SELF-STUDY FORM

Included in the following pages of the Self-Study are a series of questions that pertain to your program in relation to the ACFEF Standards and Required Knowledge and Skills Competencies.
Please read each question carefully and provide narrative answers below each Standard listed. Please try to keep yours answers as brief and concise as possible. In addition to your narrative response, Exhibit document(s) may be required.
You can create an account with JotForm and save your form before submitting. Please be sure to fully complete the annual program update form before submitting.
If you have any questions, please contact the Accreditation Team at (800) 624-9458
or accreditation@acfchefs.org.

Institution and Program Information

Insitution Name: Guam Community College

Site Visit Dates: Monday, November 14, 2022

Institution Type: Postsecondary

Nonprofit/For Profit: Nonprofit

Public/Private: Public

Address: 1 Sesame Street
Mangilao , Guam, 96913

Institution Phone Number: (671) 735-5581

Institution Website Address: https://guamcc.edu/

Institution President/Director/Dean: Mary A.Y. Okada

Job Title: President, CEO

Phone Number: (671) 735-5581

Program Coordinator: Kennylyn Miranda

Job Title: Department Chair, Instructor

Email:	kennylyn.miranda@guamcc.edu
Work Phone Number:	(671) 735-5581
Cell Phone Number:	(671) 929-2411
Type of Accreditation:	Renewal
Initial Accreditation Date:	Friday, February 2, 2018
Accreditation Expiration Date:	Saturday, December 31, 2022
Program Name:	Culinary Arts
Program Type:	Associate Degree
Number of Years Established:	18
Number of Technical Faculty, Full-Time:	3
Number of Technical Faculty, Part-Time:	4
Number of Students, Full-Time:	84
Number of Students, Part-Time:	29
Number of Graduates (Last Year):	16
Do you have additional programs to add?	No

If you have additional programs, please send information to accreditation@acfchefs.org.

SECTION 1: PROGRAM ELIGIBILITY CRITERIA

Standard 1.01: The program must be offered at an institution which is legally authorized under applicable state law to provide Secondary or Postsecondary education and is institutionally accredited by an agency recognized by the U.S. Department of Education or approved by a comparable national or international governement agency responsible for the oversight of the institution.

Standard 1.01 Evidence of Compliance (1): Upload a copy of the legal licensure to operate and a state certificate of approval to provide Secondary or Postsecondary education by the Department of Education or a comparable national/international agency

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Standard 1.01 Evidence of Compliance (2): Write a narrative response to include the contact information (name, address, phone number, email address and website) of the Department of Education or a comparable national/international government agency. If a recognized agency has denied accreditation, place the program on public probationary status or has revoked the accreditation, provide an account of such action(s).

Authority and Operational Status
Guam Community College (GCC) is one of three (3) institutions of higher education in Guam. GCC however, is the only community college on the island. Located in the village of Mangilao, GCC was created by the Guam Community College Act of 1977 (Public Law 14-77) to (1) consolidate and strengthen many of the existing manpower training programs administered by the Government of Guam under one governing board; (2) expand and strengthen career education within the territory; (3) expand short-term and extension programs in skill training; and (4) strengthen the formal secondary and post-secondary education program in the vocational and technical fields (34th Guam Legislature, 2015).

In 2011, Public Law 31-99 amended and expanded GCC's purpose, namely: (1) to establish a career and technical education, and other related occupational training and education courses of instruction aimed at developing educated and skilled workers for Guam; (2) to coordinate with Guam Education Board the development of career and technical education programs in all public schools; (3) to establish and maintain secondary and post-secondary educational programs in career and technical fields; (4) to award appropriate certificates, degrees and diplomas to qualified students; and (5) to serve as the State Agency and the Board of Controls Career and Technical Education; and (6) to coordinate and recommend improvements in order to match career and technical education programs with current existing job needs (34th Guam Legislature, 2015)

In line with these mandates, GCC operates secondary and postsecondary career and technical education programs, adult and continuing education, and short-term specialized training required by industry and the community. GCC is also the State Agency for Career and Technical Education under the U.S. Vocational Act of 1946, 1963, and subsequent amendments; and the State Agency for Adult Basic Education.

Accreditation and Relations with the Accrediting Commission
GCC is accredited by the Accrediting Commission for Community and Junior College (ACCJC), the Western Association of Schools and Colleges (WASC). It has been continuously accredited since 1979. On June 13, 2018, the College received notice from ACCJC of its action to reaffirm accreditation for seven years. The next team visit is scheduled for the spring term of 2025.

Resources
www.accjc.org
2022 ACCJC Action Letter
2018 Accreditation Notification Letter (ACCJC)
2018 ACCJC GCC External Evaluation Report

Standard 1.02: The program's application for accreditation must be authorized by the institutional chief executive or designee.

Standard 1.02 Evidence of Compliance: Upload a copy of the Postsecondary or Secondary Application

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Standard 1.03: The program must have a minimum of one (1) year's graduates and a graduation rate that is acceptable by the instiution or accrediting body.

Standard 1.03 Evidence of Compliance: List five (5) graduates within the last five (5) years and their places of employment. Include name, address, email and phone number of the graduates and their employers.

Eya Salandanan GCC Culinary Arts / FSM
eya.salandandan@guamcc.edu
Pastry Cook - Hilton Guam Resort
(671) 685-2528

Isaac Aguon, GCC Culinary Arts
isaac.aguon@guamcc.edu
Cook, Norwegian Cruise Line (NCL)
(671) 687-5014

Janel Tahimik,
GCC Culinary Arts / FSM
janel.tahimik@guamcc.edu
Line Cook, Ruby Tuesday's
(671) 777-2099

Albert Pingul, GCC Culinary Arts
albert.pingul@guamcc.edu
Kitchen Manager, Jamaican Grill, Agana Guam
(671) 486-2064

Kyle Moquerio, GCC Culinary Arts
kyle.moquerio@guamcc.edu
Chef De Partie, Hyatt Regency Guam
(671) 683-1953

Standard 1.03 Evidence of Compliance: Write a narrative response describing the institution's graduation rate goals.

The Guam Community College (GCC) provides a learning-centered and student-focus environment for our students; 100% student success is GCC's ultimate goal. GCC offers flexible opportunities and innovative strategies to meet students' needs while continuing to provide quality education and job training. As a part of 100% student

success, GCC has enhanced and strengthened its wraparound student support services to ensure that all students are aware of and take advantage of opportunities available to them which can clearly optimize their chances of success.

The College's institution-set standards for graduation rate are:

- 19% of the 2015 cohort (first-time, full-time, degree-seeking, including developmental) students graduate within 150% of normal time.

- 32% of the 2015 cohort (first-time, full-time, degree-seeking, including developmental) students graduate within 200% of normal time.
According to the US Department of Education College Scorecard GCC's Graduation rate is 26%.

The GCC Culinary Program is a 60-credit, 2.5-year program. Taking the Fall 2019 enrollment figure out of 61 students, 19 students graduated in 2021, a 31% graduation rate. Using the institution-set standard graduation rate goal of 26%, the culinary program graduation rate exceeds both the benchmark and aspirational goals.

To achieve GCC's Institutional Strategic Master Plan Goal 1: Retention and Completion, the College has several initiatives which include:

- The Dual Articulated Program of Study which enables high school CTE students to earn college credits while in high school, the same CTE progam at GCC.
GCC has implemented the CLYMER program, allowing graduates from the Guam Department of Education high schools to take college-level English and math courses without the need for remedial classes, provided they have met the eligibility requirements.

- Due to COVID the college offers Distance Education to improve education delivery and provide a student-centered educational experience. Department Chair Chef Kennylyn has received the Teaching Online Certification with Quality Matters along with several secondary faculty.

A number of culinary freshmen have taken advantage of the CLYMER program which has enabled them to progress and move further along toward graduation in the culinary arts program.

Standard 1.04: The program coordinator (or main contact) must speak English to communicate with ACFEF Accrediting Commission, ACFEF staff and site visit team. If necessary, the institution would be reponsible, at the institution's expense for providing a translator to speak with teh advisory committee and other pertinent staff.

INTERNATIONAL ONLY
Standard 1.05: All institution/instructor educational information in catalogs, student handbooks, website and food, health and safety reports must be submitted in English or must be accompanied by a notarized English translation.

INTERNATIONAL ONLY: Standard 1.05 Evidence of Compliance: all self-study and supporting documents provided to ACFEF AC must be in English or be a notarized English translation for ACFEF AC to confirm the standards.

SECTION 2: PROGRAM MISSION AND GOALS

Standard 2.01: The mission and goals of the program are consistent with the philosophy of the institution, as well as industry standards.

Standard 2.01 Evidence of Compliance (1): Write a narrative response describing the mission and goals of the program and how they coincide with the philosophy of the institution, as well as industry standards. z

Consistent with GCC's mission, "a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia" (Board of Trustee Policy 100), the GCC Associate of Arts in Culinary Arts Program prepares students with the knowledge, skills, and attitude necessary for a successful career in the Culinary Arts Industry. Upon successful completion of the program, students will be able to: (1) Demonstrate the attributes of a professional culinarian; (2) Apply culinary fundamentals in the preparation of a variety of food products; (3) Manage resources in a commercial culinary environment. The ACFEF Accredited program status and the many opportunities provided to students to engage in experiential learning such as kitchen laboratory, practicum, and participation in other culinary events, validate that the mission and goals of the program coincide with industry standards.

The advisory board's input has a significant influence on the mission and goals of the program to "help the College ensure that the program is relevant to the community, addresses current industry standards and workforce needs, and has appropriate resources to support high-quality student outcomes (GCC Advisory Committee Handbook, pg9).

Standard 2.01 Evidence of Compliance (2): Upload a copy of the program's mission and goals.

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SECTION 3 - ORGANIZATION AND ADMINISTRATION

Standard 3.01: There are clearly defined administrative channels for the program which allow it to operate effectively.

Standard 3.01 Evidence of Compliance: Write a narrative response describing (a) The administrative and teaching responsibilities of the person responsible for the oversight of the program (i.e. program coordinator, lead instructor, etc.).

The Department Chair is responsible for engaging the department in continuous and consistent program improvement through the assessment process. This was implemented in order to maintain the ACFEF Accreditation status and the recognition of Quality Culinary Education; and most importantly, to improve enrollment, retention, and completion rates.

Chosen by members of the department, through an election process held every two years in Spring, the Department Chair reports directly to the Dean of the School of Trades and Professional Services. The Department Chair, with concurrence from the Dean, formulates and maintains the department budget based on the department's three-year strategic plan.

The Guam Community College Board of Trustees and Faculty Union Agreement for 2017-2023 identifies the following department chair responsibilities to include:

Administrative

- Coordinate and maintain the daily operational details of the department to include book inventories, submission of departmental requisitions, supplies, equipment, textbooks, and work order requests.

- Be available to all department members, including those working day, night, or Saturday schedules, as well as those working off-campus for consultation and assistance.

Academic
- Call and preside at all meetings of the department to discuss issues, provide information about the activities of the College, and coordinate the work of the department.

