

Comprehensive Program Review Report



Program Review - Culinary

Program Summary

2021-2022

Prepared by: Kyran Wiley

What are the strengths of your area?: Course enrollment: Students continue to show interest in the Culinary Program. Over the past 3 years, the numbers of FTES (Full-Time Equivalent Student) has continued to rise from 15.83 students in 2018-2019 to 17.90 students in 2020-2021. These numbers are promising even in a COVID year when instruction changed from face-to-face to hybrid. In addition to enrollment of FTES, the Program Major data shows a jump from 1 student in 2019-2020 to 14 students in 2020-2021 that are pursuing AS-Culinary Arts as a major.

Culinary Arts Faculty: The Culinary Arts Program added two new certificates and a new degree. The new certificates and degree will give students the general skills and knowledge to enter and be successful in the culinary industry. We are offering six new courses in a more guided pathway for students to proceed through the program. In addition to having one full-time faculty, the program has added three adjunct faculty to fill specialty positions needed for the new courses introduced in the new program.

Campus Support: The Culinary Arts Program continues to receive a huge amount of campus support including:

- Collaborating with the Work Experience Faculty to improve work experience placement for culinary students.
- Collaborating with the campus Food and Beverage Director to provide students work placement at campus food service establishments.
- Student Services provides workshops for culinary students assisting them with resume help, soft skills, and job seeking.
- CTE Student Success Coordinator receives assistance from culinary students in events such as Entrée to Employment. The event is one of the students favorites. They get to assist a local caterer in providing a three course meal to over one hundred event guest. The students get to assist the food service professional with plating the food, serving the food, and bussing the tables. It is a great way for students to understand the demands of a professionally catered event.
- CTE Student Success Coordinator hosts Coffee and Careers in the culinary lab. The event introduces students to potential foodservice employers and allows students to ask questions and communicate with local industry workers and leaders. This allows for students to get a good understanding of what will be asked and expected from them in the culinary arts industry.

Support of Division Technician: A classified employee has proved to be invaluable for the CFS division, in particular to the Culinary Arts Program. Duties include:

- Shopping multiple times weekly for fresh, quality food products used in student culinary labs
- Maintaining, stocking, organizing, and improving the culinary lab.
- Creating and maintaining inventory sheets, budgets spreadsheets, and VTEA funds
- Replacing equipment and lab utensils
- Clean and sanitize students materials (Aprons, kitchen towels, name tags, etc.)

The Culinary Arts program had to get creative to keep student engagement, participation, and student success with COVID-19 shifting the courses from face-to-face instruction to hybrid/online instruction. The program has been making "Food Packages" for student to pick up weekly so they can complete lab hours at their residence. Shopping, organizing, labeling, packaging, and storing of the Food Packages is a very time consuming process. The division technician is instrumental in making this process a success.

All of the duties the division technician performs are vital to the success of the program and takes a great amount of stress off full time faculty.

What improvements are needed?: Improved Success Rates: The success rate percentage has dropped from 80% in 2019-2020 to 67% in 2020-2021. Although this is most likely due to the increase of culinary courses, increase of students in culinary arts, and COVID-19, the program will need to improve in this area. Culinary arts is a very hands-on industry and students learn best by receiving immediate feedback and guidance along side an instructor. Consequently, making the move to hybrid/online instruction has impacted student participation and the success rates of culinary students. Culinary faculty will get creative in providing students more engaging assignments and material to improve success rates in hybrid/online instruction. This is vital for the Industry Management course in particular that struggled with a 57% success rate in the first year being offered. Continuing professional development in distance education could help faculty improve in this area as increased student success rates/completion rates will be a main focus for the new classes, certificates, and degree.

Creating Work Experience Opportunities: A main focus of the new culinary arts certificates and degree is work experience. Unfortunately COVID-19 interfered with businesses willingness and ability to take on culinary arts interns/ workers. Furthermore, as the economy progresses forward, continuing to partner with local businesses to place students in work experience will remain vital. Student success in culinary arts will be driven by real life work experience in the culinary field that cannot be duplicated in a classroom setting.

Improved Relationships with Local High Schools: The Culinary Program will continue to improve its relationship with the local high schools and the community. Faculty will continue to attend high school Advisory Board meetings, reach out to local high school culinary programs, and participate in Visalia Unified School District Expo.

