**INSTITUTIONAL PROGRAM REVIEW 2011-12**

**Program Efficacy**

**Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process.  Program Review is a systematic process for evaluating programs and services annually.  The major goal of the Program Review Committee is to evaluate the effectiveness of programs, (comma not needed here) and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

  Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals

  Aid in short-range planning and decision-making

  Improve performance, services, and programs

  Contribute to long-range planning

  Contribute information and recommendations to other college processes, as appropriate

  Serve as the campus’ conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold.  It includes an annual campus-wide needs assessment in the fall, (comma not needed here)and an in-depth review of each program every three years that we call the Program Efficacy phase.  Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An team of three disinterested committee members will meet with you to carefully review and discuss your document.  You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals.  The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input.  The list of readers is being sent to you with these forms as a separate attachment.

Completed documents should be sent to, Program Review Co-Chairs and your Division Dean by November 2, 2011. *It is the writer’s responsibility to be sure the Committee receives the forms on time.*

In response to campus wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interview and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process now incorporates the Educational Master Plan One-Page Summary (EMP Summary) and strives to reduce duplication of information while maintaining a high quality efficacy process.

**Program Efficacy, 2011/2012**

Complete this cover sheet as the first page of your report.

**Program Being Evaluated**

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| Culinary Arts |

**Name of Division**

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| --- |
| Applied Technology, Transportation and Culinary Arts |

**Name of Person Preparing this Report                                                  Extension**

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| --- |
| Stacy Meyer |

**Name of Department Members Consulted**

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| --- |
| Stacy Meyer, Edward Woods, Kay Ragan |

**Name of Reviewers**

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| --- |
| Celia Huston, Romana Pires, Kevin Kammer |

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| --- | --- | --- |
| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department | 9/30/11 | November 2,11 |
| Rough Draft submitted to Program Review Team | 10/19/11 | 10/19/11 |
| Report submitted to Program Review Team | 11/02/11 | 11/02/11 |
|  |  |  |

**Staffing**

List the number of full and part-time employees in your area.

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| --- | --- | --- | --- |
| **Classification** | **Number Full-Time** | **Number Part-time, Contract** | **Number adjunct, short-term, hourly** |
| Managers | 0 | 0 | 0 |
| Faculty | 1 | 0 | 0 |
| Classified Staff | 1 | 0 | 1 under Perkins funds |
| **Total** | 2 | 0 | 1 |

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|  | FTES | |  | Chart 1   |  | | --- | |  | |  |  |  |  |  |  |  |
| 06-07 | 28.92 | |  |  |  |  |  |  |  |  |  |
| 07-08 | 50.59 | |  |  |  |  |  |  |  |  |  |
| 08-09 | 67.12 | |  |  |  |  |  |  |  |  |  |
| 09-10 | 66.37 | |  |  |  |  |  |  |  |  |  |
| 10-11 | 67.77 | |  |  |  |  |  |  |  |  |  |
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|  |  | | Chart 2 |  |  |  |  |  |  |  |  |
|  | | | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 |  |  |
| Duplicated Enrollment | | | 173 | 114 | 114 | 242 | 311 | 293 | 307 |  |  |
| FTEF | | | 2.96 | 2.64 | 2.39 | 3.26 | 3.61 | 3.68 | 3.32 |  |  |
| WSCH per FTEF | | | 363 | 321 | 363 | 466 | 558 | 541 | 612 |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  | Chart 3   |  | | --- | |  | |  |  |  |  |  |  |
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|  | |  |  |  |  | Chart 3 |  |  |  |  |  |
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|  | | Success | Retention | |  |  |  |  |  |  |  |
| 2006-2007 | | 70% | 96% |  |  |  |  |  |  |  |  |
| 2007-2008 | | 69% | 83% |  |  |  |  |  |  |  |  |
| 2008-2009 | | 67% | 84% |  |  |  |  |  |  |  |  |
| 2009-2010 | | 65% | 81% |  |  |  |  |  |  |  |  |
| 2010-2011 | | 73% | 80% |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |
|  | |  |  | Chart 4 |  |  |  |  |  |  |  |
|  | | | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 |  |  |
| Sections | | | 12 | 10 | 9 | 12 | 11 | 11 | 9 |  |  |
| % of online enrollment | | |  |  |  |  |  |  |  |  |  |
| Degrees awarded | | | 2 | 4 | 0 | 1 | 2 | 0 |  |  |  |
| Certificates awarded | | | 6 | 0 |  |  | 4 | 8 |  |  |  |
|  |  | |  |  |  |  |  |  |  |  |  |
| Data includes: SBVC, SOFF and SBBHS | | | | |  |  |  |  |  |  |  |