- Provide an orientation to new faculty members of the department and serve as a mentor to the same. Assist all members of the department to become familiar with the Mission and Vision of the College to understand the communities we serve, and provide a general overview of the strategic planning initiatives to support student success.

- Attend Department Chairpersons' meetings, be available for daily consultation with the Dean on departmental matters, and inform department faculty of these discussions and decisions.

- Take an active part in the recruitment, retention, and

completion of students.

- Facilitate and serve as a member of the appropriate Workforce Advisory Committee pertaining to the Board's responsibilities as established by law.

- Serve as Co-Chair of the interview committee and make recommendations for new department personnel.

- Recruit, recommend for hire, orient, mentor, and observe adjunct instructors and provide feedback to Adjunct, Associate Dean, or the Dean.

Standard 3.01 Evidence of Compliance: Write a narrative response describing (b) to whom this person reports on matters such as finance, policies, adminission adn curriculum.

The Department Chairperson reports directly to the Dean of Trades and Professional Services on matters such as finance, policies, admission, and curriculum. To this end, the responsibilities include:

- Develop, submit, and maintain the department's annual budget including Non-Appropriated Funds (NAF) in cooperation with other members of the department. Incentive Funds earned shall be allocated to the department as part of the annual budget submission.

- Provide leadership in developing and revising the curriculum for the department, as well as the assessment of such curriculum.

Standard 3.01 Evidence of Compliance: Write a narrative response describing (c) their role in assessing, planning, evaluating and implementing changes to the program.

The Department Chairperson in regards to assessing, planning, evaluating, and implementing changes to the program includes the following:

- Provide input to the Dean or Associate Dean on the performance of members of the department through periodic informal visitations to the faculty members' worksites to observe and assist department members with the implementation of department and individual performance improvement plans as well as assisting with possible teaching techniques and improvement methods.

- Facilitate, guide, and ensure that department assessment goals and College-wide deadlines are met, including, but not limited to plans, schedules, reports, work assignments reviewed and approved syllabi, and other requested departmental information to the Dean and department members.

Standard 3.02: There is an organizational chart showing the structure of the program.

Standard 3.02 Evidence of Compliance: Upload the organizational chart for the administrative structure of the program.

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Standard 3.03: There is evidence of continuing financial support commensurate with the resources of the institution and appropriate to the needs of the program.

Standard 3.03 Evidence of Compliance: Upload the financial statement for the program for the last fiscal year (department budget - audited or unaudited).

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Standard 3.03 Evidence of Compliance: Write a narrative response describing: (a) if you receive any outside funding.

The Guam Community College is a semi-autonomous government agency with 95% of its operations funded by the Government of Guam General Fund or Fund 1, and fiver percent by Federal Grants-In Aid. Instructors' salaries, instructor resources, maintenance, and supplies are covered by Fund 1. These resources are appropriate for the needs of the program. A Carl Perkins CTE grant is available for program improvement.

The Department through the office of the President of the College obtained a $498,000 grant that was awarded in July 2018. The grant funds student's tuition, tools, and uniform. The grant received was the DOI Technical Assistance Program Grant, offered through the Office of the Lieutenant Governor, and the Guam State Clearinghouse provides the first year of tuition and fees for the Culinary Arts Program 30 credits. The grant funds student's tuition, tools, and uniform. The fast track program started in 2020 with the first Culinary cohort of 35 students, in 2021, followed by the first Baking & Pastry Cohort, which garnered 31 students and 26 students for the Culinary/Baking cohort in Summer 2022.

Standard 3.03 Evidence of Compliance: Write a narrative response describing: (b) at what point you believe the program will be self-sufficient.

The Associate of Culinary Arts Program is a stand-alone program is supported by tuition and lab fees and budget allocation from the Government of Guam. Lab fees are used to purchase ingredients. Tuition and other fees are used to support other needs of the program.

Standard 3.03 Evidence of Compliance: Write a narrative response describing: (c) if the program will be able to continue if outside funding expires.

The Guam Community College is a semi-autonomous government agency with 95% of its operations funded by the Government of Guam General Fund or Fund 1 and will continue to exist based on the existing budget allocation structure from the Government of Guam.

Standard 3.03 Evidence of Compliance: Write a narrative response describing: (d) if the program operates an income-producing business (i.e. catering, cafeteria, restaurant and vending) and how those funds relate to the program's operations and provides for capital expenditures?

The Department is looking at the possibility of engaging in entrepreneurial activities, such as operating the campus restaurant and coffee shop, currently operated by private corporations, that will serve as a "living laboratory" providing culinary students with opportunities to enhance learning.

The program also offers CUL240 Pacific Asian Cuisine where students are able to showcase learning by demonstrating in sequence the planning, organizing, and

implementation of a buffet or catering event focused on iconic cuisines from the Pacific Region and Asia. As part of the course, the buffet is advertised to the public and served at a reasonable cost. The money earned is deposited into the Culinary Arts Catering account. Funds that are generated from these activities can be used to upgrade the kitchen facility, purchase equipment, and fund culinary scholarships.

Standard 3.04: Instructors have a balance of teaching, lab coordination and administrative responsibilities to result in an effective educational program.

Standard 3.04 Evidence of Compliance: Write a narrative response describing how the instructors are able to maintain a balance of teaching, lab coordination and administrative responsibilities.

The GCC full-time faculty workload is 225 instructional hours per semester. True adjunct and full-time faculty members seeking adjunct teaching assignments are limited to 135 contact hours per semester based on a directive from the College President. Culinary classes with a cooking laboratory are a two-credit course, scheduled twice a week for five hours per meeting, and nine weeks in duration. There are no lab classes scheduled on Fridays. This allows chef instructors to catch up with lesson planning, assessment work, grading, advisement, and other teaching-related administrative responsibilities. Lecture classes are held three hours per week, twice or once a week. Administrative tasks such as generating purchase orders, securing price quotes, etc. are done by the department's administrative aide. Following are "Illustrative Examples of Work" for Instructor (current chef instructor's title and Department Chair) as described in the GCC Board of Trustees and Faculty Union Agreement 2017-2023.

Standard 3.05: The program will have an Advisory Committee that meets twice per year to advise the program and respond to the employment needs of the industry. Agenda topics to include:

- curriculum
- facility equipment
- student recruitment
- graduate placement
- externships
- funding sources
- scholarship
- industry needs

Standard 3.05 Evidence of Compliance: Upload a minimum of two written minutes for the Advisory Committee meetings for the past year which include: (a) list of Advisory Committee members in attendance with titles (b)

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Standard 3.05 Evidence of Compliance: Write a narrative summarizing the Advisory Committee's meetings, members and objectives.

The Culinary Arts Program Advisory Committee comprises hotel executive chefs and restaurant chefs owners. The GCC Advisory Committee recommends one meeting in October and another in March. However, committees are encouraged to meet more frequently. There were three meetings last year and one this spring and fall. In line with the Department's goals, these meetings focused on ACFEF standards, Required Knowledge and Skills Competencies, and curriculum.

Before the academic year 2020-2021, the previous Department Chair utilized the American Culinary Federation Guam Chapter as the Department's advisory board. This organization's members were consulted whenever a proposed change in the program and course offerings. Meeting minutes complied.

Standard 3.06: The Advisory Committee assists to ensure the program responds to the needs of the industry, including job skills, equipment and continues to meet the ACFEF standards. The Advisory Committee membership consists of representatives from a variety from hospitality representatives and must include a current student or recent graduate of the program.

Standard 3.06 Evidence of Compliance: Upload a roster of Advisory Committee members including contact information (phone number and email), company name and title. Note: recent graduates must have completed the program within the last five (5) years.

Standard 3.06_Guam Comm… .pdf

Standard 3.06 Evidence of Compliance: Write a narrative response describing (a) design of the Advisory Committee and reason for its composition (b) criteria and requirements for Advisory Committee members (c) frequency of meetings (d) functions and responsibilities (e) examples of major suggestions and results.

Design of Advisory Committee and Reason for its Composition
The Culinary Arts Program Advisory Committee is comprised of hotel executive chefs, restaurant owners, restaurant managers, Human Resource Director, Food and Beverage Director, a Jr. Sous Chef, a commis chef, and a Certified Dietary Manager intended to "help the college ensure that the program is relevant to the community, addresses current industry standards and workforce needs, and has appropriate resources to support high-quality student outcomes (GCC Advisory Committee Handbook, p.9)

Criteria and Requirements for Advisory Committee Members
Appointed to serve for a two-year term, the Culinary Arts Program Advisory Committee members are volunteers who

understand the knowledge, skills, and behavior required in this field. Their role is to offer recommendations that will ensure the growth and expansion of the program and the employability of culinary graduates.

Frequency of Meeting
GCC Advisory Committee Policy recommends one meeting in October and another in March; however, Committees are recommended to meet more frequently as members deem it necessary to address program needs. After each Advisory Committee meeting, the agenda and minutes are submitted to the Office of Assessment, Institution Effectiveness, and Research (AIER) and the Trades and Professional Services Dean.

Functions and Responsibilities
The Culinary Arts Program Advisory Committee performs the following role:
- Advise - assess program and course curricula to ensure that the program meets accreditation standards.
- Assist - assist instructors in carrying out specific activities.
- Support - provides support to the program, such as providing students with internship opportunities, employment for culinary program graduates, participation in occupational surveys conducted by the Department, etc.
- Advocate - promote the program in the community.

Examples of Major Suggestions From Advisory Committee
- Ensure that the kitchen is equipped with essential equipment to meet the intended program learning outcomes.
- Introduce foodservice sustainability practices, principles, and methods to conserve natural resources.

There were three meetings held last academic year with discussions focused on the evaluation of the course curricula against each ACF Required Knowledge and Skill Competencies (RKSC) and the program against ACF standards.

Standard 3.06 Evidence of Compliance: Write a narrative response describing (a) how the Advisory Committee assists the instructors and faculty to ensure the program responds to the needs of the industry including job skills and equipment (b) how the Advisory Committee ensures the program continues to meet the ACFEF standards (c) how the program student outcomes, mission and learning objectives are reviewed annually and reflected in the minutes.

Since the assumption of duties of the current Department Chair, there were two Advisory meetings held last year and one last spring. The Advisory Committee went through each curriculum student learning outcomes and compared them against the ACFEF standards and Required Knowledge and Skills Competencies (RKSC).

As mentioned earlier, the newly established American Culinary Federation Guam Chapter is the Department's advisory board. This organization is composed of hotel chefs, culinarians, and food purveyors members. They are consulted whenever there is a proposed change in the program and course offerings. Over the years, the ACFGU has also donated kitchen tools to the program.

In prior years, the Executive Board of the ACFGU has served in an advisory board capacity to the program. The ACFGU was consulted for curricular change proposals or when feedback is needed before implementing recommendations from the chef instructors.

SECTION 4 - FACULTY AND STAFF

Standard 4.01: The program coordinator must satisfy the requirements of the institutional job description.