Keeping the Culinary Program and Culinary Lab Current: The culinary industry is always evolving. The Culinary Program is continuing to stay up to date with industry trends and techniques through professional development workshops and conferences. Updating equipment and utensils will continue to be an important part of the culinary programs and student success. With the emergence of COVID-19 it is apparent that the Culinary Program will need more equipment and utensils for students to check out in order to complete the lab portion of culinary classes. Also with the decrease in student success mentioned before, it could be beneficial to update the demonstration table in the culinary lab. As of now, there is only a mirror to show students the demonstrations. If COVID-19 continues to plague the nation, the possibility of running the culinary classes "Live" may be the best option if face-to-face is not possible. A video camera above the demonstration table that is able to stream live over Zoom or another streaming platform, would allow students to ask questions in real time which could improve participation and overall student success.

Describe any external opportunities or challenges.: Overall, COVID-19 has made student success a challenge in culinary arts. Students benefit being on campus with the industrial equipment, utensils, and support at their disposal is more fitting for success in the culinary industry.

All the adaptations in teaching formats, locations and more for COVID have presented many challenges and opportunities for growth.

VTEA funding has been a huge benefit to the enhancement of the Culinary Lab and improvements to the Culinary Program. It has provided Faculty professional development opportunities and assisted with the maintenance/updating of Lab equipment and utensils.

Strong Work-force program provides funding to support, expand, maintain, and strengthen the Culinary Program.

The demand of the ever changing culinary industry. The industry is constantly evolving such as: incorporating new equipment, utensils, food safety protocols, new cooking techniques, customer service training, new food products, etc. These constant changing conditions require the faculty to maintain up-to-date knowledge and skills to ensure students receive a high quality relevant culinary education. .

Overall SLO Achievement: Culinary Development One class had satisfactory student success after the first year. The Baking and Desserts and Culinary Development Two had low enrollment making the course difficult to assess and will be assessed after the Spring 2022 semester.

Changes Based on SLO Achievement: A change in prerequisite requirements for Baking and Desserts has gone through CourseLeaf.

Overall PLO Achievement: PLO will be assessed after Fall 2022 when all the new program courses have been offered.

Changes Based on PLO Achievement: None at this time.

Outcome cycle evaluation: The cycle seems adequate at this time.

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Action: Improve Success Rates

Exploring creative options to improve success rates of the Culinary Program. Culinary Arts students have had difficulties practicing managerial skills (such as: food cost, customer service, and menu design). Professional development for faculty in this area.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: District Objective 2.1 Increase the percentage of students who earn an associates degree or certificate (CTE or Non-CTE) by 5 percentage points over three years.

The action relates to all four program outcomes:

1. Identify and practice food safety and sanitation to industry standards.
2. Use proper food service equipment and apply proper cooking methods and technique in food preparation.
3. Given a standard recipe, correctly increase the yield of the recipe, including adjustment amounts, cooking techniques, and cooking time, if necessary.
4. Students will demonstrate professionalism and ability to perform in industry setting through work experience.

Person(s) Responsible (Name and Position): Kyran Wiley

Rationale (With supporting data):

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Action: Enhance and expand student foods lab experiences

Apply for VTEA, Workforce and other funding for supplies and equipment to enhance and improve the student experience in the food laboratory. In addition to updating small and medium-size equipment, we also need to upgrade the dish-washing area and front of the classroom. The dish-washing area needs to meet county health code requirements. The front of the classroom needs to be adjusted so modern computer and display equipment can be used and allow the instructor to remain at the front and students to see from normal seats. Currently the screen position and cabinets prevent the instructor from standing in front of the class if the screen is being used. The instructor must stay to the side of the projector screen with their back toward the class. The screen is too large, low and close to student seating to allow good viewing. In the front of the classroom there are old, no longer working well, televisions suspended from the ceiling. They are so low that some student have to duck or adjust their walking path to avoid them.

Leave Blank: Essential for Operation

Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022

Leave Blank: 11/09/2015

Leave Blank:

Identify related course/program outcomes: This action relates to all four program outcomes:

1. Identify Proper Food Safety and Sanitation

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2. Use Proper Equipment in Food Preparation
3. Recipe Adjustment
4. Create an Entree

Person(s) Responsible (Name and Position): Milli Owens

Rationale (With supporting data):

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

08/27/2021

Status: Action Completed

The front of the classroom has been adjusted and a modern computer and monitor displays has been installed. This action has given faculty sufficient space to remain at the front of the classroom for lecture and students can see the monitors in the normal seating arrangement. The dish washing area has been upgraded with an industrial dishwasher.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021