**Part I.  Questions Related to Strategic Initiative: Access**

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

**Demographic Information**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets** |
| **Part I: Access** | | |
| Demographics |  | The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.  If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations |
| Pattern of Service |  | . If warranted, plans or activities are in place to meet a broader range of needs. The program provides evidence that the pattern of service or instruction meets student needs. |

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| Culinary Arts |  | Campus |
| 21.41% | **African-American** | 18.55 |
| 2.45% | **Asian** | 4.42 |
| 0.31% | **Native American** | 0.74 |
| 0.31% | **Pacific Islander** | 1.35 |
| 0.61% | **Filipino** | 1.91 |
| 57.19% | **Hispanic** | 48.62 |
| 14.07% | **White** | 20.32 |
| 2.75% | **Multi-Ethnicity** | 1.35 |
| 0.92% | **Unknown** | 3.48 |
| 30.69% | **% - Male** | 41.4 |
| 61.31% | **% - Female** | 58.4 |

Does the program population reflect the college’s population?  Is this an issue of concern?  If not, why not? If so, what steps are you taking to address the issue?

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| The program population is similar to college enrollment, with a few differences.  The program mimics the campus population and industry trends. SBVC’s master plan notes that a continuing trend in enrollment is that there are more women and Hispanics enrolling in classes each year and fewer Caucasians and African American.  The program has a higher population of women and Hispanics then the campus average. This is representative of trends in the culinary industry. The Bureau of Labor Statics Current Population Survey, 2011 shows that over half of the Food preparation and serving workers are women and 22% are of Hispanic or Latino origin. <http://www.bls.gov/cps/cpsaat11.pdf> The 2005 salary survey from Star Chef, a culinary magazine, shows that Hispanics represent the 2nd highest ethnicity for line cooks and food servers <http://www.starchefs.com/features/editors_dish/salary_survey/index.shtml> . As far as the male to female ratio there have always been more males in the Culinary Field since the industry was born so it is refreshing to see females interested in the field. The program is hopeful that the females that enter into the program are successful in the industry upon completion of the program.  The Culinary Arts program has 14 % fewer Caucasians then the campus average. This does not reflect industry trends where statistics show that Caucasians are the largest ethnic group employed. This could be the result of the demographics of the city of San Bernardino. Caucasians represent less than 50% of the local population in this demographic area. The Culinary Arts program will monitor the enrollment of Caucasians over the next few semesters if this is a trend. Should enrollment of Caucasians remain low the department will explore outreach activities.  The African American population is 3% higher than the campus population. The Asian, Native American, Pacific Islander, Filipino, and Unknown populations are represented but at a lower percentage than the campus percentage. The Culinary Arts program does not see these low variations in percentage as an issue or concern. |

**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

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| The Culinary Arts program is designed after the industry needs and standards. The program services the community by training high school graduates and other adults that comes to SBVC for instruction in the field of culinary arts. The courses are designed to train students to run a restaurant upon completion.  In addition to instruction the Culinary Arts program is designed to provide students with practical experience for employment. CULART 010 is a lab course that is set up to teach the students how to run a restaurant. The equipment is the same as that of a restaurant in the industry. Each student rotates through the different stations every three weeks. Students must take this course twice in order to understand and have a chance to work in each area. The Sunroom is open Monday, Tuesday, Wednesday from 11:00 to 1:15pm. However class is from 9:30am until 2:50pm.  Students also have the opportunity to run a live business on campus this semester called The Den. The students rotate through the den as well as the Sunroom. The earlier hours of the Den are run by some of the senior students in the program and are on a volunteer basis. The catering course CULART 020 contains a hands-on work experience component with companies such as San Diego Catering Company and Victoria County Club. These companies are satisfied with our student’s performance and will hire Culinary Arts students on a temporary basis during the summer. Program faculty are off campus during the summer and do not track the number of students who are hired back for temporary work.  The program has day and evening rotation for most courses to accommodate days and evening students. Because of the Sunroom hours, the lab course, CULART 010 is only offered during the day. Culinary Arts xperimented with opening the Sunroom in the evening but there were so few diners that it wasn’t a food laboratory teaching experience for the students. The Den has been added to the course syllabus and the program is exploring the feasibility of opening The Den as a café for a few hours in the evening so that students could gain practical experience in food services.  Upon completion, students have many avenues to choose from within the industry; baking, line cook, restaurant manager, cashier, caterer, working on a cruise liner, server, prep cook, dishwasher, fry cook, broiler cook, preparing soups and sauces, fast food, and many other positions. This program serves the campus community and the larger area community with potential employees. |

