Culinary Arts 2022-23 PUR Self-Study

Culinary Arts:	**Date: 08-17-2023**

- Culinary Arts 2022-23 PUR Self-Study

Sorted by: Section

SI Section Templates: 1.A. Program or Unit Description, 1.B. Program or Unit Mission, 1.C. Program Learning Outcomes, 2.A. Progress on Previous Findings and Recommendations, 2.B. Workforce Needs (AAS degrees and certificates; allied health programs only), 2.C. Accessibility and Cost of Instructional Materials, 2.D. Catalog Review, 3.B. Evidence of Program Learning Outcomes Assessment, 3.C. General Education Outcomes Assessment (if applicable), 3A. Curriculum Mapping, 4.A. FTE and Section Count, 4.B. Course Fill Rates and Unsuccessful Enrollment Attempts, 4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range, 5.A. Course Completion Rates, 5.B. Graduation and Transfer, 6. A. Faculty Achievement, 6.B. FT/PT Faculty and Student Credit Hours Taught, 6.C. Support Staff, 6.D. Facilities and Technology, 7.A. Five-Year Plan, 8.A. Resource Requests, Academic Standards and Assessment Committee Findings and Recommendations, Dean's Findings and Recommendations, Vice President of Academic Affairs' Findings and Recommendations

1.A. Program or Unit Description

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Briefly describe (1 paragraph) the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic area(s) represented, degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.

Academic division:

- TMCC Culinary Arts Program is in the Division of: Business & Social Sciences

Degrees:

- Associate of Applied Science Degree - Culinary Arts
- Associate of Applied Science Degree - Culinary Arts Entrepreneurs

Certificates of Achievement:

- Certificate of Achievement - Culinary Arts
- Certificate of Achievement - Culinary Arts, Baking and Pastry
- Certificate of Achievement - Culinary Arts Entrepreneurs

Average Student Enrollment: 85
Number of full-time faculty: 2

- One full time "A" contract tenured faculty, who is also the Program Coordinator.
- Second full-time faculty is a "B" contract, non-tenured.

Type of curriculum or pedagogical approaches/pertinent aspect of the program:
The Culinary Arts Program of TMCC was created to provide quality education to those seeking to begin or further their career in the food service industry. The program, consisting of general education courses, kitchen production, operations, management, and related basic skill development provides the student with the knowledge and skills needed to be successful in the work environment. The emphasis is on preparing students to be employable with a focus on professionalism, mentoring, and teamwork.

1.B. Program or Unit Mission

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

State the department's or unit's mission. Describe how it aligns to the College's Mission, and how program learning outcomes (PLOs) for degrees and certificates offered, or for the unit, align to the department/unit mission. If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.

Culinary Arts Program Mission Statement
The TMCC Culinary Arts Program is a learning community for the teaching of food-related subjects that will lead to career advancement of students and growth in their chosen profession.

The program, along with its faculty and staff, are committed to providing high-quality instruction based on contemporary curricula that will meet the needs of students, the food service industry and the Northern Nevada community.

Aligns to TMCC College Mission
Our program mission, goals and objectives coincide with the TMCC mission by providing an occupational/technical degree with academic and practical lessons to a wide and diverse range of students and their needs, and facilitate the needs of the community. Our program continues to find new ways to prepare students to achieve lifelong skills for worthwhile and desirable jobs in our community. Our program offers university transfer classes, academic classes, and innovative classes with a focus on occupational training, along with fun classes and career enhancement workshops.

1.C. Program Learning Outcomes

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Program Learning Outcomes (PSLOs or PLOs)
Culinary Arts
PSLO
Associate of Applied Science, Culinary Arts
PSLO1: Demonstrate basic and advanced culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, complete meal planning, and restaurant experience. (Active from Fall 2010)
PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens. (Active from Fall 2010)
Associate of Applied Science, Culinary Arts Entrepreneurs
PSLO1: Demonstrate basic and advanced culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, complete meal planning, and restaurant experience. (Active from Fall 2010)
PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens. (Active from Fall 2010)
PSLO3: Students will create a business plan, including the creation, development and presentation of innovative ideas. (Active from Fall 2010)
Certificate of Achievement, Culinary Arts
PSLO1: Demonstrate basic and intermediate culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, meal planning, and menu writing. (Active from Fall 2010)
PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens. (Active from Fall 2010)
Certificate of Achievement, Culinary Arts Entrepreneurs
PSLO1: Demonstrate basic and intermediate culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, meal planning, and menu writing. (Active from Fall 2010)
PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens. (Active from Fall 2010)
PSLO3: Develop a business plan for a culinary environment which includes the creation, development and presentation of innovative ideas. (Active from Fall 2010)
Certificate of Achievement, Culinary Arts, Baking and Pastry
PSLO1: Demonstrate basic and advanced culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, and functions of the bakery including terminology and bakery fundamentals. (Active from Fall 2010)
PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, and commercial bakery kitchens. (Active from Fall 2010)

2.A. Progress on Previous Findings and Recommendations

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Describe your progress on the major findings and recommendations for the program/unit from the last PUR, any annual progress reports (APRs), and if applicable, external reviews, (e.g. advisory boards, articulation committees, and program accreditors).

   • **Which findings and recommendations have the program/unit addressed?**
   • **Which have yet to be accomplished? Which are no longer relevant, and why?**
   • **Has the program/unit undergone any major changes as a result or that would impact the findings and recommendations since the last PUR?**

Which findings and recommendations have the program/unit addressed?
From PUR 2017 Recommendations/Annual Progress Report: (8 strategies reported) Completed

2017 Unit Recommendation/Strategy #1
Work with the Assessment and Planning Office to ensure that outcomes/competencies-based assessment are accurately reflected on the latest version of the CAR.

*Action: Done: As recommended, we have worked more closely with the Assessment and Planning Office to make sure outcome/competency-based assessments are done for all culinary classes, on a 5-year rotation calendar basis. We have 19 different courses, three courses per year are evaluated.

2017 Unit Recommendation/Strategy #5
Seek funding to purchase a point-of-sale register system for the dining room.

*Action: Done: Applied for Perkins funds and a system has been purchased.

2017 Unit Recommendation/Strategy #6
Request more for operating budget to help close the gap between increased maintenance and supplies.

*Action: Done: Applied for more operating funds through the RAP process and was approved for permanent increase in operating funds.
The increase in funds will help with many of the cost increases we have had over the last decade, it will help maintain our standards in our facility and purchase the needed items for our students' labs, help pay for maintenance and supplies.

2017 Unit Recommendation/Strategy #7

Continue working on increasing the "Frog Pond" account to take students on more field trips and replace equipment when needed.

*Action: Done we continue to do events to self-fund for student activities. These funds help with student trips, tours, competitions, not covered by Perkins or any other college funds.

Which have yet to be accomplished?

2017 Unit Recommendation/Strategy #2

Revisit certificate and degree worksheets to try and address suggested sequence issues. Could classes be offered as co-requisites?

*Still need to look at the hidden prerequisite of CUL108 in the Entrepreneurs AAS and Certificate. This will need to be done working with the Business Department Lead Faculty. We really only have control over the Culinary Classes Degrees and Certificates, the only responsibility we have regarding Entrepreneur programs are the required Culinary classes.

Otherwise, catalogue course sequencing and degree worksheets are routinely reviewed for corrections and edits .

2017 Unit Recommendation/Strategy #8

Hire a third FT faculty member to allow the other two faculty to create new courses needed if the EATS initiative is approved and decrease the need for our two full time faculty to teach overload every semester, allowing us to create more courses and increase our certificate/degrees.

