

INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Instruction
DUE: March 30, 2016

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 and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

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 appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review each spring of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting 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 embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you. We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:
<http://scorecard.cccco.edu/scorecard.aspx>

Program Efficacy

2015 – 2016

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

Program Being Evaluated

Culinary Arts

Name of Division

Applied Technology, Transportation and Culinary Arts

Name of Person Preparing this Report

Stacy Meyer

Extension

8695

Names of Department Members Consulted

Brandon Lea, Chef Sanjurjo, Albert Maniaol

Names of Reviewers (names will be sent to you after the committee meets on February 19)

Christie Gabriel—Lead
 Diane Dusick
 Wallace Johnson

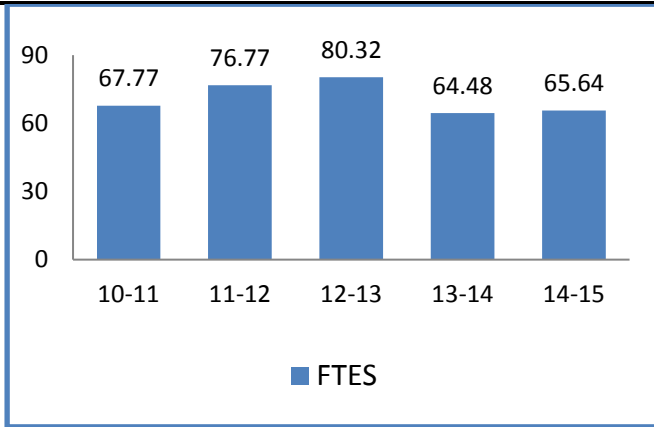
Work Flow	Date Submitted
Initial meeting with department	03-07-16
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	by midnight on March 30, 2016

Staffing

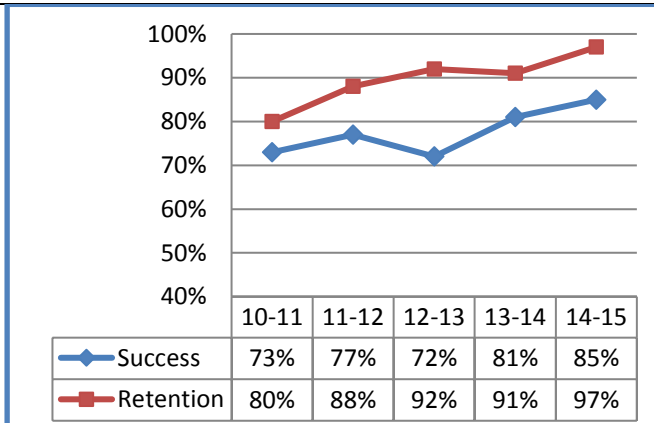
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Faculty	1		3
Classified Staff	1		1
Total	2	0	4

PROGRAM: INSERT YOUR RECENT EMP FROM FALL 2015



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	307	326	375	362	344
FTEF	3.32	3.73	3.93	4.19	5.25
WSCH per FTEF	612	618	613	461	375



Description:

The Culinary Arts Department teaches students to run their own restaurant upon completion. There are several choices for the students upon completion of the program, cooks, bakers, sous chef, head chef, kitchen manager, dining room manager, server, food stylist, photographer, and food science and many more positions.

The students attend lecture courses and lab courses in order to get a full understanding of the restaurant hospitality industry.

The program currently is a 1.5 year program if the student takes the courses when offered instead of every other semester the success rate would be much higher. More certificates and degrees would be completed.

Assessment:

Although participation in the program has dropped from 2012-13 the numbers are coming back up in 2014-15 and will continue to climb over the next couple of years with the networking and marketing planned.

The FTEF has gone up from past years meaning that the department should have 2 full time instructors instead of 4 adjunct instructors. The more adjunct instructors we have in the program the less successful the students are and the continuity of the program and students suffer.

Student success and retention remains positive.

Certificates and graduation rates are also going up. Hiring a professional expert has helped work with the students and suggests the fastest route to graduation.

	10-11	11-12	12-13	13-14	14-15
Sections	9	10	11	17	20
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded*	1	0	4	3	6
Certificates awarded*	2	8	17	14	20

TOP Code: 13630/130710

Award Source:

http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Department Goals:

1. Grow the program by advertising on billboards, bus stops, at high schools, etc.....
2. Becoming more involved in Skills USA. Offering \$500.00 scholarships to incoming freshman that participated in SkillsUSA whose goals are to obtain a degree in Culinary Arts.
3. Purchase a catering truck in order to served food to the public and get SBVC Culinary known in the area.
4. Hire a classified lab tech for front of house.
5. Continue to have success and retention within the program.
6. Purchase a new steamer or combination oven.

Challenges & Opportunities:

1. Adjuncts that do not allow extra time to help the program grow.
2. One full time instructor to handle 2 programs that need a lot of attention. Only so much time in a day.
3. Food truck to service the community and market the program. This would be a great experience for the students. The down side it would require an instructor to go out with them.
4. Open the Sunroom for light breakfast, coffees, teas and Danish, quiche, bagels etc. The staff is here each morning by 7:00am. Students are required to volunteer 100 hours during each semester.
5. Finding a classified lab tech for the front of the house. Most qualified don't have the skill or knowledge needed to work in a teaching environment.
6. Challenge – keeping all equipment working at optimal levels. Steamer and ovens.

	<p>Action Plan:</p> <ol style="list-style-type: none">1. Continue to grow the program using the suggestions listed above.2. Hire 1 more full time faculty.3. Look to see what a food truck would cost and have fund raisers to purchase and fix the truck for service.4. Purchase proper permits for the truck.5. Open 3 days a week for breakfast service to see how that goes and if successful create a course to cover breakfast service.6. Open the position and hire a lab tech for front of the house.7. Purchase a new combination oven or steamer to teach students how to use equipment properly.8. Continue working with the students in order to keep certificates and graduation rates rising.9. Replace all ovens throughout the kitchen.
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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.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> 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	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program Review Committee will provide this on or before February 26.