Standard 4.01 Evidence of Compliance: Upload the program coordinator job description, resume and Professional Development Report (PDR).
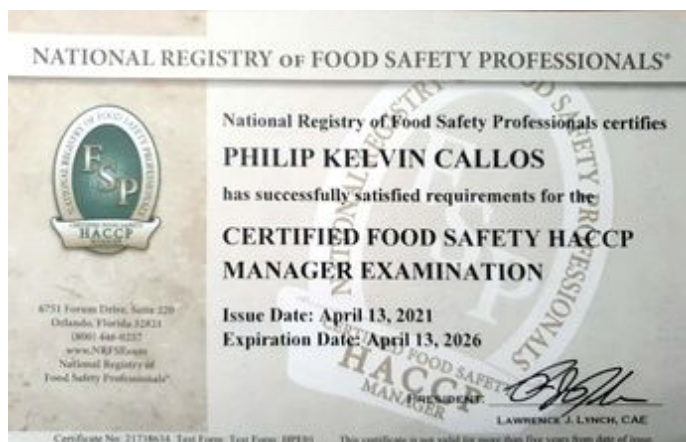
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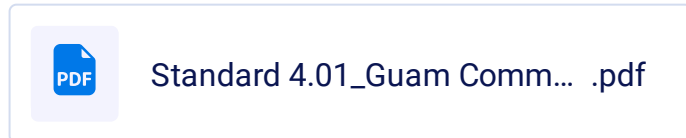
Standard 4.02: There are written job descriptions for program staff.

Standard 4.02: Upload job descriptions for program-related staff and faculty including (a) instructors (b) persons responsible for matters such as finance, policies, admission and curriculum (i.e. CTE director, principal, dean, etc.) (c) faculty and support staff.

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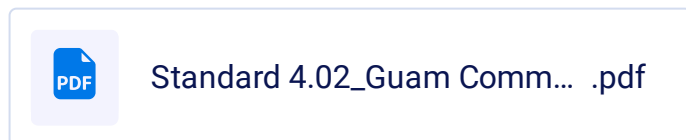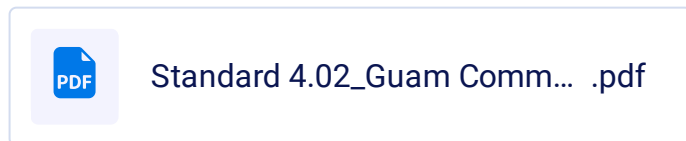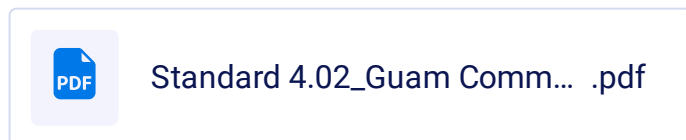
Standard 4.03: The faculty has professional preparation relevant to their area of responsibility and has demonstrated professional participation in those areas.

Standard 4.03 Evidence of Compliance (1): Upload copies of instructor certifications showing expiration dates.

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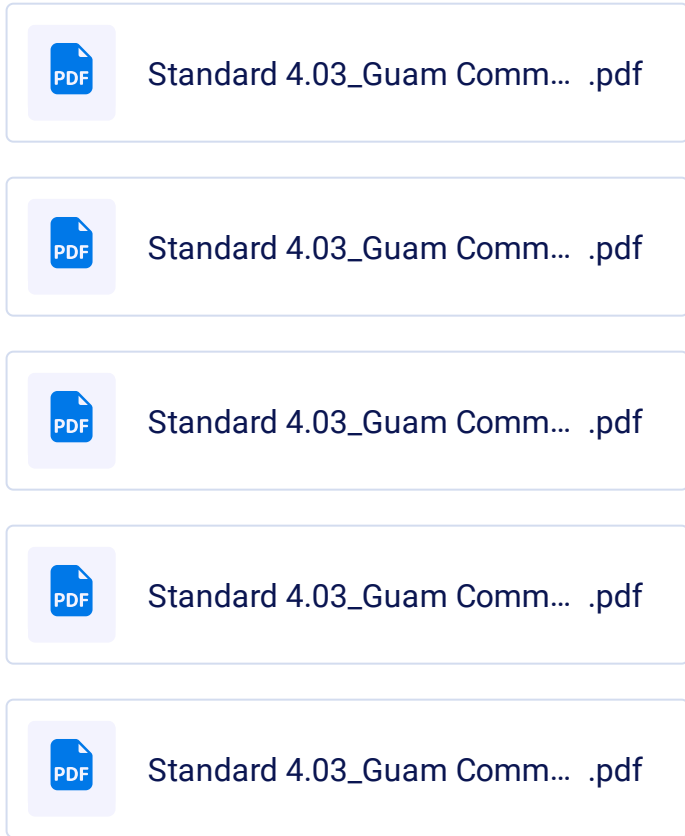
Standard 4.03_Guam Comm... .pdf

Standard 4.03_Guam Comm... .pdf

Standard 4.03 Evidence of Compliance (2): Upload copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.

Standard 4.03_Guam Comm... .pdf

Standard 4.03 Evidence of Compliance (3): Write a narrative response describing: (a) each faculty member's background strengths and how they relate to the courses for which they are responsible (b) faculty workload, including counseling, teaching and extracurricular activities involving students. Indicate whether faculty contractual obligations or requirements are different from any other faculty within the institution.

Chef Kennylyn Miranda, CHE, CSFE, M.S.
Elected in Spring 2021 by her peers to lead the department for the next two academic years, Chef Kennylyn Miranda is the Chair of the Culinary Arts and Foodservice Department. She is a product of GCC's high school Prostart Program and postsecondary Culinary Arts Program. Chef Kennylyn holds a Bachelor of Arts in Culinary Management from Le Cordon Bleu and a Masters in Hospitality Management online from Johnson and Wales University, Rhone Island. She is a Certified Hospitality Educator with the American Hotel and Lodging Association and a Guam Certified CTE Professional. She has 11 years of experience in food and beverage and eight years of combined teaching experience at the secondary and post-secondary levels. She has taught Prostart, Menu Planning, Culinary Math, Foodservice Nutrition, Food, and Beverage Cost Control, Customer Service, and other Foodservice Management courses. Currently, she serves as the Vice-President of the American Culinary Federation Guam Chapter.

Chef Paul Kerner, CHE, CEC
Before joining GCC in 2007, Chef Paul was cooking professionally for 30 years. He rose through the culinary ranks, from Cook's Assistant to Executive Chef positions in well-known hotels and restaurant establishments in Guam, Hawaii, Chicago, and Florida. A prominent figure in Guam's culinary Competitions circuit, Chef Paul garnered 2nd Place at the prestigious 2010 World Chefs Competition in Paris, France. He has an Associate of Arts in Culinary Arts and Education from the Guam Community College. Chef Paul

Kerner is a Certified Hospitality Educator with the American Hotel and Lodging Association. In 2019 Chef Kerner completed the ACF CEC® practical exam at the Culinary Arts Center in Manila, Philippines. He teaches Culinary Foundation I and II, Baking, Patisserie, Garde Manger, Pacific Asian Cuisine, Capstone courses, and oversees the Culinary Practicum courses. Currently, he serves as the President of the American Culinary Federation Guam Chapter.

Chef Bertrand Haurillon
Originally from Mersailles, France, Chef Bertrand has 37 years of professional cooking experience in France, England, and Hongkong. Before joining GCC in 2015, he was a chef-owner of Le-Tasi Bistro, a well-known French fusion restaurant in Guam, and Le Tasi Bakery. Chef Bertrand Teaches Culinary Foundation I and II, Baking, Patisserie, Garde Manger, Pacific Asian Cuisine, Capstone courses, and now oversees the new Baking and Pastry Track Program courses. In addition, he teaches Boulangerie, Cakes and Dessert Presentation, Baking and Pastry Practicums, and Baking Capstone courses.

Chef Philip Callos, CSFE, CFSHM
A product of GCC Culinary Arts Program, Chef Philip was a Chef de Partie at the Pacific Islands Club Hotel. He currently enrolled in the Bachelors of Career & Technical Education Program with GCC. He obtained his HACCP Certification with the National Registry of Food Service Professionals. He currently teaches Foodservice Sustainability, Puchasing, and Food Safety and Sanitation as an adjunct faculty.

Marivic Schrage, CHE, M.CTE
She holds an undergraduate degree in Business Management and Accounting from the Lyceum of the Philipines and a Masters's in Career and Technical Education from Concordia University in Portland, OR. She is a Certified Hospitality Educator with the American Hotel and Lodging Association and a Guam Certified CTE Professional. Currently, she is pursuing an Education Speciality degree in Learning Technology and Instructional Design at the University of Missouri, Columbia. She has 17 years of experience in food and beverage, front office, hotel sales, and marketing and 20 years of combined teaching experience at the secondary and postsecondary levels. She has taught Prostart, Menu Planning, Culinary & Businss Math, Foodservice Nutrition, Food, and Beverage Cost Control, Customer Service, and other Foodservice Management courses.

Patsy Borja, CHE.
A Certified Hospitality Educator and is currently the Human Resource Director at the RHIGA Hotel. She has over 20 years of experience in Human Resources and is an active member of the CFS Advisory Committee. She joined Guam Community College in the Fall of 2019 and has taught Foodservice Human Resource Management and Hospitality Human Resource Management. She is currently working towards achieving the Manage First Professional (MFP)

Certification.

Matthew Siegel, CFBE.
A Certified Food & Beverage Executive and is currently the Food and Beverage Director at the Hilton Guam Resort. He has over 20 years of experience in the Hospitality Industry serving most of his career in management. He joined Guam Community College in Fall 2021 and has taught FSM115 Purchasing Course. He is currently working towards achieving the Manage First Professional (MFP) Certification.

Edward Biacan, CHE.
A Certified Hospitality Educator and is currently the Food and beverage Manager at Guam Plaza Hotel. He has over 20 years of industry experience. Prior to working in the industry Mr. Biacan served in the U.S. Airforce for 12 years. He joined Guam Community College in the Fall of 2018. He currently teaches Professional Bar & Alcohol Management and Purchasing courses as an adjunct instructor. Mr. Biacan is an active member of the CFS and ACF Guam chapter. He is currently working towards achieving the Manage First Professional (MFP) Certification.

Chef Paul Kerner is an ACF Certified Executive Chef, While Chef Kennylyn and Chef Bertrand meet the ACF requirements for the Certified Chef De Cuisine Level. Three other GCC faculty including Chef Philip are currently working toward obtaining the ACF Sous Chef certification levels. Other GCC faculty are encouraged to continue their education and participate in professional development opportunities with professional development funding available to faculty.

The GCC Board of Trustees and Faculty Union Agreement requires that all GCC faculty members meet minimum hiring standards, which include extensive industry experience with an academic background related to the course. In the Culinary Arts and Foodservice Management for the academic year 2021-2022, the remaining lecture courses were taught by one postsecondary and former department chair, two full-time secondary Prostart instructors teachings adjunct at night, "true adjunct" lecturers (part-time faculty who do not teach for the College on a full-time basis), and the sitting Department Chair. As per Presidential Directive, adjunct teaching is limited to 135 contact hours per semester.