*Action: Nothing has been done.

Which are no longer relevant, and why?

2017 Unit Recommendation/Strategy #3

Consider creating Skills Certificates that align with ACF Certification Designations.

This is no longer relevant. (Here is the answer given in a 2019 progress report. Since then the Math prerequisite has changed).

*We already have Certificates of Achievement in Culinary & Baking and Pastry, and the ACF already recognizes our CUL100 Sanitation/HACCP Certification as a National certificate. Also, for the students who complete our certificates and degrees the ACF grants CC (Certified Culinarian) and CB (Certified Baker) certifications to those who complete our curriculum.

Students have college Certificates and Degrees, along with ACF National/Industry recognized certifications to enrich their resume and job qualifications for job placement or advancement.

2017 Unit Recommendation/Strategy #4

FTE has decreased overall by 10% in the fall semesters and 6% in the spring semesters over the past 5 years, which the coordinator believes it to be from Special Topic courses such as CUL 195, 198 offered. Conduct further research into factors that are causing the decrease in FTE overall

This is no longer relevant. (Here is the answer given in a 2019 progress report. Since then the

Math prerequisite has changed).
*Before we required English and Math prerequisites for our entry level class requirements. This caused some of the drop in enrollment in the beginning stage classes. The Math prerequisite is not longer required and we are getting higher enrollment in the entry CUL105 Basic Skills class. Also, the English requirement has the option as a co-requisite.
*As of last fall 2017 and spring 2018 semesters there has been a significant increase in our CUL100(Sanitation) enrollment and we have increased numbers in CUL105(Basic Skills) and CUL106(Culinary Techniques.
Our CUL195(Select Topics, & CUL198(Special Topics) count as double for FTE in the state system, many of them are more like workshop classes. If the class has low numbers and the class cancels the enrollment FTE numbers also takes a big drop. These classes are not required for the degree or certificates, so if the instructor is not getting full compensation sometimes, they are cancelled. Otherwise, our FTE numbers overall are in line with the college.

Program Accreditation: Findings/Recommendations: ACF (American Culinary Federation) Accreditation Renewal 2021:

Our Program is reviewed and accredited by the ACF (American Culinary Federation). The ACF is now the largest professional chefs' organization in North America. They are made up of more than 14,000 members belonging to more than 170 chapters in four regions across the U.S. Today, ACF is the leader in offering educational resources, training, apprenticeship, competitions and programmatic accreditation designed to enhance professional growth for all current and future chefs and pastry chefs. In addition, ACF operates the most comprehensive culinary certification program in the world. ACF is home to ACF Culinary Team USA, the official representative for the United States in major international competitions. This accreditation process includes a self-study that is 85 pages of narrative, over 700 pages of exhibits, site visit of three days and complete breakdown of required knowledge, skills and competencies accomplished in the program. (This RKC Competencies template is to demonstrate the total hours and where each knowledge area is being taught in your program. The ACFEF does not require a specific amount of time (Contact Hours) being taught on each competency with the exception of combined competencies in knowledge areas Sanitation, Nutrition, and Supervisory Management. All Competencies must be taught, either through lecture, lab, or a combination of each and listed by contact hours in both lecture and lab on the Required Knowledge and Skills Competencies template and documentation for the total hours required.)

Initial Accreditation was achieved in 2000 and we have continued to maintain this accreditation for 22 years. The last two self-studies and site visit were so successful we were rated "Excellent" and granted seven-year renewals, with zero areas out of compliance.

This is significant because acquiring two seven-year (14 years minimum), with zero non-compliance, back-to-back renewals, with no gap, has now elevated our program to "Exemplary". Out of approximately 300 schools who are accredited by the ACF only 50 currently have this status.

President Hilgersom, VPAA Jeffrey Alexander, Dean Amy Williams and Department Chair Fred Lokken were present during the exit interview. The evaluators commented on a job well done of the self-study and stated several additional strengths of our program, especially the strength of our facility stating, "it was the cleanest and most organized facility they have ever seen". The Lead Evaluator commented he would like to see Chef Karen Cannan pursue becoming an ACF Accreditation Evaluator. And since that visit in Fall 2021, I have completed the additional training. I am now an ACF National Accreditation Evaluator, in the fall (2022)I did my first site visit to SPSCC (South Puget Sound Community College) in Washington.

- *(Culinary Self Study Document is on file: Dean Amy Williams Office and Associate Dean Melissa Deadmond, also available on request)

- *(Attached) ACF Evaluation Team Report

Findings/Recommendations: Culinary Advisory Committee:

Our Advisory Board Review:
The program has a multiple approach for committee members, and we have recruited members from business and industry related to training and employment and a student of the program along with members of the college community and faculty who serve as a resource of the advisory committee. Members of the college community and faculty also serve as resources and official members of the advisory committees. The committee is diverse and balanced in ethnicity and gender. The advisory committee does not create legally binding policies for the organization, they will help create policies which provide direction and support for the program staff.

Criteria and requirements for Advisory Committee members
The duties and responsibilities of the committee members include:
• Be an active participant of the group.
• Be sensitive to the views of the members.
• Be able to listen critically.
• Exercise good judgment and fairness.
• Serve on special committees as the need arises.
• Contribute resources for the success of the program.
 Frequency of meetings.
There are traditionally two meetings a year except during the pandemic and then updates were sent to members via email.
 Functions and responsibilities.
• Identify and expand the use of new technologies.
• Provide feedback for the establishment and validation assessment of learning.
• Advise on labor market needs and trends.
• Assist with incorporating employable skills in the curriculum.
• Endorse the development of new programs and the expansion of existing programs.
• Assess, recommend, and/or provide equipment and facilities.
• Review student follow-up reports.
• Conduct community and occupational surveys.
• Identify new and emerging occupations.
• Notify instructors of job openings for students as applicable.
• Provide or obtain cooperative work experiences, internships for students or faculty.
• Assist students in developing resumes and interviewing skills.
• Assist in identifying work-based learning experiences.
• Assist in developing and judging competitive skill events.
• Provide sponsorship opportunities or funding for students to attend competitions.
• Invite instructors to participate in industry professional development activities.
• Support staff attendance at conferences.
• Conduct workplace tours.
• Provide opportunities for internships.
• Assist in recruiting new students—secondary, post-secondary and adult.
• Assist in recruiting new advisory committee members.
• Promote the program to employers, communities, and the media.
• Assist in recognizing outstanding students, instructors and community leaders.

• Establish scholarship funds to support program students.
• Provide tours/field trips, job shadowing experiences and speakers.

Examples of major suggestions and results.

• Shared insights for our students to better prepare them for the industry: We hosted several guest speakers to our classes.
• Communicated labor market needs and trends: Our whole community is desperate for help. We continue to receive job notices and requests for help, we send messages to students, post notices on our job posting board, and announce jobs in our class lectures.
• Hire students working for internship/work experience: We currently have three students working in Internship Programs, Atlantis, Rounds Bakery, Eldorado Casino.
• Helped with equipment needs we received a donation from industry committee member of smoking gun, sous-vide and two induction burners.
• Help with fundraising: Students work with B.J.'s BBQ food truck and the funds go towards scholarships.
• Communicate to us when they have community special events and involve staff and give students the opportunity to volunteer: We worked to Big Chef's Gala fundraiser.
• Give access to our classes for tours of facilities allowing students to see different commercial operations: 2019 we did several field trips and tours.