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	Program: Culinary Arts	Campus-wide
Asian	3.3%	4.9%
African-American	22.6%	13.4%
Hispanic	49.8%	61.8%
Native American	0.9%	0.3%
Pacific Islander	0.3%	0.4%
White	14.9%	15.4%
Unknown	8.1%	0.6%
Female	59.4%	55.1%
Male	40.6%	44.7%

Disability	8.7%	5.6%
Age Min:	17	15
Age Max:	68	83
Age Mean:	28	27

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?

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 than the campus average. This is representative of trends in the culinary industry. The Bureau of Labor Statics Current Population Survey, 2014 shows that over half of the Food preparation and serving workers are women http://www.bls.gov/cps/cp_saat09.pdf and higher percentage of workers are of Hispanic or Latino origin. <http://www.bls.gov/opub/reports/cps/labor-force-characteristics-by-race-and-ethnicity-2014.pdf> (p.22)

The Culinary Arts program has 6 % fewer Caucasians then the campus average. This reflects a positive change as in 2011 Culinary Arts had 14% fewer Caucasians. Even with the positive trend in Caucasian enrollment the program still 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 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.

The Culinary Arts program is designed to meet and exceed industry needs and standards. The program services the community by training student in the field of culinary arts. The courses are designed to train students to run a restaurant upon completion. Culinary Arts is seeking to establish a one-year program for certificate 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.

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.

Upon completion, students have many career paths to choose from within the industry; baking, line cook, restaurant manager, cashier, working on a cruise ship or Amtrak train, server, prep cook, dishwasher, fry cook, broiler cook, preparing soups and sauces, catering, and fast food to name a few. This program serves the campus community and the larger area community with potential employees. The Occupational Guide from the California Employment Development Department projects a 30% increase in food service and preparation jobs in the Inland Empire and a 24% increase statewide. <http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=351012&Geography=0604000071>

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

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")

Student success and retention shows steady growth. Student success has risen from a low of 73% in 10-11 to 85% in 14-15. Retention has grown from 80% in 10-11 to 97% in 14-15. The program experienced 'growing pains' from 07-08 to 10-11 when a sharp rise in FTES filled the program to capacity and had an adverse impacted student success. Certificates and degrees have similarly increased going from 2 certificates and 1 degree in 10-11 to 20 certificates and 6 degrees in 14-15.

The data reveals that the overhaul of Culinary Arts curriculum has been successful. Students are able to complete certificates and degrees relevant to their course of study. The addition on a one-year program for certificate completion will increase the number of certificates awarded.

During the latest curriculum cycle, Culinary Arts added math prerequisites and English advisories that should increase student success rates.

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.

The 2016 Restaurant Industry Forecast <http://www.restaurant.org/News-Research/Research/Forecast-2016> predicts moderate growth for the seventh year in a row. The restaurant and food service industry is the second highest employment industry in the private sector. The Culinary Arts Department program is structured to directly address the current and changing needs of the foodservice industry and provide employers with well trained, qualified food service workers. 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.

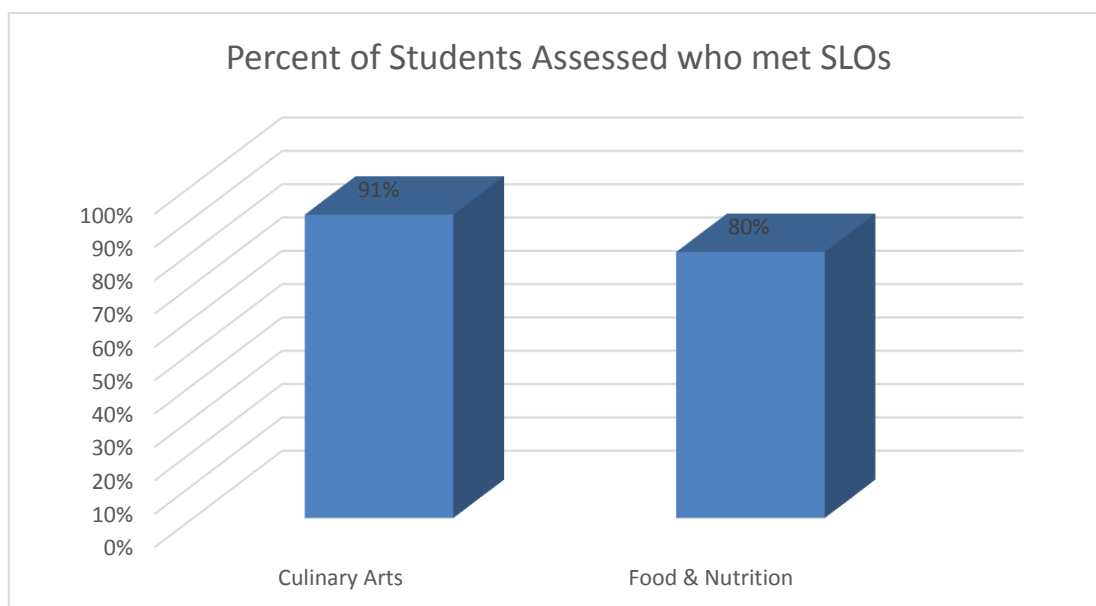
The only certificate that a student needs before becoming employed in the industry is a Food Handlers Card or A Serve Safe certification. The American Culinary Federation (ACF) is the only organization with the authority to certify chefs in the Food Service Industry. Upon certification, a chef must have 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 partners with the ACF in order to certify students as Culinarians. This allows the students to gain employment faster than students from other colleges without certification.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

See [Strategic Goal 2.11](#)

Course SLOs are reported in the SLO Cloud every semester. The aggregate number of all students assessed between Fall 13 –Fall 15 is 91%. This shows that students are mastering culinary skills.