**Part II: Questions Related to Strategic Initiative: Student Success**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets** |
| **Part II: Student Success - Rubric** | | |
| Data demonstrating achievement of instructional or service success | Program does not provide an adequate *analysis* of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. | Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. |

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded” on page 3 of this form.)

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| The Culinary Arts Program feels that program growth over the last several years has adversely impacted success and retention. The program came under new leadership in 2006 and has grown from 28.92 FTES to 67.77 FTES, an increase of 134%. The program has been updated and all curriculum realigned to reflect industry standard, resulting in higher expectations for student performance. During this time student success has ranged between 65% and 73% and retention has decreased from 96% to 80%. The program attributes these trends to growing pains. Program enrollment has stabilized over the past few years and student success has risen to 73% which is higher than the college average. Retention is only slightly lower that the campus average of 81%.  Student retention is also impacted by external factors. The current economy impacts student retention as more students have left school due to lack of available funding and financial aid. Students are more prone to “job outs” during the semester to earn money to support their families. Many of the students that enter the Culinary Arts program just come in to learn skills in order to gain employment. The program tracks ‘job-outs’ the best of its ability. Last academic year 60 students (19%) withdrew or dropped from the program. Faculty was able to establish that 17 of those students left the program because they found a job and were not able to juggle school and work successfully. The students went to work for the following employers: Harry’s Bar and Grill (1); Subway (4); Stater Bros. (6); Denny’s (1);  San Diego Catering Company (2); and Victoria Country Club (3).  To improve student success, the faculty is considering placing a math and English prerequisite on culinary courses that require math, general reading and writing. If the prerequisites are placed on the courses FTES are expected to go down for several semesters. Culinary Arts has explored forming a learning community to foster student success. However, culinary students carry 21 – 22 units a semester and CULART 10X4 Culinary Arts Internship, student experience in the Sunroom, is a 6 hour class. Faculty felt that adding a concurrent math, business or English class in learning community format would overburden students. Given the load culinary students carry, placing prerequisites to prepare them prior to entering the program makes more sense. |

**Supplemental Data**

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

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| The foodservice industry continues to be a booming job market. Employers are in constant need of well trained, qualified food service workers. The Culinary Arts Department program is structured to directly address the current and changing needs of the foodservice industry. The courses offered are continually evaluated to make sure that they are meeting the needs of the industry as far as current standards, laws, technology, and creativity and trends.  Upon completion of the program, the students are prepared to become gainfully employed within the food service industry.  The only certificate that a student needs before becoming employed in the industry is a Food Handlers Card or A Serve Safe certification. The food handler’s card costs the student $22.00 and the Serve Safe Certificate cost varies from $128.00 to $150.00 depending on the course.  The American Culinary Federation (ACF) is the only organization with the authority to certify chefs in the Food Service Industry. Upon certification, a chef must have taken a sanitation course, or a serve safe course, a supervisory management course and a nutrition course along with completing the required education and volunteer hours needed for the certification. The faculty of the Culinary Arts program are partnering with the ACF in order to certify the students that qualify at the end of the two year program as certified Culinarians. This will allow the students to gain employment faster than students from other colleges without certification. |

**Student Learning Outcomes and/or Student Area Outcomes**

**Demonstrate that your program has continued to make progress on Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program’s last efficacy report.**

**See** [**Strategic Initiative 5.1**](http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/president/College%20Planning%20Documents/StrategicInitiativesandBenchmarksMasterFormFinal.ashx)

Culinary Arts continues to make progress on SLOs in accordance with the campus plans.

Strategic Initiative - 5.1.1 By Fall 2007, 100% of the courses/programs/areas will have identified SLOs.