How the Advisory Committee assists the instructors and faculty to ensure the program responds to the needs of the industry including job skills and equipment.
The advisory committee which includes influential community leaders is effective at spreading the word about program services, planning and make recommendations about public awareness strategies and resources.The advisory committee plays an important public relations role as well as providing program staff with a fresh perspective on programmatic issues.

How the Advisory Committee ensures the program continues to meet ACFEF standards.
The advisory committee helps to serve as an advocate of the program and for the community. Provide feedback to the program from the community, provide technical expertise, provide an independent/unbiased sounding board, and assist staff in determining important activities.

The programs student outcomes, mission, and learning objectives are reviewed.
The Committee has been instrumental in making constructive suggestions and giving its encouragement and support to the continuous improvement of our program. We consider the Northern Nevada Advisory Committee to be one of the strong points of the program and know it will continue to be influential in the future. Working with this group is one way we are able to communicate through the food service community:

• They hire and mentor students.
• Work with the program to create Internship/Work Experience standards for students.
• Communicate to us when they have community special events and involve staff and give students the opportunity to volunteer.
• Give access to our classes for tours of facilities allowing students to see the use of technology.

<u>Has the program/unit undergone any major changes as a result or that would impact the findings and recommendations since the last PUR?</u>
<u>There was a change. I am not sure if it is something that will have any impact for recommendations, but it was something that had an impact on the program.</u>
First, a little back story to help understand the information to that follows:
As part of the 2002 to 2004 Red Mountain Building construction, the culinary

facility went from 1000 square feet to over 8000 square feet. During this two years our program was displaced but managed to continued operating by borrowing kitchens from several different locations, but the result provided us with a great facility.

This great new space also requires much more attention and over time we have suggested adding a position to take care of the many needs of the kitchen and allow growth in the program. This has also been mentioned in discussions and in previous program unit reviews. In 20 years our program has been shuffled around placed in three different divisions, had six different Deans and six Vice Presidents, making it challenging to gain support for any requests or additions to our program.

Then in 2018, Dean Amy Williams helped with the request for a Kitchen Assistant (Job description listed below in section 6.C. of this PUR) as supporting staff. However, in the process the job description changed to an Administrative Catering/Kitchen Coordinator, position with catering as a major focus and the kitchen necessities as the additional responsibility. This is not what the department needed or requested. But the only option we had for a position to be created was to agree to the job description designed by upper administration. This included adding responsibility within the culinary program to do a lot more catering and provide services to the college. Over many years we have been asked and pressured to take on a larger role towards handling food services for the college however, we have opposed this idea and consistently felt this direction would jeopardize the focus of the curriculum, the students experience, and National Accreditation, believing the program should not be required to have a constant demand to do catering, operating as a business and creating too much overlap of the campus food services. We are a culinary program with-in a college format, and we only have students in blocks of time and no idea how many we will have on any given day. For the most part this is an unskilled workforce of people who are coming here to gain knowledge, experience, training, or for personal interest, not to be free labor.

We have always been happy to incorporate a few food events into our curriculum adding an exciting experience for the students, while helping to sustain the program by adding some revenue that helps to pay for other expenses the lab and operating fees do not cover.

Our instructors, kitchen and program needed help, not the addition of more responsibility. The position went through as a Catering/Kitchen Coordinator not a Kitchen Assistant and a full-time administrative lead person was hired without direct accountability within the day-to-day operation of the department. The result was not a good fit for our program. Without the supervision of someone directing involved in operation, (but by no fault of the Dean) many of the job responsibilities were not getting done, including the kitchen upkeep, food inventory, food rotation, maintain of cleaning schedules, accurate documentation of catering details and billing. Causing a majority of the work in the kitchen and

the catering work, falling on the responsibility of the instructors and students. Eventually, all these shortcomings became apparent and when suggestions for improvement were made it was not received well, creating anger, a lot of unpleasantness and hostility and the position being vacated.

I am now told, it is very unlikely this position or the prospect of any job will be considered. An additional position does need to be considered, for continued success and growth of this program, and to allow the culinary staff to have a reasonable and equitable workload.

2.B. Workforce Needs (AAS degrees and certificates; allied health programs only)

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Describe how your program(s) is/are meeting workforce needs, especially in the Northern Nevada region, by answering the accompanying questions. The following are potential resources for labor market data, though other sources may be referenced. Nevada Department of Employment Training and Rehabilitation (DETR) (https://detr.nv.gov/) Economic Development Authority of Western Nevada (EDAWN) (http://edawn.org/) U.S. Bureau of Labor Statistics (http://www.bls.gov/)

   • What is the evidence for the regional need for the program (DETR and EDAWN data)?
   • What is the evidence that program curriculum meets the latest industry trends or workforce needs?

According to a study done on the Leisure and Hospitality Industry in Nevada in the Fall of 2022 by the State of Nevada Research and Analysis Bureau:

   • Food Services Occupations are expected to see a growth rate in Nevada over the next 8 years of 25.3% which far exceeds average industry growth standards. In Reno-Sparks MSA, the projected rate is similarly high at 21.5%.
   • This report list restaurant cooks as the highest growing occupation in all industries in the state of Nevada as well as the Leisure and Hospitality Industry with a total growth rate from 2020-2030 of 58.5%, a growth of 9,144 jobs to an employment total of 24,773.

- It is also listed as the 4th fastest growing industry in Nevada. First Line Supervisors of Food Preparation and Serving Workers also sees an extraordinary growth rate, ranking at number 7 in Leisure and Hospitality Industry in Nevada and number 18 in all industries in Nevada with a growth rate of 32.3%.

DETR's Nevada Statewide & Metro Area Labor Market Overview report for October 2022 (the latest report available) agrees that the Leisure and Hospitality industry is the fastest growing occupation in both the state of Nevada and in Reno MSA. This report shows that while Covid affected this industry more than any other, the industry is making a fast comeback to rise to pre-Covid levels of employment.

The challenge our community is facing, post Covid, is to re-engage community members into this occupation. The food service industry has a vast number of job openings for which TMCC Culinary Arts graduates could apply. A search of the popular Indeed.com and Ziprecruiter.com for related positions in this industry currently shows the following openings in the Reno area:

- Chef - 47 openings on Indeed, 80 on Ziprecruiter
- Cook - 249 openings on Indeed, 192 on Ziprecruiter
- Food Service - 1,691 openings on Indeed, 520 on Ziprecruiter
- Baker - 38 openings on Indeed, 65 on Ziprecruiter
- Culinary - 160 openings on Indeed, 71 on Ziprecruiter

Also searched was the site Monster.com which does not list counts on jobs so it is not as easy to see the number of openings, but a search of the same topics turned up even more listings than the others showed.

As the Culinary Arts program at TMCC produces students at varying skill levels based upon the program they complete, we are confident that we are supporting our community in preparing students for the very large number of job openings in this industry.

Our curriculum is accredited by the American Culinary Federation Education Foundation which sets high expectations for the curriculum that is taught to students and ensures they meet industry standards. In addition, the Culinary Arts program has an advisory board made up of Culinarians throughout our community who give curriculum input as well as guest instruction from time to time to our students. As our students are highly sought after throughout our community, we know we are supporting our community and helping to meet the desperate staffing shortages they are facing by training students to be effective, skilled and knowledgeable employees in the culinary industry.

