trust; Understanding Implicit Bias, Microaggressions and Stereotypes Open SUNY Diversity, Equity and Inclusivity Certificate Equity Basics Presentation, FIW, Fall 2019 Shared Governance Presentation, FIW, Fall 2019 Microaggressions and Student Success Presentation, FIW, Fall 2019 The Hospitality of Education Presentation, FIW, Fall 2019 The Science Behind Experiential Design, MPI Academy, Kevin White CSEP #Eventcanvas: Your Map to Extraordinary Meetings, Ruud Janssen More Than Just Extraordinary: Understanding Experience Types, Dr. Andrew Lacanienta Making Sense of It All: How the Senses Impact Productivity, Dianne Budion Devitt Mockingbird Methodology; Ready to Hatch Pedagogy Training by Tamara Thompson Shared Governance (Re)Newed Conference, Saratoga Springs, NY NYCCT reception with SUNY Schenectady Trustee Chair Ann Fleming Brown Shared Governance 101 presentation by Christy Fogal, President of FCCC Running Effective Meetings presentation by Jeff Steele, Herkimer CC and Garth Swanson, Genesee CC SUNY Initiatives presentation by Christy Fogal, President of FCCC SUNY Community College Advocacy by Nina Tarowski, FCCC past president Governance and Unions presentation by Michael Delaney and Wendy Johnston Campus Governance Leaders Handbook Overview and Training Shared Governance Rubric and the FCCC Visitation Process presentation SUNY Campus Governance Leader Group Planning session SUNY Guided Pathways Institute Benchmarking, Capacity and Transformational Change, Finger Lakes Community College Guided Pathways, Making the Case presentation by Dr. Gretchen Schmidt, Pathways Executive Director, AACC Shaping Organizational Culture to Implement Guided Pathways, Dr. Randall VanWagoner, President, Mohawk Valley Community College What We Are Learning about Whole College Redesign Through Guided Pathways, Dr. Hana Lahr, Senior Research Associate, Community College Research Center Engaging Faculty in Guided Pathways, panel discussion Lessons Learned from SUNY Guided Pathways Cohort 1 and Next Steps Location site tours: Saratoga Casino Hotel, Rivers Casino Hotel, Glen Sanders Mansion
Other Professional Development Activities	Alzheimer's Association, An Evening to End Alzheimer's gala attendee Title 9 and Diversity Training with Theresa Hobbs

	Annual Pumpkin Fundraising event to benefit the Epilepsy Foundation of Northeastern New York Poster Session presentation on Kentucky Derby and Student Engagement Student Success Initiative Report to the College Community Capital Region Eat Smart New York through Cornell Cooperative workshop series coordinator Equity Basics Presentation Shared Governance Presentation Microaggressions and Student Success Presentation The Hospitality of Education Presentation The Hospitality of Education CSEA Employee Student Services Training Mental Health Resource Fair

Credential Awarded: AOS		# FT faculty: 7	**# PT faculty:**
Program Faculty			
Name:		PT/FT: FT	
Highest Degree and Content Area: B.S.		Yrs. of Service: 14	
Service to the Profession	Full-time		
Service to the College	Reimagining Spring 2021 Task Force (August 2020-June 2021) Reimagining Spring 2021 Task Force Sub Committee on 8-week coursework (January 2021-June 2021) Diversity, Equity, and Inclusion Committee (January 2021-present) DEI Sub Committee on Micro-aggressions Group Lead (February 2021-present) Faculty Advisement Mentorship (April 2021-present) Reimagining Fall 2020 Implementation Task Force (August 2020- December 2020) SCCC Alumni Advisory Board (October 2011-present) Career Expo Co-Chairperson(2010-present) Workforce Development Intro Craft Brewing info session (December 2017-present) SUNY SCCC Start Again Campaign (Spring 2015-present) SSI Student Advisement Committee (Spring 2019-present) Recruiting- Skills USA State Competition Recruiting April 2012-present), Virtual ProStart and Public Recruiting with the NYSRA (February 2021 and ongoing), Culinary High School Day at SCCC (Spring 2009 – present), and tour group impromptu speaking (anytime) Chefs for Success- Volunteer in any capacity needed (2010-present) Regional SkillsUSA- Service Competition Chairperson- oversaw 4 judges and student competitors (March 2011-present) Hotel, Culinary Arts and Tourism Alumni information gathering for future networking opportunities(2009-present) Food for Thought and All that Jazz- volunteered to oversee banquet and dining room class members(2009-present) American Culinary Federation Spring Culinary Classic- volunteered to oversee student servers for Saturday/Sunday breakfast/lunch service (2011-present) Sips for Scholarships- plan, develop, implement events at local craft beverage operations to raise scholarship funds for beverage related programs. Raised nearly $6,500 to date (Fall 2016-present) Beverage Pairing Dinners at SUNY SCCC (Fall 2015-present) Created, planned, scheduled, coordinated and managed beverage service at Pairing		
Professional Conferences Attended	TIPS Trainer re-certification (2009-present) - able to instruct and certify Revel POS Training- to become proficient in the application of the new POS in the Casola Dining room. This was to be able to operate the dining room as well as train the students (May 2018, 2019, 2020) ServSafe Food Handler April 2020 ServSafe Operating Guidance: COVID-19 Precautions April 2020 ServSafe Conflict De-escalation: COVID-19 Precautions April 2020 ServSafe COVID-19 precautions for takeout and delivery services April 2020		
Scholarly Activities	SUNY Chancellor's Award for Faculty Service 2021		