* Although not reflected on the Vice President of Instruction’s website all SLOs for culinary arts courses were written and submitted when the curriculum was revised in 2009 and should have been placed on the website at that time.

Strategic Initiative -5.1.2 By Spring 2007, 80% of the full time faculty will have begun evaluating the attainment of SLOs in their courses and created a process for continuously evaluating and implementing changes as necessary.

* Program has begun assessed SLOs for all classes. Faculty discuss results of SLOs during department meetings and use feedback to make any applicable changes. The SLO process is ongoing.

Strategic Initiative - 5.1.3 By 2012, annually review and analyze SLO assessment outcome data to verify SLO progress in meeting targeted outcomes.

* In 2012 program will begin documenting SLO data and outcomes

Course level SLOs have been aligned program level SLOs for the Dining Room Service Certificate and the Food Preparation Certificate.

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part III: Institutional Effectiveness - Rubric** | | |
| Mission and Purpose | The program does not have a mission, or it does not clearly link with the institutional mission. | The program has a mission, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.  Appropriate courses have been articulated or (?) transfer with UC/CSU or plans are in place to articulate appropriate courses. |

**Mission and Purpose:**

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the mission statement of the program?

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| Culinary Arts faculty provide the technical skills, experiences and diverse learning platform needed to be a successful  student and qualify for an entry level position in the industry of Culinary Arts. |

How does this purpose relate to the college mission?

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| The Culinary Arts program mission statement and the mission statement of the college share common goals. Faculty experts in the field of Culinary Arts are providing a quality educational experience for each student. Student’s study food cultures from around the works which is reflected in the ethnically diverse menu in the Sunroom. |

**Productivity**

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses etc…

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| Culinary Arts has been growing. In 06/07 FTES were 28.92 and by 08/09 FTES had reached 67.12. The program enrollment has stabilized around 67 for the past three years. The program has achieved this growth without the edition of any full-time faculty or staff even though Full Time Equivalent Faculty has also increased from 2.96 to 3.32.  Culinary Arts efficiency has increased over the past 5 years. WSCH/FTEs has increased dramatically from a low 363 to 612 which is higher than the campus average.  Culinary Arts has reached capacity. While traditional classes are capped at 40. Culart010 is capped at 35 based on the number of work stations in the kitchen and for safety reasons. CULART160 is capped at 20 for the same reason, as is CULART020 and CULART040.  CULART010 is a working restaurant and can only handle 35 students at a time. If we raise the cap for the lab courses there would be too many students, not enough work stations and a concern for safety. With only one faculty member and one lab tech to supervise all of the beginning students it is difficult to adequately train students for success. It is not possible to allow more access to the lab courses unless we add more faculty for student success and student safety. Currently it is difficult to assist all students in the lab settings and student retention and success reflects this concern. We will add The Den a coffee shop as a second lab next semester and the students from the CULART010 course will rotate into the lab during the lab hours. This is added responsibility on the faculty as both buildings need to be supervised. In the morning hours the Culinary Arts Club students operate.  Perkins IV funding is a help to this program. The program was able to hire experts in the field utilizing Perkins funding. Perkins funding has also allowed the faculty to purchase new equipment to enable the students to work with cutting edge equipment and the same equipment that is in the industry. This year Culinary Arts requested $35,000 in Perkins Funds and received $25,000. |

**Relevance and Currency, Articulation of Curriculum**

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| --- | --- | --- | --- | --- |
| **Applied Technology, Transportation & Culinary Arts** | | | | |
| **Culinary Arts** | | | | |
|  | **Course** | **Status** | **Last Content Review** | **Next Review Date** |
|  | CULART010X4 Culinary Arts Internship | Active | 12/08/2008 | 12/08/2014 |
|  | CULART020 Catering and Banquets I | Active | 12/08/2008 | 12/08/2014 |
|  | CULART030X2 Catering and Banquets II | Active | 12/08/2008 | 12/08/2014 |
|  | CULART040 Introduction to Baking | Active | 12/08/2008 | 12/08/2014 |
|  | CULART098 Culinary Arts Work Experience | Active | 04/13/2009 | 04/13/2015 |
|  | CULART101 Introduction to Culinary Arts | Active | 12/08/2008 | 12/08/2014 |
|  | CULART160 Introduction to Foods | Active | 12/08/2008 | 12/08/2014 |
|  | CULART161 Quantity Food Preparation | Active | 05/16/2011 | 05/16/2017 |
|  | CULART201 Culinary and Hospitality Management | Active | 12/08/2008 | 12/08/2014 |
|  | CULART225 Sanitation and Safety | Active | 05/16/2011 | 05/16/2017 |
|  | CULART235 Menu Planning Principles | Active | 12/08/2008 | 12/08/2014 |
|  | CULART240 Procurement, Purchasing and Selection | Active | 05/16/2011 | 05/16/2017 |
|  | CULART250 Food, Wine and Beverage Service Concepts | Active | 12/08/2008 | 12/08/2014 |
|  | CULART275 Food, Beverage and Labor Cost Control | Active | 12/08/2008 | 12/08/2014 |
|  | CULART161 Quantity Food Preparation | Active | 12/08/2008 | 12/08/2014 |
|  | CULART225 Sanitation and Safety | Active | 12/08/2008 | 12/08/2014 |
|  |  |  |  |  |