2.C. Accessibility and Cost of Instructional Materials

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

   • **What are faculty in the department/unit currently doing or planning to help ensure that instructional materials are accessible to students with disabilities? Examples include attending Professional Development accessibility sessions, running accessibility checkers on materials, and completing the "Creating Accessible Content" workshop.**
   • **What are faculty in the department/unit currently doing or planning to offer affordable instructional materials to students? Examples would include internal development of educational materials or utilization of open educational resources (OER).**

<u>**Culinary program materials are made accessible to students with disabilities by:**</u>

   • If the student has a disability and needs accommodations which meet the limitations of the disability, the DRC (Disabilities Resources Center) staff, in consultation with the student and faculty, suggests accommodations.
   • The department and instructor make certain that students with disabilities can acquire the same information, interactions, and services as other students in class, by working with emerging new technology. The DRC department and instructor work together so the technology to be used is accessible to the students with disabilities, including software with textbooks, internet sites and videos.
   • Starting this fall in our department meetings Instructors are encouraged to review course content and the Guidelines on Accessibility and the Electronic Environment to improve accessibility and look at classes using the "Course Accessibility Checklist".
   • Because most of our classes have lab requirements in our kitchen facility, there may be mobility issues for some students. They may require different types of class accommodations or may need no accommodations, depending upon functional limitations, in some of these circumstances all reasonable accommodations will be followed as per suggestions from the DRC.
   • Open Educational Resources is being looked at for CUL100 and CUL125.
   • All academic class content is on Canvas and accessible to all students who are registered in the culinary classes.

<u>**Affordable instructional materials for students**</u>:
<u>The books required for classes are utilized for several classes, students are only required to purchase one to two books that will cover several classes.</u>

   • CUL105, CUL106 & CUL108 require the same book.
   • CUL125, CUL225, CUL230, CUL170 require the same book.
   • We also have our own book inventory for students to borrow books for

classes: CUL210, CUL220
  • Culinary texts are accessible through the Library resource desk.
  • Our classroom is fully stocked with our own culinary library, students are able to sign out and borrow books.
Equipment and uniforms.

  • Our lab classes follow industry and accreditation standards and require students to follow uniform and equipment requirements. To help with the cost we have worked with vendors to get special pricing for students for both uniform and tool kits.
  • Students who are Entrepreneur Certificate or Degree students and are required to take only a couple of culinary lab classes are issued uniform and tools to borrow for the class instead of purchasing.

2.D. Catalog Review

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

  • **Is the program information in the catalog correct, including descriptions, PLOs, course descriptions, and course offerings, accurate?**
  • **Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students?**
  • **Are there any courses that the department has not offered in 4 or more years? Please indicate whether you plan to update and offer, or deactivate the(se) course(s) in the next academic year.**

  • **Is the program information in the catalog correct, including descriptions, PLOs, course descriptions, and course offerings, accurate?** Yes.
  • **Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students?**
  • AAS Culinary Arts: sequence takes 5 semesters, there are 67 credits required. This is necessary to stay in compliance with the ACF (American Culinary Federation) National Accreditation standard requirement.
  • Several years ago, we started scheduling classes in blocks so students can accomplish more classes each semester. With this scheduling a student can come to classes two days a week, go through the course sequencing, accomplish four in-person courses a semester, take additional in-person or on-line classes if they choose work in the industry full or part time, and take care of family and life necessities.
  • Certificate Culinary Arts: sequence takes 3 semesters, there are 35 credits required. This is necessary to stay in compliance with our ACF (American Culinary

Federation) National Accreditation standard requirement.

• Certificate Baking & Pastry: sequence takes 4 semesters, there are 38 credits required. This is necessary to stay in compliance with our ACF (American Culinary Federation) National Accreditation standard requirement.
*(Requirements for certificates overlap with the degree requirements so a student who is working on the certificate will also be able to complete the degree more easily.)

• **Are there any courses that the department has not offered in 4 or more years? Please indicate whether you plan to update and offer or deactivate the (se) course(s) in the next academic year.**
Yes, CUL101-One (1 Credit) Sanitation Class was originally used for those needing to renew certification. Requirements have changed for Sanitation certification; this option is no longer needed. Plan to deactivate.

3.B. Evidence of Program Learning Outcomes Assessment

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Summarize the most significant program assessment results since your last PUR. These will come from past CARS, APRs, and Action Plans and assessment data within eLumen. Please discuss course assessment findings as they apply to the program and program learning outcomes.

• The current curriculum is looked at by the Program Coordinator, Executive Chef Karen Cannan, to renew and developed the current objectives with input from students, industry, the Advisory Committee, the Administration, and other faculty. These objectives have been developed and implemented to provide the student and the community with the best possible program within the typical constraints of facilities, budgets, and staffing. It is an ongoing process that comes out of the interaction between teaching and learning.
• Students are achieving competency outcomes above 70% and higher. The courses are meeting the objectives no changes are currently planned. Our lab classes track student progress and outcomes with predetermine competencies made to measure student level to the class content, they are embedded in the learning process and tightly interconnected with curriculum and instruction. This type of assessment that we ask our students to do determine the level of the learning and play an important role in the process of learning and motivation.
• Our course prerequisite requirements and sequencing are also working to help students succeed and move from basic baking skills to advanced baking and pastry production skills (Example:CUL125, Principles of Baking) before CUL225 (Advanced Baking). Our classes are providing progressive skills building classes that develop the basic and advanced skills necessary for success.
• Program Coordinator (Karen Cannan) has been working with Donna Clifford during this PUR process and edits in the elumen system for culinary class assessment reports. Since the roll over in 2018 to this digital process there are some versions with only a paper trail, others that have not yet been entered, and several current ones that are in the system.

- To further improve the information in this data base we are making changes to the reporting calendar and the class reporting timeline cycle will correspond with the semesters the classes are running, and the reporting will be done while it is still relevant, also we will be reporting on more than one outcome, at least two, but even better to possibly do three. We have 9 different classes, with a 5 year cycle for each class to be reported and reporting only one outcome at a time could mean a much longer time to have a good picture of the outcomes and them may only get reviewed every 10 or 15 years. Donna has been a great help to me and the goal is to have this process become more efficient and a better tool for us to use and the value of our assessment measures, and get better acquainted with the elumen system.

Most significant results:

• CUL100: Sanitation/HACCP

- In the area of "Food and Supplies Storage" while the numbers are very high they are the lowest of all the topics. We have decided to do more hands-on or practical training. The solution is for us to include more tours and interactive time in the food storage areas. In the area of "Legal Compliance" we are exploring ways to define what National Compliance, what Nevada Compliance is and Washoe County Compliance. Only the National compliance standards are reflected on the national test. Our findings from the second table are limited to 3 testing cycles and show: More focus needs to be spent on the "Time and Temperature" components of the course. The overall Pass/Fail Ratio is 96.2% Showing us that the program as a whole is successful

• CUL105:

- Outcome: Students will develop basic skills through a series of stated course competencies.
- Measure: Mastery of the competencies is assessed by professional instructors using a course competency sheet.
- Assessment Results: Individual mastery of the competencies is assessed by professional instructors on a scale of zero (0) through ten (10) with 0 being unskilled and 10 being highly skilled. Skill levels are documented throughout the course on a competency sheet.
    - Assessment Data; Culinary 105 Basic Skills course recently changed text. The competency sheets have evolved over the course of this school year to combine the student's self-evaluation with the instructors' evaluation. These results combine two (2) classes per semester for a total of four (4) classes. Summary: Overall there was a 3% increase for the class average from the fall to spring, There was a 3% increase for the class average from the fall to spring. Over 70% of students are in the 90% and above range. Students scoring below the 70% range are mostly due to students not completing competency list because of absenteeism.
- Effect On Program:
    - No revision is recommended at this time. Competency based assessments are a good measure for these lab classes at the beginning and intermediate level.