Program graduate survey below:

EDUCATION GOALS AFTER GRADUATION FROM SCCC

1.   What best describes your most important FINAL   goal after graduation?
Transfer to another SUNY college/university after earning a degree/certificate at SCCC.
Transfer to a non-SUNY college/university after earning a degree/certificate at SCCC.
Employment (start new job, upgrade current job, etc.)
Other (please explain):

_____

2. What is your primary employment status even if   you are also a student? (check only one)
Employed full-time (30 or more hours per week).
Employed part-time (less than 30 hours per week).
In the military. (Skip to Q5)
Not employed, seeking employment. (Skip to Q5)
Not employed, not seeking employment. (Skip to Q5)

3.   What is your primary occupational field?
                   (e.g. Culinary, Accounting, Business, etc.)

_____
        What is your job title? _____

        Name of your employer/company: _____

4. What is your current ANNUAL salary range?
Less than $10,000
$10,000 - $19,999
$20,000 - $29,999
$30,000 - $39,999
$40,000 - $49,999
$50,000 - $59,999
$60,000 - $69,999
$70,000 - $79,999
$80,000 and higher

5. Are you currently attending a college, university, or training program?
Yes
No (Skip to Q9)

6. If you answered, "Yes", where? _____

7. What is your current status?
Full-time student
Part-time student

8. What is your major?

_____

COMMENTS AND RECOMMENDATIONS

9. If you could start over again, would you choose   to attend SUNY Schenectady?
Definitely yes
Probably yes
Probably no
Definitely no

10. How satisfied are you with your degree/certificate program at SUNY Schenectady?
Very satisfied
Satisfied
Dissatisfied
Very dissatisfied

11. Comments/Recommendations:

_____
_____
_____
Provide an analysis of graduate survey data.

Due to the lack of return on this survey, the data does not exist to analyze. In speaking with the Director of Institutional Research at the college, the lack of participation is common throughout the college.

Response from the external review team below.
Team members:

Mr. David Campbell; Professor @ SUNY Cobleskill and Certified Executive Chef
campbed@cobleskill.edu

Mr. Joe Schulte: Executive Chef @ Toro Restaurant
josephs@restaurants.com

Ms. Vera Dordick: PR Specialist with Avant Garde Global Communications
vera@avantgardegc.com

Observations from the Review Team campus visit.

> The campus visit was well organized. The review team met with culinary faculty and the dean of the division. The team had ample time to discuss the Academic Program review and ask questions. Students scheduled for interviews were varied and offered valuable comments. The tour of the facilities was thorough and the team had all the information needed for the review.

Response to the information contained in the Academic Program Review.

> The review team's top concern after reading the Academic Program Review was the decline in enrollment. While much of the decline can be attributed to the pandemic as well as the booming job market, it is still a concern as it affects the robust nature of the program.

> Given that the COVID pandemic has indelibly changed the culinary and hospitality industry, the team felt that this lull in enrollment could be used as an opportunity to re-envision and restructure the program for new success in a very different landscape. HCAT faculty and the dean agree that times have changed and reinventing the program may be critical to its success. Instituting microcredentials may assist in attracting new students and more adult learners.

Assessment of the program's major strengths and weaknesses.

Strengths of the program:

- The culinary facilities are quite nice and well-stocked. Technological and equipment upgrades enhance the student experience. HCAT agrees that equipment is "state of the art" but technology is not. The campus Technology Committee is waiting on grant approval to improve technology in the kitchens.
- Both the savory program and baking concentration offer "great bang for the buck" culinary education compared to other options in the market.
- Program faculty are highly regarded in the industry and work well together as an educational team.
- The required savory courses for students in the baking concentration are vital for a well-rounded experience and appreciation of the industry.
- The hands-on focus of the overall program is a major strength.
- Extra-curricular activities (Gala, Derby, Chaine Dinners, etc.) are an excellent way to show students higher-end production and service.
- The addition of the chocolate/confections lab is a major draw for the program.