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

Curriculum is up to date. The next review date is 2014

Articulation and Transfer

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| --- | --- | --- |
| List Courses above 100 where articulation or transfer is **not** occurring | With CSU | With UC |
| CULART235 |  |  |
|  |  |  |
|  |  |  |
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Describe your plans to make course qualify for articulation or transfer.

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| All courses except CULART235 Menu Planning Principles articulate directly with Cal-Poly. CULART235 is an important course and it transfers to CSU and UC and meets elective requirements within the discipline. Faculty are considering lowering the course number of 135 or 070 and including it in the certificate program. |

**Currency**

Follow the link below and review the last college catalog data.  
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If not, how does the program plan to remedy the discrepancy?

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| There are no discrepancies. All courses are being offered. All information in the catalog is accurate. |
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**Part IV. Planning**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part IV: Planning - Rubric** | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

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| One trend in the field is that fewer people are dining out. National Restaurant Associations states that 2-5 diners are not eating out as much as they would like to. This downward trend is due to the poor economy. Another negative trend is there are many restaurants that have been in business for years closing their doors. Many just walking away from the business they had once put their heart and soul into.  Another trend is that family restaurants are being patronized more than fine dining restaurants, especially in these hard times. This means that the students graduating from culinary school for the next few years can still obtain employment however it may not be the exact job they want. Students may have to settle for lesser paying positions rather than higher skilled well paid positions they would normally have access to. The competition will be greater in these low skilled, low paying positions. With the low paying positions the trend is to no longer hire employees full time to save the business money and benefit costs is coming on strong. Still the industry shows an 11% growth over the next year and a 3.5% increase in wages says [www.collegedegreereport.com/.../supervisormanager-food-preparation](http://www.collegedegreereport.com/.../supervisormanager-food-preparation).  Employment trends in the Hospitality Industry:  Job outlook: Average increase  Annual job openings: 61,000  Percent Growth: 11.5%  Total Jobs Held: 805,360  Projected Employment: 368,000 by 2016  This trend information was found at [www.collegedegreereport.com/](http://www.collegedegreereport.com/)  Wage trends: [www.governmentjobs.com/](http://www.governmentjobs.com/)  Wages for cooks in California, $1898.55 - $25,44.26 per month  As stated above the CULART 020 contains a hands-on work experience component with companies such as San Diego Catering Company and Victoria County Club. These companies are satisfied with our student’s performance and will hire Culinary Arts students on a temporary basis during the summer. The program also hears of job opportunities from the area chefs that are on our Advisory Board. This process is informal at present. Companies e-mail the Department Chair when they have permanent or temporary positions available and the Chair forwards the information via e-mail to students and adjunct faculty. The number of students actually hired as a result of these e-mails is not formally tracked. The program can see the advantage of gathering this type of data and will be exploring way to track it. A follow up e-mail with a simple survey might be adequate. The data might be used to explore partnerships and/or develop internships beyond CULART 020.  A positive trend – more people are looking for a healthier eating experience. The program instructs students on aspects of healthy eating including, basic nutrition, menu planning and food preparation. Culinary students will have a better chance of being hired because of the healthier ideas and training they will have had in school. Students prepare a variety of health foods and fresh salads that are served in the Sunroom. |