• CUL106:

- Outcome: Students will develop basic skills through a series of stated course competencies.
- Measure: Mastery of the competencies is assessed by professional instructors using a course competency sheet.
- Assessment Results: Individual mastery of the competencies is assessed by professional instructors on a scale of zero (0) through ten (10) with 0 being unskilled and 10 being highly skilled. Skill levels are documented throughout the course on a competency sheet.
    - Assessment Data; The competency sheets have evolved over the course of this school year

to combine the student's self-evaluation with the instructors' evaluation. They have been updated into a template that is posted on Canvas and electrically gathered and saved. Summary: Class average is about the same for both semesters. The most significant difference is students in the 90 to 100% and 80 to 90% percent range.

- Fall: Students/class %

Students graded between: 90%-100% 10/19 total 53%
Students graded between: 80%-90% 8/19 =42%
Students graded between: 70%-80% 0/19 = 0%
Students graded between: 60%-70% 0/19 =0%
Students graded below: 70% 1/19 =5%
Class average 91%

Spring:
Students graded between: 90%-100% 17/24 total 71%
Students graded between: 80%-90% 4/24 = 17%
Students graded between: 70%-80% 2/24 =8%
Students graded between: 60%-70% 0/24 =0%
Students graded below: 70% 1/24 =4%
Class average 88%

- Effect On Program:
    - No revision is recommended at this time. Competency based assessments are a good measure for these lab classes at the beginning and intermediate level.

• CUL108:

- Outcome: Students will develop basic skills through a series of stated course competencies.
- Measure: Mastery of the competencies is assessed by professional instructors using a course competency sheet.
- Assessment Results: Individual mastery of the competencies is assessed by professional instructors on a scale of zero (0) through ten (10) with 0 being unskilled and 10 being highly skilled. Skill levels are documented throughout the course on a competency sheet.
    - Assessment Data: The competency sheets have evolved over the course of this school year to combine the student's self-evaluation
with the instructor's evaluation. They have been updated into at template that is posted on Canvas and electrically gathered and saved.
    - Adjoining boxes details the results.

Summary: Class average 90% and above for both semesters.
Students: Fall Students/class & percentage
Students graded between: 90%-100% 9/16 = 56%
Students graded between: 80%-90% 4/16 = 25%
Students graded between: 70%-80% 2/16 = 12.5%
Students graded between: 60%-70% 0/16 =0%
Students graded below: 70% 1/16 =6%
Class average 90%
Spring: Students/class & percentage
Students graded between: 90%-100% 9/18 =50%
Students graded between: 80%-90% 5/18 = 28%
Students graded between: 70%-80% 2/18 =11%
Students graded between: 60%-70% 0/18 =0%
Students graded below: 70% 2/18 =11%
Class average 90 to 100% range at or only slightly above 50% for both semesters.

- Effect On Program:
    - No revision is recommended at this time. Competency based assessments are a good measure for these lab classes at the beginning and intermediate level.

- ## **CUL220:**
  -

[CUL220] International Cuisine Spring 2022 CSLO: Students will define influences of international cuisine.	• Students were assigned outlines; in this assignment they were required to include information about the influences of each countries cuisine. • Outlines were graded: worth 100 points each. • There were 25 chapter assigned. 3 out of 4 of the students completed the assignments with a score of 98% and above. • 1 student completed the assignments with a 76 average. • No modification will be recommended. • Class size is small due to COVID.

- ## **CUL225:**
  -

[CUL225] Adva nced Baking Fall 2021 CSLO: Students will develop advanced baking skills through a series of stated course competencies.	• Individual mastery of the competencies is assessed by professional instructors on a scale of zero (0) through ten (10) with 0 being unskilled and 10 being highly skilled. Skill levels are documented throughout the course on a competency sheet. • Students graded between: • 90%-100% 3/6 students = 50% • 80%-90% 2/6 students = 33% 70%-80% 1/6 students = 16% 60%-70% 0/6 students = 0% Students graded below: 70% 0/6 = 0% Class average: 96% • Status Summary: Students are achieving the competency outcomes at 70% and higher so the course is meeting the objectives as it is currently being taught and there is no need for change. AW Fall 2021 completed

	• No modifications recommended.

- # **CUL230:**
  -

| [CUL230)   Pastry Arts   Spring 2022

CSLO: Students will utilize professional skills and safe work habits in the commercial kitchen. | • **<u>LAB GRADING</u>**
• **Each class has a lab grade made up of a hundred (100) total points and consists of the following.**
• <u>Preparation/Professionalism: (40 points)</u>
• Refers to how the student prepares for class.
• Approaches class in prepared manner.
• Completed homework.
• Attention and participation in lecture.
• Reading the chapter.
• Printing working copies of recipes, having T-forms ready.
• Being on time.
• <u>Properly dressed Sanitation: (20 points)</u>
• Practicing good sanitation in the kitchen is mandatory.
• Proper hand washing.
• Taking temperatures.
• Maintain a clean, organized and sanitary work area.
• Setting up sinks.
• <u>Complete, clean, uniform and appearance Lab Performance: (40 points)</u>
• Respectful and cooperative with Chef Instructor and Assistants.
• Focus on daily lab projects, working in professional environment.
• Accomplishing lab projects and goals, not socializing.
• Organizational Skills, setting up for the days' lab.
• Thoroughly completely kitchen clean up and organization of work station. |

	• Restocking work area: salt, pepper, spoons, sanitizer, gloves, wipe down. • Positive, effective work ethic during and in completion of the days' lab. • Positive approach to teamwork within assigned teams. • The lab scores summarizes the lab work by each individual in the labs observed by the instructor. • Summary: The lab scores summarizes the lab work by each individual in the labs and observed by the instructor. • Class average 85% and above for most of the students, some students received low averages for scores due to absences and not being in the lab. • No modifications recommended.

Describe how department faculty implemented plans to improve students' achievement of program learning outcomes. What changes did you make to the program based on assessment results and improvement plans?

We are consistent in implementing the following plans in our department there are no current plans to make changes.

   • Instructors collaborate and have a shared vision for teaching and learning that addresses each subject or grade level and the role of curriculum based professional learning for/and: Basic & advanced cooking techniques, skills, and method.
   • Basic & advanced baking and pastry production skills.
   • Use of computers and typical food service software.
   • Sanitation and safety in the workplace.
   • Document competencies in curriculum based professional learning.

   • Scaffold lessons to connect less prepared students with rigorous content and learning experiences.
   • Curriculum is a mix of lecture and practical kitchen experiences that meet the student's need to be well versed in not only food and techniques knowledge, but in business- oriented training as well.
   • Instruction intended for all levels of students ranging from high school graduates to those persons who are entering college at a later period in their lives
   • Design content that enables students to take on significant responsibilities in these areas of food service operations: kitchen or restaurant operations, catering, room service, banquet, or central commissary departments, food

purchasing, baking and/or pastry production, and general management.
  • Provide objectives for the program that is compatible with the needs of the students, industry, the College, and other secondary or post-secondary culinary programs.
  • Our instructors are a catalyst for strategic alliances with business and industry and expand community partnerships.

3.C. General Education Outcomes Assessment (if applicable)

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

  • **Describe which general education learning outcomes (GELOs) you assessed in your department/unit and summarize the most significant assessment results.**
  • **Describe how department faculty implemented plans to improve students' achievement of GE learning outcomes. What changes did you make to general education based on assessment results and improvement plans? Do any CLOs need to be changed to align with GELOs?**

General education learning outcomes (GELOs) assessed the since the last PUR: Fall 2017
Next assessment date review for this course: Fall 2022, report due 2023.