There are five courses overdue for their Summary 3-Year Evaluation report. This is related to PLOs. During the process of mapping courses to PLOs, it was determined that courses and PLOs didn't align well. Course SLOs needed to be reevaluated and rewritten to align with PLOs (see PLO analysis below). The courses have recently completed the curriculum process and the Summary 3 Year Course Evaluation reports will take place in SP16. Reports will be submitted when they are due in October 16. All other courses are up to date.

Course reports from the SLOCloud provide insightful reflections. The CULART 010 course notes that the kitchen skills of students who participate in the Skills USA competition show improvement over students who don't participate. The reflections on course report for CULART 225 track the successful implementation of National Restaurant Association (NRA) textbooks and standards into the course in 13-14, the adjustments to instruction methodologies to improve student performance in 14-15, and the success of the new methodologies in FA15.

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Discuss how this set of data is being evaluated or is planned to be evaluated.

Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

See [Strategic Goal 2.11](#)

All certificates and degrees are up to date. PLOs were mapped and completed 3-Year Program Summary Evaluation reports in 14-15 (Program map and 3-Year Evaluations attached). The programs do not officially need to be evaluated again until FA17. The results of the mapping and evaluation processes revealed areas that need improvement. In all instances Courses and PLOs did not well aligned and the curriculum map doesn't create a good foundation for assessment. There a few instances where courses and PLOs are not aligned on the grid at all or only align once. PLOs should be rewritten to reflect the outcomes expected of students once they complete the program. Currently, PLOs tend to reflect outcomes expected of students when they complete a course. Course SLOs for Culinary Arts also need revision.

The program evaluation forms show FA15 as the target date for the next program evaluation because the department chair voluntarily chose to remap and reevaluated programs once course SLOs have been revised. Revision of course SLOs were not completed in time to meet the department's internal deadline to reevaluated PLOs, but the department is still in compliance with the campus cycle for evaluating PLOs. Once course SLOs are revised, PLOs will be revised, remapped and reassessed. It is anticipated that the work on Courses will be completed in Spring 16. Revising and remapping of PLOs for certificates and degrees will follow and be reported in October 2016 with the Spring 16 reports or April 2017 with the Fall 16 reports as appropriate.

The Program Level Reports currently available in the SLO Cloud show aggregate number of all students assessed for PLOs from Fall 13 through Fall 15 range between 82% - 100%. These numbers are satisfactory, but may change when PLOs are rewritten and remapped.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	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	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

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 or purpose of the program?

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?

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 world which is reflected in the ethnically diverse menu in the Sunroom. The Sunroom Restaurant also provides culinary services to the campus population and a service experience for the students.

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.

FTEs for Culinary Arts peaked in 2012-2013 when the program was operating at capacity. This is due in part because when students develop their educational plan they are advised to take one semester of culinary arts followed by one semester of GE courses. This creates an enrollment pattern that is high in fall and low in spring. It would be beneficial for both the students and the program if students were advised to take Culinary Arts courses in sequence. To encourage students to take courses in sequence, Culinary Arts is developing a certificate that can be completed in one-year.

Culinary Arts placed math and English prerequisites and advisories on several courses in 2012-2013. These changes impacted FTEs in 2013-2014 and 2014-2016 as students have had to meet prerequisites before taking key 100 and 200 level courses.

The FTEF is steadily increasing and is currently at 5.25. The students would be better served if there were 2 full time instructors instead of one full time instructor and 4 adjunct instructors. The more adjunct instructors we have in the program the less successful the students are and the continuity of the program and students suffer.

Culinary Arts WSCH per FTFE reflects the fact that many culinary courses are capped at less than 40. Culart010 is capped at 35 based on the number of work stations in the kitchen and for safety reasons. CULART010 is a working restaurant and can only handle 25 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 two lab techs 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.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

Curriculum for all Culinary Arts courses except CULART 098 are up to date. The campus used to have a Work Study faculty position. CULART 098 Work Study is out of cycle because it has not been offered since that position was vacated. The department has recently learned that the course can still be offered, and has learned how the course is supervised. CULART 098 will be launched for update in the FA16 curriculum cycle. CULART 255 and CULART 299 are currently launched in Curricunet for revision.

CURRICUNET REPORT IS PROVIDED

Applied Technology, Transportation & Culinary Arts				
Culinary Arts				
	Course	Status	Last Content Review	Next Review Date
	CULART 010 Culinary Arts Internship I	Active	12/08/2015	12/08/2021
	CULART 011 Culinary Arts Internship II	Active	12/08/2015	12/08/2021
	CULART 012 Culinary Arts Internship III	Active	12/08/2015	12/08/2021
	CULART 020 Catering and Banquets I	Active	12/08/2015	12/08/2021
	CULART 030 Catering and Banquets II	Active	12/06/2012	12/06/2018
	CULART 040 Introduction to Baking	Active	12/08/2015	12/08/2021
	CULART 041 Advanced Baking	Active	12/08/2015	12/08/2021
	CULART 098 Culinary Arts Work Experience	Active	04/13/2009	04/13/2015
	CULART 101 Introduction to Culinary Arts	Active	12/08/2015	12/08/2021
	CULART 160 Introduction to Foods	Active	12/08/2015	12/08/2021
	CULART 161 Quantity Food Preparation	Active	12/08/2015	12/08/2021
	CULART 201 Culinary and Hospitality Management	Active	12/08/2015	12/08/2021
	CULART 225 Sanitation and Safety	Active	12/06/2012	12/06/2018
	CULART 235 Menu Planning Principles	Active	12/08/2015	12/08/2021
	CULART 240 Procurement, Purchasing and Selection	Active	12/08/2015	12/08/2021
	CULART 250 Food, Wine and Beverage Service Concepts	Active	12/08/2015	12/08/2021
	CULART 275 Food, Beverage and Labor Cost Control	Active	12/08/2015	12/08/2021
	CULART 010 Culinary Arts Internship I	Historical		