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

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| Culinary Arts Program strengths include:  The Sunroom –a restaurant laboratory run by the students. The students and faculty take an analysis of the program each semester. A couple of semesters ago the determination was made that Fridays were not busy enough on campus to support the learning functions of the Sunroom laboratory class so the decision to change the hours from M, W, F to M, T, W was discussed and decided that the change of days the course was offered was key to the training of the students in the program.  The Den- the coffee shop of the campus – run by the Culinary Arts Club Students and the Culinary Arts program. The Den is new to the program this semester. This operation gives students an opportunity to run a real business and see exactly what it takes to make money. The students are trained in making a variety of coffee drinks and pastries on a daily basis. We plan to build on The Den’s popularity by using The Den as a second lab next semester and the students from the CULART010 course rotate into the lab during the lab hours. This will increase their practical work experience. The Den could also be opened in the evening to create a successful lab experience for evening students.  The Culinary faculty and advisement team is looking into expanding the baking program. Several students and industry restaurant owners have approached the faculty asking when the program will start training bakers. All equipment and faculty are in place to teach the courses it is a matter of getting the curriculum approved and the funds to expand the program. The trend this addresses is the trend to bake in house instead of purchase items from outside bakeries. The CULART 040 course is the introduction baking course. This course is designed to teach techniques in baking and pastry. At least half of the students we get into the program express an interest in baking and pastry. This course gives them the basics and some experience they need to get a job in a bakery as an assistant baker. The faculty and advisory committee for the program are planning for the future by developing curriculum for a series of advanced baking courses. These courses would have to be added to the rotation and offered on a limited basis until the program can add more sections. When new courses can be offered regularly enrollment should increase and create a program like no other in the Inland Empire. |

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

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| Fewer faculty and staff are choosing to dine in the Sunroom. An informal survey of customers shows that they are concerned about costs and time constraints. Customers are stressed out by the economy and choose to bring their lunch to work more often. Customers are often on a tight schedule and are concerned that they won’t finish their meal in time to return to their office or classes.  The program has initially addressed costs by daily offering hearty, filling soups and a reasonable price. Further planning goes into the creation of the main menu. The program is developing new recipes that utilize ingredients that cost less or trying out current recipes with less expensive cuts of meat, fish or seafood. Smaller portions are also being considered. Smaller portions would reduce costs and tie into the trend of healthier eating.  The Sunroom plans to offer an Express Lunch, either as a daily menu item or a daily special. Expresses lunches can be served quickly and reassure customers that they will have enough time to eat and return to class. A soup with a side salad is a good example of an express lunch, also lasagnas, pastas and cold sandwiches. The Sunroom will advertise express lunches on the menu and via campus e-mail.  The Sunroom and The Den are working with Craig Petinak to increase campus awareness of the food and services they offer. The current “Feed Your Mind, Feed Your Brain” ad on the Valley College webpage includes pictures of the Den and of students serving buffet.  Culinary Arts has the same faculty, staff, equipment and budget challenges that other programs on campus are experiencing. Enrollment has increased 6 fold since I first started at San Bernardino Valley College. I would like to see the enrollment keep climbing however that means more staff is needed to insure student safety and success. The program will continue to request faculty, staff, equipment and budget through the campus Needs Assessment process and hope for a better economy. |

**V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.**

| **Part V: Technology, Partnerships & Campus Climate** | | |
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|  | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.  Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.  Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships. What plans does your program have to further implement these initiatives.

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| The Sunroom and The Den contribute to the campus climate. The Den is currently open in the morning has a regular clientele of busy faculty, staff and students who stop in for gourmet coffees, fresh baked pasties and the Wolverine breakfast sandwich. The Sunroom restaurant, offering lunch, give faculty, staff and students the opportunity to have a full service dining experience without losing their parking place.  The Culinary Arts Advisory Board which includes The Dean and Department Chair, the President, 3 students and 8 chefs working in the industry meet every semester. The Advisory Board is currently pursuing the development of advanced baking classes and certification by the American Culinary Federation.  The Culinary Arts Program will be partnering with the American Culinary Federation in order to certify the program. This will allow the students completing the program with an AA in Culinary Arts to become certified Culinarians before they go out into the job market. This will give the students of SBVC the advantage over other students coming from other culinary schools going for the same jobs.  The program will continue to work with Craig Petinak to advertise the Sunroom and the Den using campus technology. In addition to the webpage we plan to explore using Facebook and Twitter to reach more students. |