  • Core Requirement: Quantitative Reasoning
  • Course: CUL245 Business Chef
  • CSLOs:
    • Course Outcome: #1. Students will develop a restaurant operations marketing plan.
    • Course Outcome: #2. Students will apply costs controls, business mathematics, terminologies, and fundamentals to business models.
    • Course Outcome: #3. **(Used for reporting in this cycle)** Students will apply staffing and labor costs in a series of stated course case studies.
  • Assessment measures: Students submitted Business Plans for the final project and were graded by predetermined rubric.
  • Students were successful in completing business plans with 60% of students achieving above average scores.
  • Closing the Loop: <u>Use of Results</u>: Continue encouraging students for improvement when writing business & professional documents.

- Closing the Loop: <u>Effect on Course</u>:
   - No revision is recommended. Continue the requirement of completing business plan as part of the course requirement and outcome.
   - However, for future reviews: it is recommended to report on all three course outcomes for wider view of assessment measures and their impact and student performance.
- Grading Rubric:
   - This project is worth up to 20% of the course final grade.

OBJECTIVE: Write a business plan for the establishment or re-organization of a food service business.

The concept you develop may be a free-standing, full-service restaurant, a cafeteria, a bakery, a coffee shop, food service within another business (for example, a coffee shop/catering service in a high-rise building), a caterer, a mail order gourmet food business, etc. Pick an idea that interests & will motivate you.

WHAT IS A BUSINESS PLAN?

A business plan is an essential planning and tracking tool. Some entrepreneurs believe that their business is too small to need a business plan. However, businesses that fail to plan, plan to fail. A business plan will help you to start your business, make day-to-day operating decisions, get financing and to keep yourself and your business on track. Without a business plan you will waste time, energy and money. You may also lose sight of your objectives and goals.

There are many samples of business plans available from the library or banks. The main components of a business plan that should be included in your plan are as follows:

Executive Summary - This is a broad overview of the business plan which emphasizes the major goals of the organization. It will summarize the company objectives, identify products and services, explain the competitive advantage, review the market, forecast revenue, expenses and profitability and the financing needs of the business.

Business Profile - This will describe the long-range objectives of the organization, what it does, who its customers are and its position in the market. It will describe the business operation and its major areas of expertise.

Organization Structure - This will provide details of the business ownership, management functions and key personnel.

Market Study - This describes who your customer is, identifies the competition, explains pricing strategy and any barriers to your business.

Financial Information - Information obtained during your market study will assist you in developing an opening balance sheet and cash flow forecast for one year.

A Sample Menu- one that fits the concept with prices that will be competitive in the Reno restaurant market.

   -

EVALUATION	POSSIBLE POINTS
CONCEPT DESCRIPTION	20 total
Business description, products offered, location, legal status	
MARKETING PLANS	30 total
Customer base definition, attract & increase share	
Pricing strategy	
Advertising, public relations, promotional plans	

Competitive analysis, 1st & 2nd tier competitors	
SWOT analysis	
OPERATIONS	20 total
Work flow & controls	
Personnel & personnel projections	
Supplier & vendors	
MANAGEMENT TEAM	10 total
FINANCIAL PLAN	30 total
Capital requirements & sources	
Start-up budget	
Other projections	
SUPPORTING APPENDIXES, DOCUMENTS	20 total
Competitive analysis map	
Proposed menu	
Capital equipment list	
Floor and/or site plan	
Kitchen work flow analysis	
Personnel & payroll cost projections	
References	
REPORT PREPARATION	20 total
Overall appearance	10
Spelling & proper terminology	10
Title page	

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3A. Curriculum Mapping

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

AAS Culinary Arts

Map Origin: Associate of Applied Science, Culinary Arts
Map Target: Associate of Applied Science, Culinary Arts

CSLOs	PSLO1: Demonstrate basic and advanced culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, complete meal planning, and restaurant experience.	PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens.
CUL100		
1. Students will identify, explain, and document critical control points in the flow of food.		X (PD)
2. Students will synthesize course knowledge in sanitation by taking the Food Safety Manager Certification examination.	X (PD)	
3. Students will write cleaning schedules and procedures for both the kitchen environment and equipment.	X (PD)	
CUL105		
1. Students will develop basic skills through a series of stated course competencies.	X (PD)	
2. Students will synthesize functions of basic skills including terminology and industry etiquettes.		X (PD)
3. Students will utilize professional skills and safe work habits in the commercial kitchen.	X (PD)	
CUL106		
1. Identify the major stations in the classical kitchen.		X (RD)
2. Students will fabricate meat and poultry.	X (PD)	
3. Students will practice different cooking methods, making soups and stocks.	X (PD)	
CUL108		
1. Students will demonstrate proficiency of professional skills and safe work habits in the commercial kitchen.	X (PD)	
2. Students will develop culinary skills through a series of stated course competencies.	X (PD)	
3. Students will synthesize functions of culinary skills including terminology and industry etiquettes.		X (PD)
CUL114		
1. Students will demonstrate proficiency of professional skills and safe work habits in the production of preparing catered foods.	X (PD)	
2. Students will develop catering skills through a series of stated course competencies.	X (PD)	
3. Students will synthesize functions of the catering kitchen including terminology and the relationships between kitchens.	X (PD)	
CUL125		
1. Student will synthesize functions of the bakery including terminology and bakery fundamentals.		X (PD)
2. Students will demonstrate proficiency of professional skills and safe work habits in bakery production.	X (RD)	
3. Students will develop basic baking skills through a series of stated course competencies.	X (PD)	
CUL130		
1. Students will demonstrate proficiency of professional skills and safe work habits in Garde Manger production.	X (RD)	
2. Students will develop Garde Manger skills through a series of stated course competencies.	X (PD)	
3. Students will synthesize functions of the Garde Manger kitchen including terminology and the relationships between kitchens.	X (PD)	
CUL170		
1. Students will develop professional deli and bakery skills through a series of learned competencies.	X (RD)	
2. Students will synthesize functions of the deli kitchen including terminology and the relationships between kitchens.	X (PD)	
3. Students will utilize professional skills and safe work habits in the commercial kitchen.	X (RD)	
CUL198		
1. Students will exhibit knowledge of the specific substantive area of culinary arts being studied.	X (P)	
2. Students will synthesize existing knowledge, abilities and skills with new practical skills while gaining theoretical understanding of the substantive area of culinary arts being taught.	X (P)	
CUL200		
1. Students will work as a dining room attendant.	X (DP)	
2. Students will work utilizing professional skills and safe work habits in food production.	X (DP)	
3. Students will write and cost out a menu.	X (DP)	
CUL210		
1. Students will define and describe regional influences of food.	X (PD)	
2. Students will make authentic dishes from the major American gastronomic regions.	X (PD)	
3. Students will utilize professional skills and safe work habits in the commercial kitchen.	X (DP)	
CUL220		
1. Students will define influences of international cuisine.	X (PD)	
2. Students will make authentic international dishes.	X (PD)	
3. Students will utilize professional skills and safe work habits in the commercial kitchen.	X (DP)	
CUL225		
1. Students will demonstrate proficiency of professional skills and safe work habits in bakery production.	X (DP)	
2. Students will develop advanced baking skills through a series of stated course competencies.	X (PD)	
3. Students will synthesize functions of the bakery including terminology and baking/pastry fundamentals.	X (RD)	
CUL230		
1. Students will make restaurant quality desserts.	X (PD)	
2. Students will utilize professional skills and safe work habits in the commercial kitchen.	X (DP)	
3. Students will work with chocolate in candy and desserts.	X (PD)	
CUL245		
1. Students will apply cost controls, business mathematics, terminologies and fundamentals to business models.		X (PD)
2. Students will apply staffing and labor costs in a series of stated course case studies.		X (PD)
3. Students will develop a restaurant operations marketing plan.		X (PD)
CUL250		
1. Students will make dessert sauces.	X (PD)	
2. Students will make mother sauces and their derivatives.	X (PD)	
3. Students will make stocks.	X (RM)	
CUL295		
1. Students will practice effective work and employment skills.	X (PD)	
2. Students will synthesize existing knowledge, skills, and abilities with new practical skills gained in the work site.	X (DP)	
3. Students will work and do assigned duties written by the employer, student, and faculty member.	X (DP)	