Full-time faculty members' professional responsibilities and workload are defined in the GCC Board of Trustees and Faculty Union Agreement. Duties and responsibilities of full-time faculty members include: (1) conduct courses of instruction; (2) support department activities; (3) assist in student advisement; and (4) identifies and implement a professional development plan. A full-time faculty may engage in the College governance through the provision set forth in the Participatory Governance. True adjuncts are expected to provide the same professional quality work as full-time faculty members, they are not contractually obligated to participate in extracurricular activities involving students and student advisement.

Standard 4.04: All program faculty in the technical phase of the program must meet the following qualifications:

Secondary Programs:

a. Certifiable at the ACF Certified Sous Chef (CSC) level or Certified Secondary Culinary Education (CSCE) level.
or
b. Has an Associate Degree or higher in a related discipline.

For Postsecondary Programs:

a. Certifiable at the ACF Certified Sous Chef (CSC) level with 50% of full time faculty certifiable at the Certified Chef de Cuisine (CCC) level.Certified Culinary Educator (CCE) levels are encouraged.
or
b. Has an Associate Degree or higher in a related discipline.
Note: Adjunct instructors whose hours add up to a full-time position are considered to be full-time equivalent faculty.

Standard 4.04 Evidence of Compliance (1): Upload copies of Professional Development Reports (PDRs) for all full-time and part-time instructors.

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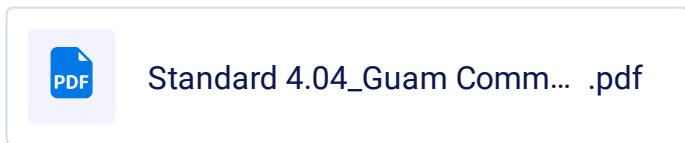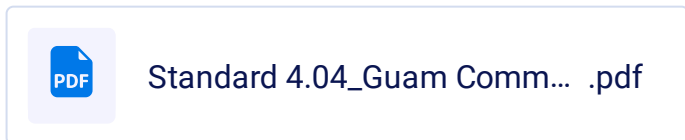
Standard 4.04 Evidence of Compliance (2): Write a narrative response describing if any of the full-time technical instructors do no meet the ACF certifiable levels and what actions are being taken to achieve these certifiable levels.

Chef Paul Kerner is an ACF Certified Executive Chef, While Chef Kennylyn and Chef Bertrand meet the ACF requirements for the Certified Chef De Cuisine Level. Three other GCC faculty are currently working toward obtaining the ACF Sous Chef and Certified Chef De Cuisine certification levels. Other GCC faculty are encouraged to continue their education and participate in professional development opportunities with professional development funding available to faculty.

Standard 4.05: The personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution.

Standard 4.05 Evidence of Compliance: Write a narrative response describing how personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution.

Personnel policies for all full-time employees at the college are described in the GCC Board of Trustees and Faculty Union Agreement, which covers procedures for advancement in rank, minimum qualifications for each rank, performance appraisals, faculty classification, reclassification, and promotion procedures, provision for leave, grievance, counseling, disciplinary, and adverse action process, etc. While personnel expectations for true adjuncts are described in the GCC Faculty Adjunct

Handbook, both full-time faculty and true adjuncts follow the same minimum hiring standards.

The Associate Dean who oversees adjuncts and the Department Chair conduct informal classroom observations of all adjunct faculty over the course of a semester. Full-time faculty observations are in line with the Faculty Evaluation Process described in the GCC Board of Trustees and Faculty Union Contract. Although adjunct faculty members are not formally evaluated, they are expected to perform at the same standards as full-time faculty. The adjunct faculty classroom observations are used as feedback for improvement and future employment. Adjuncts are given training at the beginning of the semester. The Department Chair provides support to adjuncts to ensure their success in the classroom.

Standard 4.06: The Program needs to have the faculty adequate in number to implement the instruction and related activities of the program effectively and safely.

The number of Faculty is based on the institutional requirements of the student/faculty ratio.

Standard 4.06 Evidence of Compliance: Write a narrative response describing: (a) the student to faculty ratio for lecture classes (b) student to faculty ratio for lab classes (c) describe teaching/lab assistants and their roles in the program (d) where the institution's policies and procedures where the student to faculty ratios requirement is documented.

The student-to-faculty ratio for lecture classes is 20 students to 1 faculty.; 18 students to one faculty for technical (lab) courses. Instructors have the option to accept (override) additional students beyond the identified maximum number of students. Consistent with the GCC Board of Trustees and Faculty Union Agreement, which states, "For postsecondary classes, enrollment shall be limited to course guides and facility factor." In all cases, the number of students enrolled in class shall not exceed the number of fully equipped and adequately supplied student workstations in the classroom (p.78). The student and faculty ratio is articulated in approved course curriculum guides.

Standard 4.07: The program factulty must show evidence of professional growth on an annual basis in the are of instructional and technical skills.

Standard 4.07 Evidence of Compliance: Upload copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.

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Standard 4.07 Evidence of Compliance (2): Write a narrative response describing faculty professional development activities and include budget allocation, release time conditions and how action plans are developed.

The GCC Professional Development activities are governed by the Professional Development Review Committee (PDRC) whose charge is to review, evaluate, and approve application packets for full-time faculty education, training,

workshops, etc. The budget for professional development is allocated from the General Fund 1. Full-time faculty who want to avail of funding opportunities submit a packet describing the activity and cost. The application is then endorsed by the Department Chair, the Dean, and submitted to PDRC for evaluation and recommending approval. The President gives the final approval. Faculty members are encouraged to apply and use this fund to improve content and teaching skills. As a condition of full-time permanent employment, instructors have to complete six credits of Career and Technical Education Methods of Teaching. The Professional Development Reports detail the different professional development activities undertaken by program faculty. These professional development activities include certification and re-certification in ServSafe, participation in the CTE Methods of Teaching workshop, and completion of higher education. Since the last ACFEF site visit, Culinary Instructor Paul Kerner has earned his Certified Executive Chef Certification. Current Department Chair Chef Kennylyn Miranda and Culinary Instructor Bertrand Haurillon are currently pursuing their ACF Certified Chef De Cuisine Certification.

Standard 4.08: There is evidence of participation and attendance at regularly scheduled faculty meetings. Meeting minutes are available for review.

Standard 4.08 Evidence of Compliance (1): Upload faculty meeting minutes.

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Standard 4.9: Support services and personnel are provided to meet the needs of the program and to facilitate the work of the culinary faculty.

Standard 4.9 Evidence of Compliance: Write a narrative response describing the administration support services available to the program.

The Culinary Arts and Foodservice Department is assigned one Administrative Aide who reports to the Dean and is shared with the Hospitality and Tourism Travel Department. Her primary responsibility is to provide support services to the Culinary Arts and Foodservice Department and the Hospitality and Tourism Travel Department. In addition, she is responsible for Department requisitions and follows through on supplies and services; maintains records and prepares and prepares reports; and performs other duties as required by the Dean and department chairs.

SECTION 5 - CURRICULUM

Standard 5.01: The curriculum implements the program mission, goals and objectives.

Standard 5.01 Evidence of Compliance: Write a narrative response describing how the program fulfills the stated mission, goals and objectives of the program.

Consistent with the Culinary Arts program's mission, "to prepare students with the knowledge, skills, and attitudes for a successful career in Culinary Arts." Culinary students are provided with many experiential learning opportunities, on-campus or in the community, to practice or at home, in an authentic environment, knowledge, and skills acquired from the program. These experiential learning opportunities include kitchen laboratory, service-learning, practicum, field trips, and local competitions.

In addition to technical courses, the Culinary Arts program requirements also include 19-20 credits of general education and related technical courses such as Customer Service, Menu Planning, and Culinary & Business Math. At the end of the program, graduates possess the knowledge, skills, and behaviors necessary to do their job well.

Standard 5.02: Course description and units of instruction follow syllabi and lesson plans which clearly state measurable objectives, student activities, learning resources, time allotment, grading criteria and student evaluation methods.

Standard 5.02: Evidence of Compliance (2): Write a narrative response describing how the syllabi and lesson plans are developed to contain the following information: goals and objectives of the course; text and reference material required; evaluation methods; laboratory/classroom policies; schedule of materials to be covered.

Instructors write their respective course syllabi following the approved course curriculum guide and the GCC Syllabi Checklist and Standardized Statement. A TPS Associate Dean reviews the Checklist and syllabi at the start of every semester. Curriculum guides go through a rigorous development process described in the approved Curriculum Manual. The Learning Outcomes Committee, now called Curriculum Review Committee, is charged with reviewing curriculum guides before review and approval by the Academic Vice President and the President. The Curriculum guide structure delineates course descriptions, goals, objectives, learning outcomes, text and reference materials required, grading and evaluation methods, course policies, calendar, and units to be covered. Daily lesson plans are developed based on intended learning outcomes specified in the curriculum guide and syllabi.

Standard 5.03: Opportunities are offered through the curriculum to strengthen the student's competence in communications, critical thinking, problem solving, leadership and human relation skills.

Standard 5.03 Evidence of Compliance: Write a narrative response describing how the curriculum develops competence in communications, critical thinking, problem solving, leadership and the ability to interact with individuals from varying backgrounds.

All students in the Culinary Arts program are required to complete 19-20 credits of general education curriculum that provides academic foundations and promotes critical thinking skills, information, and literacy skills, quantitative reasoning, oral and written communications, appropriate social skills, global awareness, and respect for diverse opinions. General education requirements are grouped into six(6) categories: English composition, mathematics, natural and physical sciences, social and behavioral

sciences, computer literacy, and humanities and fine arts. Students engage in project-based learning in courses such as Menu Planning, Culinary Math, and Nutrition course. For example, students must design an Exchange Menu and present a Healthy Cooking Technique project. In Culinary Math, students write standardized recipes and cost them. During the kitchen laboratory, instructors organize students into groups. Each group identifies its team leader and decides how to accomplish the group assignment. After each lab, students complete a lab report.

Standard 5.04: Guest speakers and field trips are utilized to provide program enrichment.

Standard 5.04 Evidence of Compliance: Write a narrative response describing how the program uses community resources, including field trips and guest speakers. List specifics from the previous year.

Guest Speakers/Demonstrators
Over the years, program graduates, such as Marivic Capati (2015, Dusit Thani Pastry Chef) and Myra Tiamzon-Abat (2014, Lotte Hotel Pastry Chef) have visited and performed demonstrations on making macarons and decorating cakes respectively. Retired Hyatt Executive Chef and Culinary Consultant, Josef Budde, has held several demonstrations on fruit carving and speaks about flavor profiling.

Fieldtrips
Fieldtrips to the Hyatt Regency Hotel for FSM100 Introduction to Foodservice Profession course, students are introduced to the culinary and foodservice industry. Guest speakers such as Executive Sous Chef Mark Ledemas (Crowne Hotel), and Executive Chef Ryan Dadulfalza (Conrad Hotel, Osaka) have also been guests, and speakers. Fieldtrips to the Guam Regional Medical Center for FSM154 Foodservice Nutrition to introduce students to the Dietary Department. Fieldtrip to Hyatt Regency Cafe Kitchen and Lotte Hotel for Professional Dining Room Service Course to experience the full sequence of service. FSM105 Foodservice Sustainability field trip to the Triton Farm and Americorps where students took a tour of hydroponic farms, tilapia farms, and a community garden. Students learned about sustainable foodservice practices.