CULART 010 Culinary Arts Internship I	Historical		
CULART 010X4 Culinary Arts Internship	Historical		
CULART 011 Culinary Arts Internship II	Historical		
CULART 012 Culinary Arts Internship III	Historical		
CULART 020 Catering and Banquets I	Historical		
CULART 020 Catering and Banquets I	Historical		
CULART 030X2 Catering and Banquets II	Historical		
CULART 040 Introduction to Baking	Historical		
CULART 040 Introduction to Baking	Historical		
CULART 041 Advanced Baking	Historical		
CULART 041 Advanced Baking	Historical		
CULART 101 Introduction to Culinary Arts	Historical		
CULART 101 Introduction to Culinary Arts	Historical		
CULART 101 Introduction to Culinary Arts	Historical		
CULART 160 Introduction to Foods	Historical		
CULART 160 Introduction to Foods	Historical		
CULART 161 Quantity Food Preparation	Historical		
CULART 161 Quantity Food Preparation	Historical		
CULART 161 Quantity Food Preparation	Historical		
CULART 161 Quantity Food Preparation	Historical		
CULART 201 Culinary and Hospitality Management	Historical		
CULART 201 Culinary and Hospitality Management	Historical		
CULART 225 Sanitation and Safety	Historical		

CULART 225 Sanitation and Safety	Historical		
CULART 235 Menu Planning Principles	Historical		
CULART 235 Menu Planning Principles	Historical		
CULART 235 Menu Planning Principles	Historical		
CULART 240 Procurement, Purchasing and Selection	Historical		
CULART 240 Procurement, Purchasing and Selection	Historical		
CULART 240 Procurement, Purchasing and Selection	Historical		
CULART 250 Food, Wine and Beverage Service Concepts	Historical		
CULART 250 Food, Wine and Beverage Service Concepts	Historical		
CULART 275 Food, Beverage and Labor Cost Control	Historical		
CULART 275 Food, Beverage and Labor Cost Control			

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
CULART 235		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

All courses from the culinary department transfer to Cal Poly Pomona except Menu Planning 235. Culinary Arts plans to delete CULART 235 Menu Planning and include menu planning in the CULART 240 Procurement, Purchasing, and Selection courses.

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 the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

All courses in Curricunet are listed in the catalog with the correct course descriptions, prerequisites and co-requisites.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	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 <u>identifies and describes</u> 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?

Trends within the food service industry are for the hotels and restaurants to go back to baking desserts, breads and pastries in house instead of purchasing the products.

Gastronomy is still a trend within the industry.

These trends will impact program planning due to the fact that the equipment has to be purchased in order to teach the students trends that are up and coming or happening now within the industry. To purchase more equipment means a larger facility. The culinary department has already grown out of the kitchen and dining area due to large class enrollments within the lab courses.

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?

The culinary program sends students to participate in SkillsUSA each year. The college hosts the event. Culinary has had 9 students over the past three years win bronze, silver and gold medals. Gold medalist participate in the State level competition which occurs one time a year in late March-early April. If the students win gold at the State level the next step is Nationals. These contests take place in June, usually in Kentucky. The students that compete at the Regional level become more successful students than the students that choose not to compete in the competition.

The culinary arts students also complete a number of caterings throughout the course of the year. This is time that the students volunteer to come in and learn on their own time. Catering can be anything from simple sandwiches, salads, and cookies to steak and lobster dinner with wine service. Many of the students when finished with the program open their own catering business.

Within the program, the students run a restaurant three days a week. This in itself takes a lot of planning, and making sure the food items are purchased and delivered, the equipment is running properly and that the students are trained in a safe manner.

When planning to purchase any piece of equipment for the program, the department chair must first see the added value of that equipment. Will it enhance the learning environment? If yes then the equipment is purchased and the students are trained to use the equipment properly and safely.

Challenges

Referencing the narratives in the EMP Summary and/or your data, 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?

The department chair sees the trends within the industry and plans, purchases, trains, and executes new and exciting foods using the new equipment or tools.

The EMP addresses hiring a full time faculty to assist with the program. The department chair has been the only full time faculty for over 10 years now. Culinary is a different type of student. There is a lot of one on one that must occur each day with each student; Skills training, safety training, how to work as a team, how to work professionally with each other, job counseling, and much more. The department could grow to the next level if there was two full time faculty. Adjunct faculty, although very good at what they do are not as invested as a full time instructor. Therefore, the department does not grow.

The EMP also address the purchase of a catering truck. Catering trucks are very trendy now and will continue to be in the future. The department would like to purchase a catering truck in order to create another aspect of business for the students to gain skill. The truck would be used on the weekends and evenings for off- site catering events, which cannot be done now due to lack of equipment and transportation.

The department is in need of a full time Laboratory Technician to work in the dining room with the students and the customers. In a lab situation the students need the hands-on training and

experience they are getting working in the campus restaurant. Without a skilled person in the front of the house with the students at all times, the students would not be trained properly and therefore not meet the SLO requirements of the course. One full time instructor cannot run the kitchen and dining area.

Lastly the EMP addresses marketing the Sunroom and the program. The department has been on campus now for 45 years plus and I still am told daily by students and staff that they did not know there was a Culinary Arts Department on campus. Even more problematic is that no one knows where the Sunroom is located. The goal of the department is to work on a marketing program so that there is a wait list for the new programs that will be rolled out in 2017. There will be a Baking Program as well as a re-defined Culinary Program. The students will be able to complete the program of their choice within one year, which gives them a year to work on GE courses or move into the work force.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

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

The culinary department works with the Dean of the department to look for grants, or any funding possible that can allow the students to work with the latest technology within the field. Currently the department is purchasing a new Point of Sale System in order for the students to be trained on new technology that is being used in the Food Service industry currently.

The Culinary Arts Club meets every other week and is open to all students on campus. The club holds fundraisers in order to compete in cooking competitions twice a year. The club often works with other clubs on campus to reach and serve more students on campus.