Certificate of Achievement Culinary Arts

Map Origin: Certificate of Achievement,Culinary Arts
Map Target: Certificate of Achievement, Culinary Arts

CSLOs	PSLO1: Demonstrate basic and intermediate culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, meal planning, and menu writing.	PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens.
CUL100		
1. Students will identify, explain, and document critical control points in the flow of food.		X (IPD)
2. Students will synthesize course knowledge in sanitation by taking the Food Safety Manager Certification examination.	X (IPD)	
3. Students will write cleaning schedules and procedures for both the kitchen environment and equipment.	X (IPD)	
CUL105		
1. Students will develop basic skills through a series of stated course competencies.	X (IPD)	
2. Students will synthesize functions of basic skills including terminology and industry etiquettes.		X (IPD)
3. Students will utilize professional skills and safe work habits in the commercial kitchen.	X (IPD)	
CUL106		
1. Identify the major stations in the classical kitchen.		X (IRD)
2. Students will fabricate meat and poultry.	X (IPD)	
3. Students will practice different cooking methods, making soups and stocks.	X (IPD)	
CUL108		
1. Students will demonstrate proficiency of professional skills and safe work habits in the commercial kitchen.	X (IPD)	
2. Students will develop culinary skills through a series of stated course competencies.	X (IPD)	
3. Students will synthesize functions of culinary skills including terminology and industry etiquettes.		X (IPD)
CUL114		
1. Students will demonstrate proficiency of professional skills and safe work habits in the production of preparing catered foods.	X (RD)	
2. Students will develop catering skills through a series of stated course competencies.	X (IPD)	
3. Students will synthesize functions of the catering kitchen including terminology and the relationships between kitchens.	X (IPD)	
CUL125		
1. Student will synthesize functions of the bakery including terminology and bakery fundamentals.		X (IPD)
2. Students will demonstrate proficiency of professional skills and safe work habits in bakery production.	X (RD)	
3. Students will develop basic baking skills through a series of stated course competencies.	X (IPD)	
CUL130		
1. Students will demonstrate proficiency of professional skills and safe work habits in Garde Manger production.	X (RD)	
2. Students will develop Garde Manger skills through a series of stated course competencies.	X (IPD)	
3. Students will synthesize functions of the Garde Manger kitchen including terminology and the relationships between kitchens.	X (IPD)	
CUL220		
1. Students will define influences of International cuisine.	X (IPD)	
2. Students will make authentic International dishes.	X (IPD)	
3. Students will utilize professional skills and safe work habits in the commercial kitchen.	X (IRD)	
CUL245		
1. Students will apply cost controls, business mathematics, terminologies and fundamentals to business models.	X (IPD)	
2. Students will apply staffing and labor costs in a series of stated course case studies.	X (IPD)	
3. Students will develop a restaurant operations marketing plan.	X (IPD)	

Certificate of Achievement, Culinary Arts Baking and Pastry

Map Origin: Certificate of Achievement, Culinary Arts, Baking and Pastry
Map Target: Certificate of Achievement, Culinary Arts, Baking and Pastry

CSLOs	PSLO1: Demonstrate basic and advanced culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, and functions of the bakery including terminology and bakery fundamentals.	PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, and commercial bakery kitchens.
CUL100		
1. Students will identify, explain, and document critical control points in the flow of food.		X (IPD)
2. Students will synthesize course knowledge in sanitation by taking the Food Safety Manager Certification examination.	X (IPD)	
3. Students will write cleaning schedules and procedures for both the kitchen environment and equipment.	X (IPD)	
CUL105		
1. Students will develop basic skills through a series of stated course competencies.	X (IPD)	
2. Students will synthesize functions of basic skills including terminology and industry etiquettes.		X (IPD)
3. Students will utilize professional skills and safe work habits in the commercial kitchen.	X (IPD)	
CUL106		
1. Identify the major stations in the classical kitchen.		X (IRD)
2. Students will fabricate meat and poultry.	X (IPD)	
3. Students will practice different cooking methods, making soups and stocks.	X (IPD)	
CUL125		
1. Student will synthesize functions of the bakery including terminology and bakery fundamentals.		X (IPD)
2. Students will demonstrate proficiency of professional skills and safe work habits in bakery production.	X (IRD)	
3. Students will develop basic baking skills through a series of stated course competencies.	X (IPD)	
CUL170		
1. Students will develop professional deli and bakery skills through a series of learned competencies.	X (IPD)	
2. Students will synthesize functions of the deli kitchen including terminology and the relationships between kitchens.	X (IPD)	
3. Students will utilize professional skills and safe work habits in the commercial kitchen.	X (IRD)	
CUL225		
1. Students will demonstrate proficiency of professional skills and safe work habits in bakery production.	X (IPD)	
2. Students will develop advanced baking skills through a series of stated course competencies.	X (IPD)	
3. Students will synthesize functions of the bakery including terminology and baking/pastry fundamentals.	X (IPD)	
CUL230		
1. Students will make restaurant quality desserts.	X (IPD)	
2. Students will utilize professional skills and safe work habits in the commercial kitchen.		X (IRD)
3. Students will work with chocolate in candy and desserts.	X (IPD)	
CUL245		
1. Students will apply cost controls, business mathematics, terminologies and fundamentals to business models.		X (IRD)
2. Students will apply staffing and labor costs in a series of stated course case studies.		X (IPD)
3. Students will develop a restaurant operations marketing plan.		X (IPD)
CUL295		
1. Students will practice effective work and employment skills.	X (PR)	
2. Students will synthesize existing knowledge, skills, and abilities with new practical skills gained in the work site.	X (IPD)	
3. Students will work and do assigned duties written by the employer, student, and faculty member.	X (IPD)	

AAS Culinary Arts Entrepreneurs

Map Origin: Associate of Applied Science, Culinary Arts Entrepreneurs
Map Target: Associate of Applied Science, Culinary Arts Entrepreneurs

