**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: Culinary Arts, COA

Program Type:  Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

**Describe how the program supports the Bakersfield College Mission**:

Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world. Students are able to quickly get in to the workforce with a certificate or degree in Foods and Nutrition.

**Program Mission Statement**:

The Food & Nutrition Program, faculty and staff of the Family & Consumer Education department strive to offer effective, up-to-date instruction with sensitivity to the diversity of our students, their education needs and their career goals. The Food & Nutrition Program provides relevant course and lab work towards professional technical workforce and career preparation training in Culinary Arts, Food Production Management, and Dietetic Services Supervisor. We use a multi-dimensional approach in preparing our students not only for their specific career, but also provide activities that assist their meeting their personal academic and professional goals.

**Program Description**: The Food & Nutrition program has five areas of study: Nutrition, Culinary Arts, Food Management, Dietetic Services and Child Nutrition Management. Each area of study offers a program that integrates theoretical and practical course work to prepare the student for the service areas work force.

**II. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| --- | --- | --- | --- |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
| 1. Increase the number of students who are successful in classes. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | An annual open house is conducted at the beginning of the fall semester to orient students as to what is needed to be successful. Additionally, students are required to meet with their instructors on a regular basis to assess their status in the classes. |
| 1. Increase the number of students completing internships, thus degrees. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Increase the number of internship sites available for students to complete their internships, thus making them eligible for completion of their degrees or certificates. |

1. List new or revised goals (if applicable)

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| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
|  | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement |  |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity). **No significant changes**
2. Changes in enrollment (headcount, sections, course enrollment and productivity). **In one year, our FTES went from 690 to 718.**
3. Success and retention for face-to-face, as well as online/distance courses.
4. Changes in the achievement gap and disproportionate impact (Equity). **Not applicable**
5. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.

* The Continual assessment of the Food & Nutrition Program (each semester) has offered the faculty and staff the opportunity to fine tune several core courses. After assessing low student success and retention rates in the program’s Introduction to Food Service, we have implemented a general placement for the students who need math remediation and writing remediation early in the semester. This allows the student time to seek academic development that enhances their abilities for success. Our most recent discussions with Academic Development are focused on having their instructors assist our student in class with their English and Math skills attainment.

During our assessment we have looked at our success and retention rates. We feel that keeping our semester plans for an Open House and Culinary Arts Symposium greatly affect student success and retention rates. The excitement the Garden Festival “Ruckus in Renegade Park” cooking competition also has sparked enthusiasm for the program.

* + The assessment of the Culinary Program resulted in a request of funds from VTEA, to update or continue the Open House, EXPO and upgrade the program literature. The assessment outcomes show a lack of space to operate The Renegade Room. Expansion of the Program cannot be done in the present facility. By administrative request, the Food & Nutrition program presented an expansion plan to the college president for consideration, the plan known as the Culinary Arts Restructuring.
  + Our program PLO’s aligned with our course SLO’s because we integrate the theoretical and the hands-on learning opportunities for the students as we provide those opportunities for the student to work community events. In our hand-on learning lab, we need to upgrade our knives to the new micro-bacterial type of knife and fill in the remainder of the silverware so that it all matches and reflects the quality of a good dining experience.
  + One of the most significant changes in the programs’ strengths has been the addition of a new faculty member. A new energy and spirit has been brought forward. This has favorably impacted the student learning success.
  + One of our programs weaknesses is the lack of beginning skills training for students prior to entering a lab. We have implemented new training that can give the students additional skills training; which will increase their likelihood of success. The use of My Culinary Lab for the students in our theory classes will bring about additional mastering of the cooking techniques.

1. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests. **Assessment results were used to determine the needs of the department; which are based on what will improve student success and retention.**
2. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO). **Course SLOs are directly aligned with the PLOs. Additionally our PLO on practicing proper food safety and sanitation has been enhanced by requiring all students enrolled in a lab class carry a California Food Handlers Card or a Serve Safe Certificate. We have had an 85% pass rate with the California Food Handlers program and a 65% pass rate with the Serve Safe Certification. The introduction of My Serve Safe Lab as part of the learning environment is expected to improve the number of certificates earned in the upcoming year.**
3. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond. **The PLOs are aligned with the ILOs.**

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year. We have strengthened our programs internship program by approving 6 additional sites for our students. **Revising the curriculum to include prerequisites has improved students’ skill levels in lab classes.**
2. Describe *any significant changes* in your program’s weaknesses since last year.
3. If applicable, describe any unplanned events that affected your program. The only unplanned event this last year was the necessary replacement of our reach in refrigerator. The downtime during the replacement caused a gap in efficiency.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities); please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

The nutrition programs needs to have a second full-time faculty member. Currently, there is only one full-time nutrition faculty and she is also department chair. Each semester, there are 15-22 sections of nutrition offered. Given that 5 sections equates to a full-time load; and the current teacher is also department chair at .5 load, that leaves 12-19 sections each semester that have to be covered by adjuncts. Additional nutrition classes could be created and offered if another faculty person was on board to help support the program. Without another faculty, daytime sections of the nutrition course will have to be cut. Each class has 60 students; therefore, this would have a negative impact to our FTES.

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success. **The faculty attended a Menus of Change conference this past summer and it provided ideas on news ways of teaching and running a restaurant. Students have received the benefit of the knowledge we acquired over the summer.**
3. What professional development opportunities and contributions can your program make to the college in the future? **We can provide team building culinary exercises, such as the egg flip.**
4. In order to keep current, the faculty needs to have additional professional development provided by industry. The Menus of Change conference is one such conference that would suffice the learning needs of the faculty. Additional conferences such as the World of Flavors conference in Napa, the Women Chef and Restaurateurs conference in LA. These conferences would be approximately $20,000.00 to attend these conferences. The nutrition faculty is required to have 15 hours of continuing education every year in order to maintain their registration as a registered dietitian. This registration is required to teach at BC.
5. Facilities:
6. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success? **We have not had any updates. However, we desperately need updates in order for students to be successful.**
7. How will your Facilities Request for next year contribute to student success? **The needs we have identified will directly impact student success and experiences in the lab.**
8. The following is a list of facilities in need of repair:
   1. The Renegade Room kitchen was built in the 50’s and is completely out of date. Much of the equipment is also out of date and in need of replacing. The entire kitchen needs to be renovated and new equipment needs to be purchased to meet the needs of industry.
   2. Some of the equipment that needs replacing is the compressor in the walk-in refrigerator and freezer, the steam table, the refrigerated salad stations, the deck ovens, the knife storage, the knives and an upgrade to a new sous-vide cooking unit and vacuum sealer, the beverage center and the HVAC unit and all the ducting.
   3. FACE 23 has broken chairs in the stadium seating from the 50’s. New and larger seats are needed for this room.
   4. Computer labs are a large part of our student work; therefore, a computer lab is needed for the department.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success? **We have not received any new or repurposed technology this past year.**
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success? **Improved equipment will greatly enhance the student experience in the lab. In classrooms, teachers will be able to teach with current technology.**
   1. FACE rooms 12, 15, and 23 are in need of a technology overall; which needs to at least include new overhead projectors, smart boards, computers, and whiteboards.
   2. Faculty needs to have updated office computers and laptops for use in the classroom. Desk-top scanners to archive document are also required for the department’s records of student interns and certificates.
   3. Computer labs are a large part of our student work; therefore, a computer lab is needed for the department.
3. Discuss the effectiveness of technology used in your area to meet college strategic goals. **Technology is used by every instructor in every class. Non-traditional technology is used in the culinary labs by way of cooking equipment. Our equipment is out of date and is in need of updating.**

D. Budget: Explain how your budget justifications will contribute to increased student success for your program. **Current technology, equipment, and facilities are critical to proper learning in our lab-based program. Without these, our students will not experience what they will experience in industry; therefore, they will not be able to meet employer expectations; which reflects poorly on BC.**

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs. Our program is highly successful. We know that from the feedback we get at our internship sites and from our advisory board. Ideally an upgrade to our facility would further improve the students training and give the campus another venue for events. We are strengthening our adjunct faculty to support additional class offerings. Technology will continue to evolve and we as a program m=need to evolve with technology.

The Food and Nutrition Program does not cost the district any GU money for food and supplies. All revenue from the Renegade Room Restaurant and catering cover all costs; including food, supplies, chemicals and small program needs.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_