Community Engagement
Students are regularly invited by the American Culinary Federation Guam Chapter to assist in events such as the first Holiday to-go plate fundraiser along with the Guam Mes Chamoru and various Institutional events such as Baking and Pastry bake sales, GCC Golf Tournament, and GCC's 45th Anniversary events.

Standard 5.05: There is a rationale for the organization of the curriculum and the course requirements for the program. The course requirements are organized and sequenced so that knowledge and skills are developed progressively throughout the program.

Standard 5.05 Evidence of Compliance: Write a narrative response describing (a) what the rationale is for the organization and sequencing of courses; (b) how the

The Culinary Arts, A.A. Program curriculum is grouped into technical, related-technical, and general education

course requirements are organized and sequenced.

components. The technical and related technical course requirements are coherently and purposely organized and sequenced to facilitate student learning. Technical and related technical basic knowledge and skills; ls are first introduced in level 100 courses. More complex details built upon the basic information are presented at course level 200. Through the Culinary Practicum and Culinary Capstone courses, students are able to connect and synthesize competencies learned and acquired in the entire program. Meanwhile, the required general education component is meant to develop students' cognitive skills to thrive in today's job market.

Standard 5.06: The allocation of credit for lecture and lab hours is consistent with the expectation of the institution.

Standard 5.06 Evidence of Compliance: Write a narrative response describing how the allocation of lecture and lab hours are determined.

GCC Board Policy 345 articulates the Credit Hour Policy and codifies the College requirements, of course, contact hours in compliance with Federal and accrediting agency guidelines. It approximates no less than 15 hours of direct instruction and two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit; or a minimum of 45 hours of student work for academic activities as established by the institution including laboratory, practicum, clinical, and other academic work leading to the award of credit hours. Except for FSM115 Purchasing and Receiving and FSM120 Foodservice Safety and Sanitation, which are 2 credit, 30 hours courses; lecture courses are 3 credit, 45-hour courses, and technical courses are 4 credit, 90-hour courses.

Standard 5.07: The program must exhibit evidence of meeting the competencies as specified in the ACFEF "Required Knowledge and Skill Competencies", which are designed to include both hands-on and theoretical culinary instruction.

Nutrition, Sanitation and Supervisory Management competency areas must meet the minimum number of contact hours as listed below:

Secondary Programs:

Minimum of 15 hours of student effort in a combination of theoretical and applied learning instruction, with a minimum of 7 hours directed by an instructor.

Postsecondary Programs:

Minimum of 30 hours of student effort in a combination of theoretical and applied learning instruction, with a minimum of 15 hours directed by an instructor.

Standard 5.07 Evidence of Compliance (2): Write a narrative response describing how instructors document student achievement of the Required Knowledge and Skills Competencies.

The initial self-study conducted in 2013, 2018, and 2021 resulted in aligning the Culinary Arts Program curriculum and learning outcomes with the ACFEF Required Knowledge and Skill Competencies (RKSC). Subsequently, ACFEF RKSCs were embedded as learning outcomes in all course curriculum documents, syllabi, and lesson plans. Technical instructors measure student learning outcomes

achievement using lab evaluation rubrics, checklists, and written exams.

Standard 5.08: There are well-defined, verifiable and consistent measurement strategies utilized in the grading procedures in both lecture and lab courses.

Standard 5.09: Students are kept informed of their performance and progress in both lecture and lab courses.

Standard 5.09 Evidence of Compliance: Write a narrative response describing the grading procedures in both lecture and lab courses. Include a description of how students are kept informed of their progress.	Students are assigned grades by the instructor based on standards of achievement established by the instructor. They are informed of these standards through the class syllabus distributed during the first week of instruction. Students' class performances are evaluated using checklists, rubrics, tests, and quizzes. Instructors inform students of their performance when requested. To make the grades available 24/7, beginning the academic year 2021-2022, instructors are encouraged to use the learning management systems google classroom or moodle.

Standard 5.10: The curriculum provides for correlation of theoretical and practical learning experiences.

Standard 5.10 Evidence of Compliance: Write a narrative response describing how the courses correlate theory and actual practice in the lab.	Each technical course is a 5-hour class with 20% of the class spent on lectures and 80% on lab assignments. These specialized courses are:
	CUL140 Culinary Foundations I -- 90 Hours CUL160 Culinary Foundations II -- 90 Hours CUL180 Garde Manger -- 90 Hours BAK200 Baking & Pastries Foundations -- 90 Hours BAK220 Intermediate Baking & Pastries -- 90 Hours CUL240 Pacific and Asian Cuisine -- 90 Hours CUL299 Culinary Capstone -- 90 Hours
	The purpose of lab assignments is to provide a foundation for the theoretical concepts introduced during lectures; familiarize students with tools and equipment, methods and principles; and introduce new ideas and techniques not covered during lectures. In addition, the curriculum includes opportunities to participate in service-learning, on-campus catering activities, and practicum.

Standard 5.11: The lab and dining facilities have a uniform policy that reflects high standards of professional appearance by instructors and students to ensure that sanitation and safety policies are being met per state and/or local food service regulations. The lab uniform policy must include at a minimum requirements: chef coat and pants, protective shoes, head cover with restrained hair, and no jewelry except plain band.

Standard 5.11 Evidence of Compliance: Write a a narrative response describing (a) the program's lab uniform and dining room (if applicable) policy and include where	Consistent with industry and workplace standards, the chef-

this policy is visible to students; (b) if the students are responsible for providing the required uniforms or if the uniforms are provided by the school; (c) how the uniform policies are enforced.

instructors of technical classes enforce standards of uniform and grooming to protect students when doing lab work and project a professional appearance while working in the kitchen. Students are responsible for providing the required uniforms, which are available for purchase at the GCC Bookstore. However, since the College does not have a student dining hall, a dining room uniform nor an institution-wide lab uniform policy does not exist.

The Dress Code and Uniform Policy and standards are included in the syllabi distributed to students and discussed during the first day of the term. These standards are used to evaluate students at the start of class.

The approved uniform for lab classes is as follows:
Non-slip black shoes
White, long-sleeved double-breasted chef jacket with GCC Culinary Arts log.
Checkered pants
White full apron
Black beanie hat
Uniforms must be clean and neat.

Jewelry Policy:
The only jewelry allowed in the kitchen is a plain wedding band.
No visible earrings or piercings are allowed.
Must be able to remove any visible jewelry or piercings. This includes bracelets and wristwatches.

Students who choose not to follow the dress code are not allowed in the kitchen.

Standard 5.12: The lab experiences reflect high standards to ensure sanitation and safety policies are being met.

Standard 5.12 Evidence of Compliance: Write a narrative response describing how safety and sanitation practices are (a) included in the lesson plan; (b) monitored and enforced in the labs.

Before students are allowed to take culinary technical course, they are required to successfully complete FSM120 Foodservice and Sanitation. The content of this class is the National Restaurant Association's ServSafe curriculum. FSM120 is a prerequisite to all culinary technical courses and students who do not successfully complete the class repeat the course the following semester.

Students in technical courses are trained to practice and follow ServSafe principles during kitchen laboratory. Using a checklist, students conduct opening procedures prior to the start of laboratory. These opening procedures include a set of safety rules, checking and documenting discrepancies of chiller and freezer temperature, setting up of wash and sanitize buckets, etc. During lab, chef instructors correct and re-teach food safety practices when an infraction is committed.

Standard 5.13: Employees and students are trained in the correct handling and use of hazardous materials, substances or wastes. Safety Data Sheets (SDS) or comparable international guidelines are available in each of the labs and are reflective of current inventory.

Standard 5.13 Evidence of Compliance: Write a narrative response describing (a) how students are trained in the correct handling and use of hazardous materials, substances or wastes; (b) where Safety Data Sheets (SDS) or comparable international guidelines are available in each lab; (c) the process for keeping Safety Data Sheets (SDS) or comparable international guidelines updated based on corresponding current inventory of chemicals.

In partnership with Ecolab, students in CUL140 Foundation of Cooking I receive a chemical safety training from an Ecolab representative to make certain that students use the product safely. The safety training includes an introduction to chemicals, reading the Safety Data Sheet, chemical labeling, and chemical handling best practices. At the end of the training, students are awarded a Certificate of Training from Ecolab. The Safety Data Sheet, which is kept in the classroom, is updated yearly based on the inventory of chemicals.

Standard 5.14: Students are trained on the proper use of all major kitchen equipment to include safety, sanitation and cleaning of each. An Equipment Safety Check Sheet is completed by each student to include student initials/signature, training date and instructor for each piece of major equipment and is retained in the student file.

Standard 5.15: The program and curriculum are sufficiently flexible to provide for individual differences among students.

Standard 5.15 Evidence of Compliance: Write a narrative response describing how the program provides flexibility to adapt to individual differences among students (i.e. honors program, remedial instruction, peer tutoring, disabilities, etc.)

The instructors use differentiation strategies to accommodate individual differences in the classroom. For example, Prostart graduates and students with kitchen experience are paired up with those who do not have kitchen experience. ESL students are paired up with native speakers who can provide peer support. Students are grouped into teams with duties and functions rotated in order to give opportunities to experience different functions in the kitchen, similar to the real world. Instructors are available before or after class for additional help. Students who struggle academically are referred to Reach for College for tutoring. Students requesting services from the GCC office of Accommodative Services are provided accommodations.

Standard 5.16: The curriculum provides for a variety of instructional techniques, strategies and a variety of media with emphasis on student involvement in the teaching/learning process.

Standard 5.16 Evidence of Compliance: Write a narrative response describing (a) what instructional techniques and strategies are used in the program; (b) how audio-visual and other resources are used to support the teaching program.

Demonstration is an integral part of lectures in technical classes. The demonstration is enhanced through the involvement of students during labs. Chef instructors in technical courses utilize lectures, hands-on demonstrations, and/or lab assignments. Related technical

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courses utilize lecture and project-based learning, which naturally lends itself to differentiated instruction. Students work alone or in small groups on their products. Powerpoint presentations and YouTube videos are used to cater to visual learners. Handouts and other resources such as recipes, and web articles are provided to students to enhance their understanding of the information presented.

SECTION 6 - FACILITIES

Standard 6.01: The facilities and equipment of the institution are adequate for the needs of the program.

Standard 6.01 Evidence of Compliance (3): Write a narrative response describing the procedures for the maintenance and replacement of equipment.

At GCC, facility-related problems are reported to the Maintenance Department via email -- work.order@guamcc.edu. A detailed description of the request for the problem is included in the work order. Once the work order is processed, an electronic copy (PDF) is sent via GCC's eMaint automated system to the requestor. Outside vendors are used for both equipment maintenance and emergency repairs, which is funded through the Department budget. If a piece of equipment becomes inoperable, the Department Chair and the Dean will work together to ensure the replacement of the items to ensure that student learning outcomes for the courses are met.