The menu in the Sunroom changes twice a semester in order to allow the students to learn diversity of food and the different ethnicities of food from around the world.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Program Review 2012 team efficacy report does not identify any department deficiencies.

Program Summary Report

Year

Period

Program

Tools

Program SLOs

Note: Program SLO Summary Evaluation Form is available..

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Demonstrate to the instructor during the final exam how to use a knife and the basic knife cuts	235	217	92.34%
2	Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course	274	256	93.43%
3	Demonstrate that they understand optimal quantity, price and standard specifications of ordering by completing a class project that showcases each component of purchasing	220	202	91.82%
4	Demonstrate to the instructor by recalling the top five problems that the restaurant industry encounters on a final exam	62	60	96.77%
5	Recall on a written exam how to derive the 'Break-even Point' of a restaurant	36	31	86.11%
6	Define and recall on a written exam the purchasing function	54	54	100.00%
7	Recall the seven areas of an HACCP plan	1171	947	80.87%
8	Be prepared to transfer a core curriculum to an accredited, four-year college or university with junior class standing in Culinary Arts 4248 or a related major	4248	3466	81.59%
9	N/A			

39 Assessment Methods & Criteria

- Multiple quizzes throughout the semester and a Written final at the end of the course, students should attain a Serve Safe Certificate from the National Restaurant Association if they pass the written final exam. The students must pass the final exam with a 70 % or better. The instructor uses the National Restaurant Association (NRA) test and guidelines. If the student passes the final with a 70% or higher a certificate from the NRA is issued. The grade given in class was based on the students overall score, an average from homework assignments turned in, quiz scores, mid-term score and final score.

(CULART-225-02 for 2014SP)

- A series of 10 questions, total of 30 questions were included on the fourth and fifth test which measured each of the three SLOs. These questions were written specifically to address these SLOs. Students who answered 7 of the 10 questions correctly were considered to pass that particular SLO.

3 Section(s)

- FN-162-01 for 2014SP
- FN-162-02 for 2014SP
- FN-162-05 for 2014SP
- Multiple quizzes throughout the semester and a Written final at the end of the course, students should attain a Serve Safe Certificate from the National Restaurant Association if they pass the written final exam. The students must pass the final exam with a 70% or better. The instructor uses the National Restaurant Association (NRA) test and guidelines. If the student passes the final with a 70% or higher a certificate from the NRA is issued. The grade given in class was based on the students overall score, an average from homework assignments turned in, quiz scores, mid-term score and final score.
(CULART-225-02 for 2014FA)
- A series of 10 questions, total of 30 questions were included on the fourth and fifth test which measured each of the three SLOs. These questions were written specifically to address these SLOs. Students who answered 7 of the 10 questions correctly were considered to pass that particular SLO.
(FN-162-01 for 2014FA)
- A series of 10 questions, total of 30 questions were included on the fourth and fifth test which measured each of the three SLOs. These questions were written specifically to address these SLOs. Students who answered 7 of the 10 questions correctly were considered to pass that particular SLO.
(FN-162-02 for 2014FA)
- 3 diet analysis project Embedded question in quizzes and exams Achieve a grade of 70% and higher
(FN-162-03 for 2014FA)
- 3 day diet analysis project Embedded question on quizzes and exams Achieve a grade of 70% and higher
(FN-162-04 for 2014FA)
- A series of 10 questions, total of 30 questions were included on the fourth and fifth test which measured each of the three SLOs. These questions were written specifically to address these SLOs. Students who answered 7 of the 10 questions correctly were considered to pass that particular SLO.
(FN-162-05 for 2014FA)
- Three day diet analysis, Quizzes, Midterm and case studies Achieve a grade of 70% and higher.
(FN-162-03 for 2014SP)
- Three day diet analysis, Quizzes, Midterm, Supermarket and restaurant assignment and case studies Achieve a grade of 70% and higher
(FN-162-04 for 2014SP)
- Three day diet analysis, Quizzes, Midterm and case studies Achieve a grade of 70% and higher
(FN-162-06 for 2014SP)
- A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Goal is for the student population to remain at 75% or higher (receive a “C” letter grade or better).

4 Section(s)

- BUSAD-100-01 for 2014FA
- BUSAD-100-02 for 2014FA
- BUSAD-100-03 for 2014FA
- BUSAD-100-70 for 2014FA
- A series of 10 questions, total of 30 questions were included on the fourth and fifth test which measured each of the three SLOs. These questions were written specifically to address these SLOs.

Students who answered 7 of the 10 questions correctly were considered to pass that particular SLO.
"Good Enough"
(FN-162-01 for 2015SP)

- A series of 10 questions, total of 30 questions were included on the fourth and fifth test which measured each of the three SLOs. These questions were written specifically to address these SLOs. Students who answered 7 of the 10 questions correctly were considered to pass that particular SLO.

5 Section(s)

- FN-162-02 for 2015SP
- FN-162-05 for 2015SP
- FN-162-01 for 2015FA
- FN-162-02 for 2015FA
- FN-162-03 for 2015FA
- written final hands on final assessment methods are: the students are graded on skills learned throughout the semester during the hands-on portion of the final. Criteria: Sanitation and Safety Utilization of products Knife Skills Waste Flavor profile Presentation
(CULART-010-01 for 2015SP)
- Hands-on final Safety and Sanitation Knife Skills utilization of product waste presentation flavor profile
(CULART-011-01 for 2015SP)
- Project during the semester Final from the National Restaurant Industry
(CULART-201-01 for 2015SP)
- National Restaurant Association test with certificate upon passing the test Project during the semester
(CULART-240-01 for 2015SP)
- Assessment methods are an NRA test that if the student passes he or she will attain a certificate from the NRA and that is the students written final. Also a practical final is given and skills are assessed at that time.
(CULART-012-01 for 2015SP)
- A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Goal is for the student population to remain at 75% or higher (receive a “C” letter grade or better).
(BUSAD-100-02 for 2015SP)
- A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Goal is for the student population to remain at 75% or higher (receive a “C” letter grade or better).