Weaknesses of program:

- The program needs more consistency with daily lab grades being issued promptly. Students reported that some faculty were very quick to assign grades while others took a week or two, which is not supportive of student success. Much of this occurs with adjuncts who teach the culinary courses. Most often adjuncts teach a class is in addition to their regular full time jobs or the operation of their own restaurants or bakeries. There were several new adjuncts brought on due to the 75% occupancy requirement.
- A recent faculty departure has left the program without expertise in the area of Advanced Garde Manger & Whole Animal Butchery. There is an on-going search to fill this vacancy. Since SUNY SCCC will no longer hire chefs with AOS degrees, finding a qualified candidate has been difficult.

Agreement with the strengths and weaknesses as identified in the APR and/or input for other strengths and weaknesses.

The required courses give students comprehensive exposure to the culinary industry and an opportunity to discover which skills are their strongest, as well as which career path they would like to follow after graduation. The group of courses that work in concert together for the Casola dining room are critical to a real-world experience. Prompt Instructor grading and feedback is critical to student growth and success.

Recommendations that the Team believes could improve the program.

- The courses that work in concert together (Classical Cuisine, Garde Manger, Pastry, and Service) could be revised to a cohort system, which would help build esprit de corps and ensure that there are enough students for service functions. This has been discussed one on one with faculty. Since the enrollment decline of the AAS degree in Restaurant Management, there are not enough students to keep the Casola Dining Room running. The discussions are on-going.
- There are benefits to the two-week topic focus in these dining-room related courses. While it narrows the cuisines and flavor profiles to which students are exposed, it offers them an opportunity to build experience over the two weeks. This format also offers an opportunity to cycle more students through front-of-the house duties.
- If HOT 275 - Marketing for the Hospitality Profession is valuable for students, the option to substitute SSA 201 - Italian Food & Culture doesn't make much sense from an academic standpoint. Italian Food and Culture is a study abroad program and is a fantastic opportunity but it is not marketing in any form. Perhaps the Italian program could be an alternative option to Advanced Garde Manger or Modern Culinary Trends & Techniques or the Culinary Competition? This may be possible for the culinary students but would not be applicable for the baking concentration students.
- Students have more challenges with the academic side of the program and additional hands-on, practical assessments could help students meet learning objectives.
- Require prompt feedback and grading, particularly from adjunct instructors. Agree, Dean will continue to emphasize this to adjunct instructors as well as to the fulltime instructors.

Response to the Academic Program Review.

The Academic Program Review (APR) was provided in advance of the campus visit, giving ample time for the team to review the document. It provided comprehensive information we needed to fully understand the program offerings, enrollment, and student achievement of learning objectives for each course.

Response to faculty and staff meetings conducted as part of the campus visit.

The team had unlimited access to lead faculty and administrators of the program. We appreciated their candor, which was very helpful in understanding the challenges for the culinary program.

Response to faculty and student meetings conducted as part of the campus visit.
- The review team interviewed six students, who represented a good mix of those in the savory vs. baking concentration as well as older non-traditional students and younger students.

- We asked each student about what he or she saw as the pros and cons of the program. We also asked about the nature of any previous culinary experience as well as career goals.
- Among the strong points of the program, students singled out the value of the dining room experience, strong basic culinary skills being developed, the great value for the price of the program and hands-on experience. They also noted the excellence and valuable interaction with faculty and instructors.
- When it came to any negatives, challenges with learning during COVID were an overarching theme. The team took that as a given and asked about other issues they might have had. Among those mentioned were lack of consistency between instructors for issuing grades and assessments, issues with teaching style in the lecture components, and lack of student confidence in working with the public in the dining room. There has been discussion to include more soft skills in courses. The idea is to instill confidence in students.
- Students love the hands-on experience with equipment, the Casola Dining Room and opportunities for events, such as the gala and Kentucky Derby.

Areas that the recommendations of the External Review Team may consider responding to including the following: program design, curriculum, student learning outcomes, program resources.

- As COVID has drastically changed the industry landscape, the current lull in enrollment is an opportune time to reinvent parts of the program for future success.
- Several students expressed concern that first-year students weren't necessarily ready to demonstrate people skills in the Casola Dining Room. A workshop for incoming students, or even waiting until the second year to have students serve could help them feel more seasoned and confident.
- Count the hours that students spend on extracurricular culinary towards the 600 hours that they must work.
- Some students with previous culinary experience drop out of the program because the initial courses are too repetitive of the knowledge they already possess. It is suggested to develop a process whereby students can pay for a course but test out and get the credit. There is a process in place to allow incoming students to apply for credit for college level learning.
- Take full advantage of the new chocolate and confections lab with professional development programs along with one-day and demonstration courses for enthusiasts.
- In our meetings, faculty mentioned that there was an option being considered of omitting cakes and cake decorating from the curriculum. Instead, some of the main skills would be rolled into the other pastry courses. The review team feels that this should not be implemented because it would be of great detriment to the program as a whole, and particularly to the baking concentration. The lead instructor for this course has expressed her concern and is adamantly against this.