Standard 6.02: Classroom space is available to support the program objectives.

Standard 6.02 Evidence of Compliance: Write a narrative response describing if available classroom is adequate to support the objectives of the program.

The culinary classroom is housed in Bldg 400 occupying approximately a 4,200-square foot floor area. The facility houses the chefs' office, walk-in freezer, equipment storage room, chemical/laundry room, a unisex restroom, and a lecture room that can seat 20 people. Adjoining the classroom is the kitchen laboratory equipped with restaurant-quality equipment in working condition. The lecture room is equipped with a projector, whiteboard, wall-mounted TV screen, tables, and chairs.

Standard 6.03 Evidence of Compliance: Write a narrative response describing the office space available to (a) program coordinator, faculty and staff; (b) program coordinator and other faculty that allow privacy when needed (i.e. counseling students).

The Culinary Arts and Foodservice Department Chair currently share an office with the Criminal Justice faculty and administrative staff in Building E, Room E116 in a temporary arrangement while building construction on campus is ongoing. Full-time chef instructors have their own office space within the Culinary facility. A faculty workroom located in Bldg. C is available for adjunct faculty use.

The chef-instructors are provided with a private office in order to assure student confidentiality during student advisement. The office is equipped with a telephone with message capabilities, a computer, desks, and chairs. As mentioned earlier, the Chair of Culinary Arts temporarily

shares an office with the Criminal Justice faculty which coordinates the schedule in a way that privacy is afforded to students during advisement.

Standard 6.04 Evidence of Compliance (2): Write a narrative response describing (a) how the lab facilities meet or exceed safety and sanitation guidelines as established through the U.S. Department of Labor's Occupational Health and Safety Administration (OSHA) and the U.S. FDA Food Code or guidelines established by international government agencies to monitor safety and sanitation; (b) list any issues that might require consultation regarding, and resolution of conflicts between, accreditation standards and state/local laws governing the institution or program seeking accreditation.

The Culinary Arts Kitchen facility was designed, built, and equipped following local and federal regulatory requirements. The floor plan and equipment layout support a workflow that minimizes safety and sanitation risks. Personal hygiene, food safety training, cleaning, equipment and maintenance, and pest control programs are in place to ensure that the lab facility meets safety and sanitation guidelines established by local and federal regulatory agencies. The personal hygiene program includes hygienic hand practices, such as proper handwashing, hand care, and glove use. Posters of hygienic practices are displayed in strategic areas of the kitchen as the handwashing stations and prep areas. Students are initially trained on these processes in FSM120 Food Safety & Sanitation, a ServSafe Training course and pre-requisite for technical (lab) courses. Knowledge of personal hygiene practices is reinforced in subsequent culinary lab courses.

Both the Guam Fire Department and the Guam Department of Public Health Division of Environmental Health conduct periodic fire and health inspections respectively. As of this writing, the Department is rectifying the citations, and an "8/A" rating was received from the Public Health inspection conducted on February 25, 2022. The kitchen was cited for the following and corrective action was taken immediately.

1. Sanitizing solution did not meet the proper concentration.
- Corrected on the spot. The person in charge (PIC) manually poured the proper concentration of sanitizer instead of using the sanitizing dispenser.

2. Multiple dead cockroaches and body parts under cambro shelvings.
- Effective measures such as cleaning and sanitizing the area and removing food debris from under shelves were taken to minimize the entry, breeding, and presence of pests.

3. The paint is peeling and has dark discoloration on the wall near the 3-compartment sink.
- The GCC Maintenance Department painted the wall with mildew/mold-resistant paint.

4. Lighting in the ware washing area measured at 6.4-foot candles. The light source at the ware washing area shall be provided with at least 20-foot candles of light to facilitate proper cleaning.

- The GCC Maintenance Department installed a new light fixture to provide proper lighting intensity for the ware washing area.
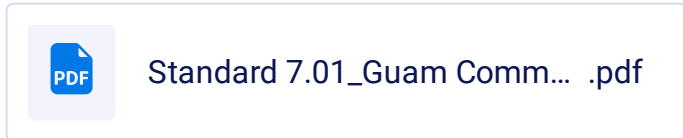
Standard 6.05 Evidence of Compliance: Write a narrative response describing the resources available at the Resource Center and methods used to encourage students to utilize the resources available to them regarding the objectives of the program.

The GCC Library subscribes to EBSCO's vocational and career collection database, as well as more than 25 other periodical databases. The vocational and career collection includes full-text culinary magazine titles, and other resources focused on the hospitality industry. A reference and Instruction Librarian is assigned to provide library services for culinary students and faculty. Assistance is available by phone, in person, through email, and through the Ask-A-Librarian link on the Library (Learning Resource Center) webpage. Students and faculty participate in a library tour to become familiar with the location of the resources students need as they complete their coursework. Also, students are encouraged to use the Learning Resource Center and its resources to complete classroom assignments. Students receive assignments which require them to conduct research. For example, in Menu Planning class, students research demographics, economic, and consumer behavior data of a city as part of their menu planning course project. EBSCO databases are available 24/7 on campus and anywhere in Guam. Students can access the databases with a smartphone, tablet, or by computer.

SECTION 7 - STUDENT SERVICES

Standard 7.01: The following program information is accurate and publicly available: mission, goals, requirement for entrance, advancement requirements, descriptions of course, kitchen/lab experiences, withdrawal and refund of fees.

Standard 7.01 Evidence of Compliance (1): Upload a copy of the program catalog.

📄 Standard 7.01_Guam Comm… .pdf

Standard 7.01 Evidence of Compliance (2): Write a narrative describing (a) how the program goals and objectives are kept current with industry's requirements. Include the frequency and methods of the review; (b) where the program information is made evident to students and prospective students; (c) what objectives and measures are used to achieve the goals within the program; (d) what other hospitality or foodservice programs are available at the institution that are not being reviewed during this site visit.

The Culinary Arts program mission, goals, description of courses, entrance and advancement requirements, and withdrawal policies are articulated in the GCC Catalog published in the College's website. Current and prospective students can access any information about the program by going to the GCC website https://guamcc.edu/academics/college-catalog. Program goals and objectives were kept current with industry requirements through the self-study for ACF Accreditation and reaccreditation conducted in the academic year AY 2021-2022.

The College's assessment process is built upon student learning outcomes and follows the GCC Assessment Cycle. The annual cycle and curriculum review have been integrated into the cycle. For example, departments will complete a program assessment cycle in one year, followed by completion of a course assessment cycle the next year, and then the program and course curriculum will be reviewed in the third year. Thereafter, the cycle begins again, with program assessment, course assessment, and curriculum review.

Beginning Fall 2022 assessment cycle, a comprehensive program review will be included in the program assessment plan, which will include other performance indicators such as program retention, graduation, and employment rate, as well as graduate and current students' satisfaction ratings. Other hospitality and food service programs available at GCC are Foodservice Management, Baking & Pastry, Tourism and Travel, and International Hotel Management, all of which will not be reviewed during the site visit.

Standard 7.02: Additional costs of the program, beyond the basic fees of the institution, are clearly stated (i.e. liability insurance, facility use fees, transportation).

Standard 7.02 Evidence of Compliance: Write a narrative response describing (a) what additional costs students may incur beyond the basic fees of the

Students enrolled in the program are charged tuition and fees each semester. Fees include registration, ID, library,

institution; (b) where the additional costs, if applicable, are listed and available for public viewing.

technology, student activity, and student health fee. Laboratory fees are listed in the Schedule of Classes each semester. The cost of attending GCC can be found online and in the College Catalog.

Standard 7.03: Announcements, advertising and student recruitment practices accurately reflect the program offered.

Standard 7.03 Evidence of Compliance: Write a narrative describing (a) student recruitment practices and the advertising practices of the program; (b) where announcements are listed and available for public viewing.

Student recruitment practices include program presentation during Career Day in middle schools and high schools on Guam. The culinary kitchen is the favorite stop of high school student field trips. Realizing that the department has a "captive audience" in the GCC Secondary Prostart Programs, the Department conducted a program presentation of all Prostart seniors, with subsequent follow up visits. In collaboration with GCC Counseling and Financial Aid Offices, a seminar on program requirements, registration, and FAFSA application process was held in April and May. The GCC Counselor provided an overview of campus life, college expectations, and student programs, services, and resources available at the College. With the assistance of GCC Financial Aid Coordinator, the students completed the online FAFSA application. Out of 65 seniors who graduated from the GCC secondary Prostart Program, 21 enrolled in the Culinary Arts program in Summer and Fall 2022. The Culinary Arts program is promoted via student recruitment events, press releases, social media (Facebook and Instagram) and the GCC Website. The GCC Office of Communications and Promotions is responsible for the promotion of all GCC programs, events, highlights and successes of students, faculty, and the college.

Standard 7.04: Criteria and procedures for the selection of students for the program are publicly available.

Standard 7.04 Evidence of Compliance (1): Upload a copy of the program catalog.

📄 PDF Standard 7.04_Guam Comm… .pdf
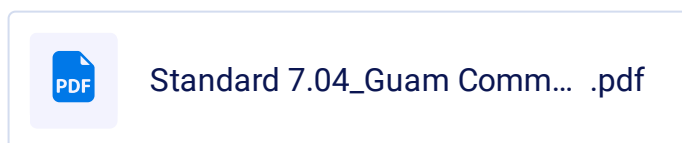
Standard 7.04 Evidence of Compliance (2): Upload a copy of the student handbook.

📄 PDF 336_Standard 7.04_Guam Co… .pdf
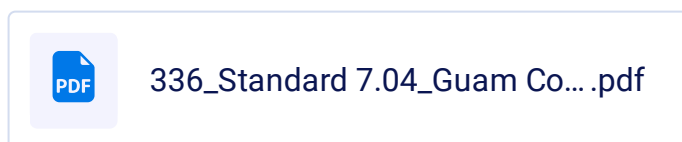
Standard 7.04 Evidence of Compliance (3): Write a narrative response describing the criteria and procedures for the selection of students and where it is publicly available.

As the only community college on island recognized by the U.S. Department of Education, GCC open access policy admits all students who possess a high school diploma from an accredited institution. The College Admission process policies and procedures are described in the college website. GCC admission policy dictates that only "declared" students are admitted into the program. Declared

students are those pursuing a postsecondary certificate or degree.

Standard 7.05: There are current signed agreements or an institutional policy in place which allows student credits to be awarded and accepted for previous educational experiences.

Standard 7.05 Evidence of Compliance: Write a narrative response describing the institution's written policy which allows student credits to be awarded and accepted for previous educational experiences.