3 Section(s)

- BUSAD-100-01 for 2015SP
- BUSAD-100-03 for 2015SP
- BUSAD-100-04 for 2015SP
- Written paper about the HACCP plan and how it works. Group project on food borne illnesses and prevention.
(CULART-225-01 for 2015SP)
- to be able to show the math needed to calculate the food costs of menu items. To know how to prepare different types of menus, by comparing the content other restaurant menus and then writing their own. Used mixed tests to Identify any learning gaps.
(CULART-235-01 for 2015SP)
- exams, restaurant assignment, diet analysis, supermarket assignment, written report 70% or better
(FN-162-03 for 2015SP)

- Multiple quizzes throughout the semester and a written final at the end of the course, students should attain a Managefirst Certificate from the National Restaurant Association if they pass the written final exam. The students must pass the final exam with a 70 % or better. The instructor uses the National Restaurant Association (NRA) test and guidelines. If the student passes the final with a 70% or higher a certificate from the NRA is issued. The grade given in class was based on the students overall score, an average from homework assignments turned in, quiz scores, mid-term score and final score.
(CULART-275-01 for 2015SP)
- C or better on the Final Correct SLOs 1. Understand the science behind creating a stock in order to create a soup. 2. Recite the 5 Mother Sauces and their makeup and how they are used in the industry. 3. Recall meat fabrication cuts on a final exam. 4. Recite the minor sauces and which Mother Sauce they come from as well as recall the information for a final exam.
(CULART-161-10 for 2015SM)
- group projects and presentations c or better on the final
(FN-162-10 for 2015SM)
- Group project Presentation c or better on final
(FN-162-30 for 2015SM)
- SLO 1 Students are to write a paper explaining how the "Columbian Exchange" changed what foods we eat and where they came from. Write a paper on the origin of a holiday and the food that is served at that time. To know the effect of modern transportation of food supplies, and how it helped create the Fast Food movement. SLO 2 Students are to write two papers on two different chefs, and how they effected the foods we eat and influenced them to become a chef. SLO 3 Students fill out a form with all the stations with the titles and functions.
(CULART-101-01 for 2015FA)
- Final Exam thru the National Restaurant Association Final Project
(CULART-201-02 for 2015FA)
- Hands- on final written final Tool Identification Test
(CULART-010-01 for 2015FA)
- Hands-on Final Written Test Tool Identification
(CULART-011-01 for 2015FA)
- Midterms, restaurant assignment, supermarket assignment, 3 day diet analysis and a written report
(FN-162-04 for 2015FA)
- Case studies, worksheets, diet analysis and midterms.
(FN-162-05 for 2015FA)
- A 20 question, multiple choice and true ad false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed - with the same examination - within the remaining week of the actual course. A social media and case study were also given. Goal is for the students population to remain at 70% or higher (receive a "C" letter grade or better).
(BUSAD-100-70 for 2015FA)
- A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Goal is for the student population to remain at 75% or higher (receive a “C” letter grade or better).

2 Section(s)

- BUSAD-100-01 for 2015FA
- BUSAD-100-02 for 2015FA
- A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Goal is for the student population to remain at 75% or higher (receive a “C” letter grade or better).
(BUSAD-100-03 for 2015FA)

- Papers, what went wrong at Lenny's on-line tests, thru Pearson's Mylab group papers, on the seven areas of HACCP group work on food born illnesses (CULART-225-01 for 2015FA)
- After completing this course the student will be able to:
 - Identify the current consumer trends affecting the consumption and marketing of alcoholic beverages.
 - Identify the different types of establishments serving alcoholic beverages.
 - Identify the three major governmental entities responsible for regulating the sale of alcoholic beverages and explain each entity's role.
 - Describe the concept of legal liability as it relates to the sale of alcoholic beverages.
 - Describe the importance of understanding BAC to the responsible service of alcohol.
 - Pass the National Restaurant exam for Managefirst
 - Summarize the importance of proper facility design, layout, décor, and atmosphere to successful beverage operations.
 - Describe the manager's primary goal in marketing a beverage operation.
 (CULART-250-01 for 2015FA)

45 Reflection(s)

- This semester the instructor is using text and test banks from the National Restaurant Association (NRA). The NRA has come up with minimum qualifications that professionals working in the food service industry should possess. The students have been receptive of this teaching technique. The teaching technique includes assigning all assignments from an E-Text. The E-Text is equipped with short videos, definitions and quick look up. There is no reason the students should not turn in their assignments. (CULART-225-02 for 2014SP)
- I am extremely pleased with the percentage of students that passed these SLO's. It could have been higher, but the majority of students understand the content of this class. For next semester (summer 2014) I will spread the SLOs out among two or three different tests. I felt this would give a more accurate reading. Students in this particular class seemed to understand and comprehend the basic information contained in the SLOs for this class. I found no learning gaps based on these results.

3 Section(s)

- FN-162-01 for 2014SP
 - FN-162-02 for 2014SP
 - FN-162-05 for 2014SP
- This semester the instructor is using text and test banks from the National Restaurant Association (NRA). The NRA has come up with minimum qualifications that professionals working in the food service industry should possess. The students have been receptive of this teaching technique. The teaching technique includes assigning all assignments from an E-Text. The E-Text is equipped with short videos, definitions and quick look up. There is no reason the students should not turn in their assignments. (CULART-225-02 for 2014FA)
- I am extremely pleased with the percentage of students that passed these SLO's. It could have been higher, but the majority of students understand the content of this class. For next semester (Spring 2015) I will spread the SLOs out among four different tests. I felt this would give a more accurate reading. Students in this particular class seemed to understand and comprehend the basic information contained in the SLOs for this class. I found no learning gaps based on these results. I will also make sure that students understand the material before the SLO questions are included on the exams. Students are not made aware of which specific questions are SLO questions when answering the questions on the tests. I will have to rethink this process (FN-162-01 for 2014FA)
- I am extremely pleased with the percentage of students that passed these SLO's. It could have been higher, but the majority of students understand the content of this class. For next semester (Spring 2015) I will spread the SLOs out among four different tests. I felt this would give a more accurate reading. Students in this particular class seemed to understand and comprehend the basic information contained in the SLOs for this class. I found no learning gaps based on these results. I

will also make sure that students understand the material before the SLO questions are included on the exams. Students are not made aware of which specific questions are SLO questions when answering the questions on the tests. I will have to rethink this process
(FN-162-02 for 2014FA)