09/25/2020

Status: Continue Action Next Year

Continuing to enhance and expand the Culinary Lab will be an on-going process as the industry is always evolving. The Culinary Program will apply for VTEA, Workforce and other funding for supplies and equipment to enhance and improve the students experience in the food lab. In addition to updating small and medium size equipment is an on going action. Add new commercial range stovetop to replace an older domestic oven. Continue to service the dishwasher to make sure it is operating properly. The culinary lab has continued to be updated to enhance and improve student experience. With help from the COS Foundation the culinary lab has received a smart cart and laptop. This allows for the instructor to stand in front of the students and increase student engagement and participation, as well as see their lecture notes without having turn their back to the students.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Facilities - Updating the Foods Lab to meet current health code and safety issues and enhance the learning environment. (Active)

Why is this resource required for this action?: The foods lab was installed when the TULE building was built, over 20 years ago. The culinary field, health and safety guidelines and requirements and technology have changed greatly in that time. To keep up with these changes the foods lab must make regular upgrades to make sure it is compliant with new safety and health guidelines. for example, Regular hood cleaning and ANSUL system checks are required annually.

Notes (optional): As of now we do not serve food out of the Culinary Lab. Regular hood cleaning and ANSUL systems checks paid through facilities.

Cost of Request (Nothing will be funded over the amount listed.):

Link Actions to District Objectives

District Objectives: 2015-2018

District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.

District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

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District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Action: Maintain and improve laboratory environment, supply acquisition and fiscal control to support student learning opportunities.

Provide on-going and stable support for the CFS Division technician. This position is essential for the CFS division to operate. Currently this position is funded through WorkForce grant which requires monitoring and shifting between WorkForce grants.

Leave Blank: Essential for Operation

Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022

Leave Blank:

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Identify related course/program outcomes: Because the technician works in all laboratories, culinary, fashion and child development, outcomes in all these areas are directly affected. For example:

CHLD 149:

Math Activity Presentation

Lesson Plan Design

Math Activity Evaluations

CULN 221:

Knife Skills

Mise en place skills

Recipe Adjustments

FASH 160:

Laying Out/Cutting Fabrics

Inner Construction

Construct 3 Garments

Sewing Sample Book

Because the technician develops and maintains fiscal spreadsheets showing each course, department and total division expenses courses in the CFS division which are not directly related to laboratory content are also related.

Person(s) Responsible (Name and Position): Milli Owens, Division Chair, Jesse Wilcoxson, Area Dean

Rationale (With supporting data): This position is essential for our division classes. The technician orders and maintains supplies and

equipment for the child development, fashion and culinary labs as well as shops about twice/week for culinary classes. Shopping is also done for fashion and child development, but it is not needed as frequently. In the

culinary lab the technician maintains, orders and cleans equipment, maintains and rotates food supplies, conducts end of semester cleaning as well as

develops spreadsheets to track culinary expenses by class section. The culinary spreadsheets are sent to culinary faculty weekly.

The technician also develops and maintains spreadsheets showing available funds and expenses for each department in the division. These department spreadsheets are sent to all CFS full-time faculty monthly, with information available more frequently if needed.

Priority: High

Safety Issue: No

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External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

09/25/2020

Status: Action Completed

The CFS Division Technician position has been approved and is funded now through general funding by the college.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Classified/Confidential - Provide on-going and stable support for the part time CFS Division technician. This position is essential for the CFS division to operate. Currently this position is funded through Strong WorkForce grant (Active)

Why is this resource required for this action?: This position is essential for our division classes. They order and maintain supplies and equipment for the child development lab and the fashion lab as well as shop about twice/week for culinary classes. In the culinary lab the technician maintains, order and clean equipment, maintain and rotate food supplies, end of semester

cleaning as well as develop spreadsheets and track culinary expenses by section. This position needs to shift to the general fund so funding is ongoing and permanent.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 40000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

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District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Action: Enhance and sustain Culinary Lab

Apply for VTEA, strong workforce, and other funding for supplies and equipment to enhance and improve student experience in the food laboratory. Including replacing old small and medium sized equipment, utensils, and cookware.

Leave Blank:

Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes: Program Outcomes:

- Use proper food service equipment and apply proper cooking methods and technique in food preparation.

- Students will demonstrate professionalism and ability to perform in industry setting through work experience.

Person(s) Responsible (Name and Position): Kyran Wiley

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: No

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Safety/Mandate Explanation:

Link Actions to District Objectives

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| District Objectives: 2021-2025 |
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Action: Assess support for nutrition laboratory and courses

Examine and assess need for assistance to manage increased lab course offerings and increased class activities, supplies and equipment.

Leave Blank:

Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Milli Owens and Kyran Wiley

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

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|--|
| District Objectives: 2021-2025 |
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| District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025. |
| District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025. |
| District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025. |
| District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025. |