The Dual Credit Articulated Programs of Study or DCAPS, allows secondary students to earn college credit in GCC postsecondary programs, such as the Culinary Arts, if they earn a grade of "B" or better in GCC high school CTE programs such as Prostart. Students who have completed the three year Prostart program with a grade of "B" or better and 180 hours of restaurant industry experience are awarded with a Certificate of Mastery, which articulates to 15 free college credits which cover the following courses: FSM120 Food Safety & Sanitation, FSM100 Introduction to Foodservice, FSM110/L Professional Dining Room Service Theory and Lab, FSM115 Purchasing and Receiving, FSM154 Foodservice Nutrition, and CUL293A or BAK293A Culinary/Baking Practicum Part I. Information on DCAPS can be found in the secondary CTE Catalog.

The Prior Learning Assessment or PLA includes the evaluation and assessment of an individual's life learning for college credit, certification, or advanced standing toward further education or training. GCC Grants credits for learning which has taken place outside of educational institutions to enable students to complete degree and certificate programs more rapidly and without repetition when they already have acquired knowledge and skills relevant to the program of study. Information on PLA can be found in the college catalog.

The Dual Enrollment Accelerated Learning (DEAL) Program allows eligible students to enroll in college courses concurrently with high school classes and to receive both high school and college credit simultaneously. GCC has DEAL program agreements with Guam's five public high schools, with Father Duenas Memorial School, Notre Dame High School, and with the Home School Association of Guam.

Students accepted into the program may apply for GCC's Classroom Learning Yields Math & English Readiness (CLYMER) program (where they skip the placement test because of good grades in higher-level high school Math or English courses) or they may take GCC's placement test. If the student takes the placement test and places into one of the college courses on the DEAL list, the student will register at GCC and enroll in the course/courses. If the student is approved for the CLYMER program, the student may directly enroll in the college course/courses. The student will take the course at GCC, most likely after school or during the summer, although it is not uncommon

to have students participate in DEAL during the fall and spring semesters. Upon successful completion of the college course(s), the student will receive credit for the corresponding high school course toward high school graduation (without having had to take that high school course) AND receive college credit, also to count toward college graduation.

Standard 7.06: Students and graduates have access to files maintained by the program relating to their performance.

Standard 7.06 Evidence of Compliance: Write a narrative describing the policy and procedures of how students and graduates are apprised of their performance throughout the program including graduation.

The course syllabus, distributed and explained on the first day of class, communicates course description, student learning outcomes, course requirements, course calendar of activities, evaluation criteria and grading scale, course policy, and expectations. The achievement of student learning outcomes is assessed using a variety of tools and methods, such as checklists, rubrics, and written and practical tests. Feedback from students is given at the conclusion of the lab activity and added to their grades. Instructors are required to provide students with a mid-term report. Students who are not meeting standards of performance are counseled at any time during the semester. At the conclusion of the semester, instructors have three days to post students' grades on the MyGCC faculty portal. By logging on to their MyGCC account, students are able to view their grades. Through MyGCC, students have the ability to view or download their unofficial academic transcripts.

An Educational Plan, customized according to student academic needs and technical requirements, is a tool used to monitor students' progress in the program. When a student is one semester away from completing the program, a program audit is completed to determine the remaining courses needed to graduate. The student then submits an application for graduation to the admissions and registration office, if it is determined that students, in the final semester, have completed all program requirements, the admissions and registration office will then certify program completion and grant approval for graduation.

Standard 7.07: Services for placement, program and industry advisement and guidance are available for students.

Standard 7.07 Evidence of Compliance: Write a narrative response describing the services available to students regarding placement (if applicable), program and industry advisement and guidance.

The GCC Assessment & Counseling Department provides a wide range of services to promote student academic, career, and personal growth. They conduct interest inventories, personality surveys, aptitude tests, interests, and abilities surveys for application to the world of work. Counselors work with students in facilitating the career exploration process. Because of contacts with executive chefs and restaurant owners, the chef instructors have also

assisted students with work placement and industry advisement upon their graduation.

Standard 7.08: Scholarship information is available to students.

Standard 7.08 Evidence of Compliance: Write a narrative response describing (a) what scholarship information is available; (b) where is scholarship information available for students to view.

The Office of Financial Aid provides information on the different types of Financial Aid assistance available in the form of Pell Grants Scholarships and VA Education Benefits. This information can be found on the college website.

Standard 7.09: There is a published grievance procedure that students may use to address concerns and needs.

Standard 7.09 Evidence of Compliance: Write a narrative response describing the published student grievance policy and procedures. Include how students have access to the grievance policy and procedures.

GCC student Grievance Policy and Procedures are described in the GCC Student Handbook published on the College website. Complaints that are academic in nature or alleged violations of Students' Rights are directed to the Assessment and Counseling Office. Non-academic issues are directed to Student Support Services Office.

SECTION 8 - PROGRAM ASSESSMENT

Standard 8.01 (Secondary Only): There is a process for collecting programmatic assessment data from a variety of sources, which is verifiable, available for review, and supports the program's need from local funding sources (i.e. Perkins). Program assessment data includes:

- Graduate surveys and/or follow-up surveys: identifying student satisfaction with skills learned in the program.
- Employer or advisory surveys: identifying employer or advisory satisfaction with skills learned in the program.
- Student Completion/Concentrator Rate: Percent of students completing the program. Note: Concentrator is specifically called for in Perkins, it is not completers.
- Graduate Placement Rates: Percentage of students who proceed to one of the following after graduation; college,   apprenticeship program, military, or workforce related to the industry.
- ACF certification rates: Percent of students who received ACF Certification upon graduation.

Standard 8.02 (Postsecondary Only): There is a process for collecting programmatic assessment data from a variety of sources. The assessment data is verifiable and available for review, including graduate surveys and/or follow-up surveys, employer or advisory surveys, student graduation rates, job placement rates and ACF Certification rates.

Student achievement data (Program Outcomes) for all ACFEF accredited programs must be publicly accessible on the program's web page as required by CHEA. Publicly accessible data includes student Graduation Rate, Job Placement Rate, and ACF Certification Rate, and is defined as follows:

- Graduation Rate is the percentage of a students who complete their program within 150% of the published time for the program.

- Job Placement Rate is the percentage of students that are employed in their field of study within nine (9) months of graduation. |

- ACF Certification Rate is the percentage of students who receive ACF Certification within 1 year of program completion.

Standard 8.02 Evidence of Compliance: Write a narrative response describing the (a) program outcomes data for each program for student graduation rates, job placement rates, ACF certification rate within one (1) year of program completion; (b) list the URL link to the program's website where the program's outcome data is available.

Program outcome data for Culinary Arts:

An electronic survey was sent to 2021 and 2022 graduates of the program. Out of 34 surveys sent out 33 responded, with a 97% return.

Survey results indicate that:
79% are currently employed in the culinary field utilizing their culinary knowledge.
59% earn a gross salary of less than $20,000, with 41% making $20,000 or more per year.
5% reported being unemployed.
100% of program completers received their ACF certification.

The link to the program's website is the following - https://guamcc.edu/CulinaryArts

Standard 8.03: There is an ongoing and documented system for assessing validity of curriculum by students, faculty and advisory committee.

Standard 8.04: There is an established and documented method for improving retention of students in the program.

Standard 8.04 Evidence of Compliance: Write a narrative response describing (a) retention policies and procedures; (b) the attrition and retention of students for the last three (3) years or since the inception of the program, whichever is less; (c) the trends (d) methods utilized to increase retention; (e) the advising services available to students.

Retention Policies and Procedures and Methods Utilized to Increase Retention
Spring 2022 semester, the Department held, for the first time, a "Chef's Talk" Field trip for incoming Prostart seniors planning to pursue a degree in Culinary Arts. 56 Prostart seniors from five high schools gathered at GCC for a campus tour to explore the benefits and options available to them. Additionally, students had the opportunity to meet Deans, Financial Aid Counselors, Culinary Foodservice Team advisers. Students were able to get familiarized with the GCC registration process and the program requirements, and assist them with the FAFSA application process. This experience gave these seniors a better idea of what the program is all about, avoiding a possible mismatch of student needs and interest, which normally results to students dropping out of the program.

"Intrusive" advisement is another method the Department utilizes. Incoming freshmen were informed, during the initial "Intrusive" advisement, of program requirements and expectations. The practice of "Intrusive" advisement has helped the department Chair uncover potential issues and

roadblocks that may get in the way of students successfully completing the program. Through this approach, the Department Chair finds that one out of two culinary arts freshman is ill-prepared for college work. These students are referred to Reach for College, a to provide information and services to increase access to postsecondary education for underserved student populations. The Reach for College Hagu'i Kuleho Program is designed to help students and their families learn about, prepare for, and finance postsecondary education.

For many years, the Department has placed culinary students in technical (lab) courses into "cohorts" or "cycle". This practice allows students to become academically and socially connected with each other and with the instructors. The cohort system facilitates the monitoring of student retention. The Assessment, Institutional Effectiveness and Research (AIER) Office, however, gathers and compiles annual data for all GCC programs, including the Culinary Arts.

Attrition and Retention of Students and Trends
For the last 15 years, the college has compiled institution-wide enrollment data, student demographics, retention rates, Institution Student set achievement benchmarks, and etc. This information can be found in the Fact book - Guam Community College | GCC Guam published annually by the college. This academic year, the department itself compiled its own enrollment data beginning with Cycles 22 totaling 31 culinary students that started out in CUL140/160 Foundations of Cooking 1 and II courses offered in Fall 2021.

An analysis of term to term persistence rate of cycle 22 and 23 reveal the following:
- Out of 31 students that started out in CUL140/160 courses in Fall 2021, all 31 returned in Spring 2022, or a 100% persistence rate. GCC persistence rate for the same period was 68%. (Fact Book Volume 16 pg. 15)

- Out of 31 students from Spring 2022, 21 returned or a 68% persistence rate. GCC data is currently being analyzed as of this writing.
Fall 2021 to Fall 2022 retention is 46.5%. (Fact Book Volume 16 pg. 16)

These figures will be used as a baseline data for future analysis of the program's enrollment, persistence, and retention rates. Future analysis will include qualitative data in order to determine the reasons why students drop out of the program or remain in the culinary program.

Advising Services Available to Student
The Assessment and Counseling Department supports the mission of the College by providing a wide range of services to promote student academic, career, and personal growth. Counseling services are designed to assist students in

addressing the challenges that they encounter during their campus years and to promote greater overall wellness within the diverse student population. Counseling and advising services available to students are: academic advisement, pre enrollment counseling, career counseling, and personal counseling.

Standard 8.05: The program coordinator is responsible for ongoing assessment, planning, implementation and evaluation critical to an effective educational program.

Standard 8.05 Evidence of Compliance: Write a narrative response describing (a) statistical information; (b) planning documents; (c) name and title of designated person responsible for ongoing assessment, planning and evaluation of the program.