- Challenges: 1) students without textbook due to lack of financial resources 2) students resisting to use Blackboard- do not want to download the syllabus Future: On the first day of class do an introduction to Blackboard. Would like to update SLO # 3.
(FN-162-03 for 2014FA)
- Challenges: Students without textbooks due to lack of financial resources. Student resisting to use Blackboard Future: Conduct an orientation to Blackboard on the first day of class. Update SLO # 3.
(FN-162-04 for 2014FA)
- I am extremely pleased with the percentage of students that passed these SLO's. It could have been higher, but the majority of students understand the content of this class. For next semester (Spring 2015) I will spread the SLOs out among four different tests. I felt this would give a more accurate reading. Students in this particular class seemed to understand and comprehend the basic information contained in the SLOs for this class. I found no learning gaps based on these results. I will also make sure that students understand the material before the SLO questions are included on the exams. Students are not made aware of which specific questions are SLO questions when answering the questions on the tests. will have to rethink this process
(FN-162-05 for 2014FA)
- This semester implemented weekly quizzes and case studies to demonstrate how to apply the information discussed in class. Improvement noted in test scores with the quizzes and case studies. Learning gaps noted: lacking basic math skills and reading comprehension. SLO are adequate.
(FN-162-03 for 2014SP)
- This semester implemented weekly quizzes and case studies to demonstrate how to apply the information discussed in class. Improvement noted in test ' scores with the quizzes and case studies. Learning gaps noted: lacking basic math skills and reading comprehension. SLO are adequate.
(FN-162-04 for 2014SP)
- This semester implemented weekly quizzes and case studies to demonstrate how to apply the information discussed in class. Improvement noted in test scores with the quizzes and case studies. Learning gaps noted: lacking basic · math skills and reading comprehension. SLO are adequate.
(FN-162-06 for 2014SP)
- This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid results to better align with our face-to-face offerings
(BUSAD-100-01 for 2014FA)
- This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid results to better align with our face-to-face offerings.

3 Section(s)

- BUSAD-100-02 for 2014FA
- BUSAD-100-03 for 2014FA
- BUSAD-100-70 for 2014FA
- The course was run differently this semester in that if a student did not excel on a station instead of moving them to the next station the student had to remain on the previous station until they became comfortable working and understood all aspects of running that particular area. This worked rather well and improved final grades within the class.
(CULART-011-01 for 2014FA)

- As was my first semester teaching, all strategies were new. In the future for this class I am looking to try some on-line material that is available from one of the publishing houses.
(CULART-101-01 for 2014FA)
- As was my first semester teaching, all strategies were new. In the future for this class I am looking to try more review to help all the students pass the ServSafe test. This will be done by having the students do a group project, as well as a better chapter review and mid-term test.
(CULART-225-01 for 2014FA)
- When necessary, it is important to update assignments and projects to reflect the new trends. I would like the SLO to be a more specific representation of what is covered in this course. I can modify my teaching methods, lectures, assignments, etc, when necessary. The students that received “C” didn’t score well on their tests. Also they did not complete their final project. I feel these students were procrastinators.
(CULART-235-01 for 2014FA)
- I am extremely pleased with the percentage of students that passed these SLO’s. It could have been higher, but the majority of students understand the content of this class. For next semester (Fall 2015) I will spread the SLOs out among two or three different tests. I feel this would give a more accurate reading. Students in this particular class seemed to understand and comprehend the basic information contained in the SLOs for this class. I found no learning gaps based on these results.

3 Section(s)

- FN-162-01 for 2015SP
- FN-162-02 for 2015SP
- FN-162-05 for 2015SP
- Identify learning gaps- however not everyone is capable of working in a commercial kitchen Improvement for those who competed in Skills USA
(CULART-010-01 for 2015SP)
- The three students that did not assess well at the end of class also were not doing well during class. Maybe tutoring for the students that fall behind, however, the students would have to be willing to give up time for tutoring.
(CULART-011-01 for 2015SP)
- This class works well. The students learn with the projects and homework. Most pass the final and receive a certificate, maybe get a tutor to help the students study with the testing portion
(CULART-201-01 for 2015SP)
- Project gives a lot of insight to purchasing end of the industry assess the SLOs and change if necessary
(CULART-240-01 for 2015SP)
- Come up with a plan to allow the students to keep up with the homework. Maybe a little less volunteer hours for the 3rd semester students.
(CULART-012-01 for 2015SP)
- A total of 38 students were assessed with a pre-test score of 47% and a post-test score of 88% - thus showing an improvement of 41%. 91% of the population assessed received a “C” or better in the course. (A-14 or 33%, B-21 or 50%, C-3 or 7%, D-2 or 5%, F-2 or 5%) This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change any of the SLO's at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid results to better align with our face-to-face offerings - possible use outside handouts and/or resources to supplement.
(BUSAD-100-02 for 2015SP)
- A total of 33 students were assessed with a pre-test score of 41% and a post-test score of 85% - thus showing an improvement of 44%. 85% of the population assessed received a “C” or better in the course. (A-4 or 12%, B-15 or 45%, C-9 or 27%, D-1 or 4%, F-4 or 12%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change any of the

SLO's at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid results to better align with our face-to-face offerings.
(BUSAD-100-04 for 2015SP)