At GCC, Assessment is a standardized process used as a decision-making tool for planning, budgeting, and resource allocation. The College assessment 4-step process includes planning, data collection, reporting, and results and is structured around student learning outcomes at the course and program levels. As part of her administrative responsibilities, and in collaboration with department faculty members, Department Chair Kennylyn Miranda takes the leadership role in facilitating, guiding, and ensuring that the program and course student learning outcomes are assessed following the GCC Two-Year Assessment Cycle Schedule. Based on the schedule, the assessment goal for Fall 2022 is the planning of program learning outcomes. Graduates and Employers were surveyed to gather data in line with this goal. The results are reported below:

Graduate Survey
An electronic survey was sent to 2020 and 2021 graduates of the program. Out of 30 surveys sent out, 22 responded, with a 73% return.
Survey results indicate that:
72.3% are currently employed in the culinary field utilizing their culinary knowledge.
45% earn a gross salary of less than $20,000, with 50% making $20,000 or more per year.
5% reported being unemployed.

An electronic survey was sent to 2022 graduates of the program. Out of 19 surveys sent out, 17 responded, with a 89% return.
Survey results indicate that:
82.4% are currently employed in the culinary field utilizing their culinary knowledge.
64.7% ear a gross salary of $20,000 or less, with 29.4% earning more than $20,000, and 5.9% making $35,000 above. All respondents are employed.

Students were asked to rate themselves from very well to poor on the following areas: Writing, reading, math, teamwork, costing, leadership, skills and professional attributes. From the survey, graduates of the program revealed the following:

Reading & Writing - 64% rated Very well and 35% rated adequate.

Math - 35% rated adequate and 64% rated very well.
Teamwork - 82% rated very well and 18% rated adequate.
Costing - 41% rated very well and 59% rated adequate.
Leadership - 47% rated very well and 53% rated adequate.
Skills & Professional Attributes - 88% very well and 12% rated adequate.

Employer Survey
An electronic survey was sent out to hotels and restaurants that hire our graduates. Out of 20 surveys sent out, 7 responded with a 35% return.

Surveys results indicate:
57% of the respondents reported that 2-5 graduates are employed in their operation.
Positions that employees listed ranged from cook, Commis chef, demi chef, kitchen coordinator, pastry/bakery cook.
Using a Likert Scales, employers rated their employees who are graduates of the GCC Culinary program from 4 to 1, with 4 being the highest (proficient) and 1 the lowest (incompetent). From the survey, employers revealed the following:

57% rated our graduates 3 in the proper use of tools and equipment.
42% rated our graduates 3 in their ability to maintain a clean and sanitary workspace.
42% rated our graduates 3 in professionalism
57% rated our graduates 3 in overall preparation for employment
42% rated our graduates 3 in technical skills in comparison with those of other employees in comparable positions.

When asked, "what are the five most important skills for graduates to have to be successful at your place of employment?" The common themes surfaced.

Skills: Knowledge of proper cooking techniques, food safety, baking, butchery, menu planning, food costing, communication, problem-solving, and teamwork.

Qualities: Passionate, patient, good attitude, flexibility, respect for the job, and diligence.

Comments and suggestions made were the following:

Westin is honored to participate in the culinary arts program. We always look forward to helping students gain new knowledge and guide them with their career. We look forward to obtaining more culinary students in the future and possibly a career with the Westin Resort Guam.

Will continue to support GCC through the Advisory Committee as the school is doing a great job with their culinary program.

I appreciate your program for trying to train a good chef. It is hoped that more students will be able to participate in this great program. Thank you.

The students need more in hand on and close guidance.

Thank you everyone's hard work and getting better and better.

The results gathered from these surveys will be inputted into the GCC Nuventive Improve, an assessment management system for Fall 2022. Subsequently, department members will meet to discuss and update the department's 3-year strategic plan.

SECTION 9 - BACHELOR DEGREE ONLY

Standard 9.01 (Bachelor Only): The program must exhibit evidence of meeting all of the competencies as specified "Bachelor Degree Domains".

Standard 9.02 (Bachelor Only): The program must include a minimum of 180 quarter credits or 120 semester credits for a Bachelor degree.

Standard 9.03 (Bachelor Only): The program must contain at least the equivalent of one 3 or 4 credit hour course at an upper division level in each of the domain areas.

Standard 9.04 (Bachelor Only): The curriculum requires utilizing a variety of research methods and resources i.e. library, online references, interviewing techniques, etc.

Standard 9.05 (Bachelor Only): Documentation must be available on file and must include documented and signed training agreements, employer evaluations of students, instructor evaluations of students, and students' evaluations of work stations and experience, etc., if the program requires one of the following:

- 3 or 4 credit practical capstone course
- 3 or 4 credit culinary internship/externship course
- Zero credit experiential learning

Standard 9.06 (Bachelor Only): The program will have methods to verify that students who transfer into the Bachelor program with an Associate degree have achieved the Required Knowledge and Skill Competencies.

SELF-STUDY SUMMARY

Summarize the major strengths of your program(s), as well as identified areas of improvement, in comparison to the ACFEF accreditation standards identified through this self-study.

Major Strengths of the program:

1. It is the only culinary program in the Western Pacific accredited by the American Culinary Federation and recognized by WACS for program quality.

2. The program is well respected in the community due to

many community outreach activities undertaken by chef instructors and students.

3. The program has enjoyed excellent public exposure through print media. A few of the media exposure includes a collaborative effort with Payless Supermarket Company "Holiday Campaign" where chef instructors and students prepared holiday recipes, Guam Daily Post News articles on the new Baking Program bake sales, and GCC Culinary students celebrate Mes Chamoru food plate sale.

4. The program has produced graduates that have become leaders in the culinary community on the island. For example, Chef Marivic Capati (2018), Pastry Chef at the Dusit Thani Hotel, is a well-known figure in the culinary and pastry competition circuit in Guam. Chef Myra Tiamzon-Abat (2015) is the Executive Pastry Chef of Lotte Hotel. Chef Angelo Lacson (2009) is the Chef De Cuisine of Casa Oceano at the Tsubaki Hotel. Monique Genereux (2013) is the Owner of Mosa's Joint Restaurant, a culinary staple on Guam located in the heart of Hagatna.

5. Highly experienced and dedicated chef instructors.

Areas for Improvement
1. Vertical and lateral alignment of curriculum.
2. Utilize culinary arts catering fund towards student lead projects in related-technical courses.
3. Provide more experiential learning to include career exploration within the industry (Nutrition, food safety inspector, private chef, foodservice educator, etc.)

How do you plan to use the results of this self-study to maximize the strengths of the program(s) and to minimize any identified areas for improvement?

1. The results of the Self-Study will be used to strengthen the program's existing assets and develop concrete strategies to address areas of growth identified by the visiting team.

2. Incorporate the results of the Self-Study into the program advisory committee meeting agenda in order to identify specific ways to further strengthen program quality and address its weaknesses through continuous evaluation and assessment.

Describe the process by which self-study was prepared including (a) who was involved in reviewing the program(s) in preparation for this self-study; (b) who compiled the document and identified strengths and areas for improvement; (c) who reviewed the self-study once it was completed prior to submission to the ACFEF Accrediting Commission?

A) Self-Study Steering Committee members, chef instructors, current Department chair, HR Chief Executive Officer Apoline San Nicolas, Assistant Director for Assessment Marlena Pangelinan, Admissions and Registrations Registrar Ava Garcia, Librarian Christine Matson, and previous Department Chair Marivic Schrage.

B)Together with the steering committee, the department Chair compiled the document. Strength and areas for improvement were identified through the assessment process.

C)Dean of the School of Trades and Professional Services

Pilar Williams and Associate Dean Mariesha Cruz San Nicolas, Vice President for Academic Affairs Dr. Gina Tudela, and President Dr. Mary Okada.

How will accreditation by the ACFEF Accrediting Commission affect your program(s)?

The program's re-accreditation will continue to foster a sense of pride among our students and the entire GCC community and the community at large. It will inspire our local youth to pursue their culinary degree at GCC Knowing that they will receive a quality education in Guam without leaving the island. Our graduates will have the option to obtain the ACF Certified Culinarian designation as a result of the program re-accreditation. This designation is important as it will signify that the program meets national standards that keep up-to-date and current practices in today's culinary industry. our graduates can compete regionally, nationally, and globally.

SUBMISSION PAGE

All documents submitted to the ACFEF AC by the educational institution completing the Self-Study and submitting the corresponding exhibits will be verified to be accurate, truthful and are the responsibility of the education institution representative approving and signing this form.

Program Coordinator: Kennylyn Miranda

Program Coordinator Signature:

Date: Friday, September 16, 2022

Approved By:

Authorized Educational Institution Representative: Pilar Wiliams

Job Title: TPS Dean

Representative Signature: P. W.

Date: Friday, September 16, 2022

Standard 5.02 Evidence of Compliance (1): Upload three (3) current samples of syllabi and lesson plans for your program.

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Standard 5.02_Guam Comm… .pdf

Standard 5.02_Guam Comm… .pdf

Standard 5.02_Guam Comm… .pdf

Standard 5.07 Evidence of Compliance (1): Upload completed Required Knowledge and Skills Competencies Template for EACH program to be reviewed.

Standard 5.07_Guam Comm… .pdf

Standard 5.08 Evidence of Compliance (1): Upload lab evaluation form

Standard 5.08_Guam Comm… .pdf

Standard 5.14 Evidence of Compliance: Upload a copy of the Equipment Safety Check Sheet.

Standard 5.14_Guam Comm… .pdf

Standard 6.01 Evidence of Compliance (1): Upload a list of major lab equipment.

Standard 6.01_Guam Comm… .pdf

Standard 6.01 Evidence of Compliance (2): Upload a diagram or floor plan of the labs, lecture classrooms and dining spaces (if applicable).

Standard 6.01_Guam Comm… .pdf

Standard 6.03: Office space is provided for the program coordinator, faculty members and staff to adequately meet the program's needs, and there is access to office space that provides privacy for student advisement.

Standard 6.04: The program meets safety and sanitation guidelines as established through federal, state, and local codes. International programs meet their country, province and/or local food safety and sanitation policies and guidelines.

Standard 6.04 Evidence of Compliance (1): Upload current sanitation report, if required by federal, state or local code.

📄 Standard 6.04_Guam Comm… .pdf

Standard 6.05: There is access to a Resource Center with adequate and accessible materials, in print or online, which supports the objectives of the program.

Standard 6.06: There is a written institutional policy for first aid, emergency services and student and faculty safety and security. The faculty, staff and students are trained in the institutional policy for first aid and emergency services.

Standard 6.06 Evidence of Compliance: Write a narrative response describing (a) the institution's policy for first aid and emergency services; (b) emergency training policies and procedures for faculty, staff and students; (c) consistent postings of emergency procedures available throughout the facility.

The GCC Office of Environmental Health and Safety is responsible for the College's emergency operations plan and procedures to include to include implementation, enforcement, monitoring, and training for emergencies such as active shooter preparedness training and Drop, Cover, Hold On exercise during the Great Shake Out Drill in October. To address student health concerns and to be able to respond to any health emergency, the campus has a Student Health Services Center staffed by one full-time Registered Nurse and one full-time Licensed Practical Nurse from Monday through Friday from 8:00 am - 5:00 pm. They provide basic first aid for injuries and medical conditions that occur during school time. If a health emergency occurs after the Health Center has closed, the Student Support Services Office and 911 are called. The GCC Campus Quick Guide to Emergency Procedures are distributed and discussed with culinary students.