- A total of 38 students were assessed with a pre-test score of 45% and a post-test score of 84% - thus showing an improvement of 39%. 76% of the population assessed received a "C" or better in the course. (A-7 or 18%, B-16 or 40%, C-7 or 18%, D-2 or 5%, F-7 or 18%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change any of the SLO's at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid results to better align with our face-to-face offerings
(BUSAD-100-01 for 2015SP)
- A total of 42 students were assessed with a pre-test score of 47% and a post-test score of 86% - thus showing an improvement of 39%. 93% of the population assessed received a "C" or better in the course. (A-15 or 36%, B-19 or 45%, C-5 or 12%, D-2 or 5%, F-1 or 2%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change any of the SLO's at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid results to better align with our face-to-face offerings.
(BUSAD-100-03 for 2015SP)
- will try new strategies by adding web based content, and more review tests.
(CULART-225-01 for 2015SP)
- Frist time teaching this class. next time I will try a new strategy for the seven day menu. As well as better review of the math needed to calculate food costs.
(CULART-235-01 for 2015SP)
- This semester twelve tests and 2 were dropped. Each week a test was given on the material discussed the previous week. Class performance improved but many did not purchase the textbook. For the future will continue a test a month and have the students complete the assignment in class.
(FN-162-03 for 2015SP)
- This semester the instructor is using text and test banks from the National Restaurant Association (NRA). The NRA has come up with minimum qualifications that professionals working in the food service industry should possess. The students have been receptive of this teaching technique. The teaching technique includes assigning all assignments from a text book. The text book is equipped with definitions and quick look up. There is no reason the students should not turn in their assignments. Ten out of twelve students passed the Managefirst final. Six students received an A, six students received a B, one student received a C, and one student failed the class.
(CULART-275-01 for 2015SP)
- These are not the correct SLOs for this course. This is a lecture course only and the students cannot demonstrate, utilize or prepare. change SLOs.
(CULART-161-10 for 2015SM)
- Do these assessments directly after grading so I can remember how many students passed what SLO.
(FN-162-10 for 2015SM)
- Add a session about "Molecular Gastronomy", "Modernist Cuisine". find better text books to use in class.
(CULART-101-01 for 2015FA)
- I consider the distribution satisfactory. Obviously everyone wants perfection, but this pattern of results shows the success of this class. The breakdown of specific SLO questions seems to be uniform across all classes. I am extremely pleased with the percentage of students that passed these SLO's. It could have been higher, but the majority of students understand the content of this class. For next semester (Fall 2015) I will spread the SLOs out among two or three different tests. I fell this would give a more accurate reading. Students in this particular class seemed to understand and comprehend the basic information contained in the SLOs for this class. I found no learning gaps based on these results. I am using a new book and tests beginning in the Spring of 2016. I think this

newer material is more in line with the SLOs that Valley College uses.

(FN-162-01 for 2015FA)

- I am extremely pleased with the percentage of students that passed these SLO's. It could have been higher, but the majority of students understand the content of this class. For next semester (Fall 2015) I will spread the SLOs out among two or three different tests. I felt this would give a more accurate reading. Students in this particular class seemed to understand and comprehend the basic information contained in the SLOs for this class. I found no learning gaps based on these results. I am using a new book and tests beginning in the Spring of 2016. I think this newer material is more in line with the SLOs that Valley College uses.

2 Section(s)

- FN-162-02 for 2015FA
- FN-162-03 for 2015FA
- A number of students failed to purchase the book. Tried more interactive activities in class and real life assignments, but a number of students failed to complete the assignments. The outcomes require revision to make the course more relevant to the students.
(FN-162-04 for 2015FA)
- A number of students failed to purchase the book. Tried more interactive activities in class and real life assignments, but a number of students failed to complete the assignments. The outcomes requires revision to make the course more relevant to the students.
(FN-162-05 for 2015FA)
- Saw noticeable improvement in class. Students felt comfortable and opened up, asked more questions. I had too much content to give and not enough time. This course is better as a full semester course and not a late start course.
(BUSAD-100-70 for 2015FA)
- A total of 38 students were assessed with a pre-test score of 45% and a post-test score of 84% - thus showing an improvement of 37% from a year ago. 90% of the population assessed received a "C" or better in the course. (A- 11 or 28%, B-16 or 41%, C-8 or 21%, D-3 or 7%, F-1 or 3%) This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid results to better align with our face-to-face offerings
(BUSAD-100-01 for 2015FA)
- A total of 35 students were assessed with a pre-test score of 47% and a post-test score of 81% - thus showing an improvement of 34% from a year ago. 83% of the population assessed received a "C" or better in the course. (A- 10 or 29%, B-14 or 40%, C-5 or 14%, D-0 or 0%, F-6 or 17%). 5 students just stopped attending the class. This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid results to better align with our face-to-face offerings
(BUSAD-100-02 for 2015FA)
- A total of 38 students were assessed with a pre-test score of 41% and a post test score of 87% - thus showing an improvement of 46%. 87% of the population assessed received a "C" or better in the course. (A-37%, B-45%, C-5%, D-11%, F-2%). The assessment information is quite similar in nature to other sections offered currently and in the past– showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No needed modifications at this point in time. May need to begin assessing the difference between face-to-face, online and hybrid in the future. In addition, the tracking of Adjunct versus Full Time might need to be evaluated.
(BUSAD-100-03 for 2015FA)

- saw more students pass the ServSafe test this time. Using the Mylab, on online practice tests helped. Will continue to use them.
(CULART-225-01 for 2015FA)
- 12 students took the Managefirst Bar and Beverage exam with 80 questions. All 12 students passed with an average score of 88%
(CULART-250-01 for 2015FA)
- This particular class was willing to learn especially in regards to acquiring the concepts of costing. Class attendance was consistently high through out the semester. In the future I would implement more power-point presentations since most culinary students are visual learners.
(CULART-235-01 for 2015FA)