CSLOs	Associate of Applied Science, Culinary Arts Entrepreneurs		
	PSLO1: Demonstrate basic and advanced culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, complete meal planning, and restaurant experience.	PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens.	PSLO3: Students will create a business plan, including the creation, development and presentation of innovative ideas.
ACC135			
1. Students will accurately analyze, record and review accounting transactions.			X (I)
2. Students will demonstrate the ability to prepare standard financial statements.			X (I)
3. Students will demonstrate the ability to process transactions and use features and capabilities of a commonly available general ledger software program.			X (I)
ACC136			
1. Students will accurately analyze, record and review accounting transactions for specific balance sheet accounts using manual and software based methods.			X (I)
2. Students will analyze and prepare adjustments to owners equity and partnership transactions.			X (I)
3. Students will demonstrate he ability to prepare proper adjustments for specific balance sheet accounts and present these accounts in the financial statements.			X (I)
BUS107			
1. Students will be able to "Search and Find" answers to a variety of questions to test their research skills and to establish credibility in speaking and preparing effective PowerPoint slides.			X (I)
2. Students will be able to explain the factors that influence group dynamics and lead to successful group work. Students will list ways that groups arrive at decisions and solve problems.			X (I)
3. Students will develop expertise in writing and delivering a variety of individual business communication presentations and speeches. Students will sharpen their listening and feedback skills and improve nonverbal skills, language skills and their speaking voice.			X (I)
CUL100			
1. Students will identify, explain, and document critical control points in the flow of food.		X (IPD)	
2. Students will synthesize course knowledge in sanitation by taking the Food Safety Manager Certification examination.	X (IPD)		
3. Students will write cleaning schedules and procedures for both the kitchen environment and equipment.	X (IPD)		
CUL105			
1. Students will develop basic skills through a series of stated course competencies.	X (IPD)		
2. Students will synthesize functions of basic skills including terminology and industry etiquettes.		X (IPD)	
3. Students will utilize professional skills and safe work habits in the commercial kitchen.	X (IPD)		
CUL106			
1. Identify the major stations in the classical kitchen.		X (IRD)	
2. Students will fabricate meat and poultry.	X (IPD)		
3. Students will practice different cooking methods, making soups and stocks.	X (IPD)		
CUL125			
1. Student will synthesize functions of the bakery including terminology and bakery fundamentals.		X (IPD)	
2. Students will demonstrate proficiency of professional skills and safe work habits in bakery production.	X (IRD)		
3. Students will develop basic baking skills through a series of stated course competencies.	X (IPD)		
CUL245			
1. Students will apply cost controls, business mathematics, terminologies and fundamentals to business models.		X (IPD)	
2. Students will apply staffing and labor costs in a series of stated course case studies.		X (IPD)	
3. Students will develop a restaurant operations marketing plan.		X (IPD)	
CUL295			
1. Students will practice effective work and employment skills.	X (PR)		
2. Students will synthesize existing knowledge, skills, and abilities with new practical skills gained in the work site.	X (IPD)		
3. Students will work and do assigned duties written by the employer, student, and faculty member.	X (IPD)		
ENT200			
1. Students will describe the characteristics of entrepreneurs and how those characteristics relate to the student.			X (IPD)
2. Students will form and evaluate new ideas.			X (IPD)
3. Students will prepare and pitch their new business idea.			X (IPD)
ENT230			
1. Describe and distinguish financing options.			X (IPD)
2. Evaluate financing options and select the best option.			X (IPD)
3. Prepare documents required for approaching financiers.			X (IPD)
ENT240			
1. Conduct an analysis of the marketing plan, to include return on investment, break even and other measurement tools.			X (IPD)
2. Develop a business strategy and relate that strategy to the marketing for the firm.			X (IPD)
3. Prepare a marketing operations plan, including all aspects of the marketing function.			X (IPD)
ENT280			
1. Advance their concepts into a fully developed business plan.			X (IPD)
2. Develop an understanding of the process of entrepreneurship.			X (IPD)
3. Generate creative and realistic business concepts.			X (IPD)
IS101			
1. Students will demonstrate the ability to analyze and report data using spreadsheet software			
2. Students will demonstrate the ability to perform basic maintenance, configuration and backup operations on a PC.			
3. Students will demonstrate the ability to use word processing software to create a professional resume and format an academic research paper.			

Certificate of Achievement Culinary Arts Entrepreneurs

Map Origin: Certificate of Achievement, Culinary Arts Entrepreneurs,
Map Target: Certificate of Achievement, Culinary Arts Entrepreneurs

CSLOs	Certificate of Achievement, Culinary Arts Entrepreneurs		
	PSLO1: Demonstrate basic and intermediate culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, meal planning, and menu writing.	PSLO2: Demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens.	PSLO3: Develop a business plan for a culinary environment which includes the creation, development and presentation of innovative ideas.
CUL100			
1. Students will identify, explain, and document critical control points in the flow of food.		X (IPD)	
2. Students will synthesize course knowledge in sanitation by taking the Food Safety Manager Certification examination.	X (IPD)		
3. Students will write cleaning schedules and procedures for both the kitchen environment and equipment.	X (IPD)		
CUL105			
1. Students will develop basic skills through a series of stated course competencies.	X (IP)		
2. Students will synthesize functions of basic skills including terminology and industry etiquettes.		X (IPD)	
3. Students will utilize professional skills and safe work habits in the commercial kitchen.	X (IP)		
CUL106			
1. Identify the major stations in the classical kitchen.		X (IRD)	
2. Students will fabricate meat and poultry.	X (IPD)		
3. Students will practice different cooking methods, making soups and stocks.	X (IPD)		
CUL245			
1. Students will apply cost controls, business mathematics, terminologies and fundamentals to business models.		X (IPD)	
2. Students will apply staffing and labor costs in a series of stated course case studies.		X (IPD)	
3. Students will develop a restaurant operations marketing plan.		X (IPD)	
CUL295			
1. Students will practice effective work and employment skills.	X (PR)		
2. Students will synthesize existing knowledge, skills, and abilities with new practical skills gained in the work site.	X (IPD)		
3. Students will work and do assigned duties written by the employer, student, and faculty member.	X (IPD)		
ENT200			
1. Students will describe the characteristics of entrepreneurs and how those characteristics relate to the student.			X (IPD)
2. Students will form and evaluate new ideas.			X (IPD)
3. Students will prepare and pitch their new business idea.			X (IPD)
ENT240			
1. Conduct an analysis of the marketing plan, to include return on investment, break even and other measurement tools.			X (IPD)
2. Develop a business strategy and relate that strategy to the marketing for the firm.			X (IPD)
3. Prepare a marketing operations plan, including all aspects of the marketing function.			X (IPD)
ENT280			
1. Advance their concepts into a fully developed business plan.			X (IPD)
2. Develop an understanding of the process of entrepreneurship.			X (IPD)
3. Generate creative and realistic business concepts.			X (IPD)

Please analyze the following. Remember to paste a copy of your curriculum map.

  • **PLOs: Do all PLOs reflect what you want students to demonstrate once they complete the program? Are there any PLOs that need to be updated?**
  • **Potential gaps and redundancies: Are there any PLOs that are not addressed in the curriculum? Are there any unwanted redundancies of PLOs in the curriculum?**
  • **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
  • **Course sequencing: Is there a need to modify the course sequencing so that learning is scaffolded throughout the program? In other words, courses taken earlier in the program sequence should introduce PLOs, and courses taken later in the sequence should reinforce PLOs by offering students additional opportunities to practice.**
  • **Curriculum and learning opportunities: Is it necessary to introduce new learning opportunities to reinforce learning in specific courses? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.**
  • **Do you need to make any changes to the curriculum map after this analysis?**
  • **Other?**

PLOs: Do all PLOs reflect what you want students to demonstrate once they complete the program?
Yes, our students are better prepared to enter or continue work in the culinary industry. Because of our instructors, advisory committee, accreditation, nationally ranking, participation in State and National competitions, and our program reputation, our students are sought after by employers and working in all areas of our community.

Are there any PLOs that need to be updated?
No

Potential gaps and redundancies: Are there any PLOs that are not addressed in the curriculum? Are there any unwanted redundancies of PLOs in the curriculum?
No

CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?
No

Course sequencing: Is there a need to modify the course sequencing so that learning is scaffold throughout the program?
No

Curriculum and learning opportunities:
Is it necessary to introduce new learning opportunities to reinforce learning in specific

courses? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.
No
Do you need to make any changes to the curriculum map after this analysis?
No

4.A. FTE and Section Count

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

5 Year Change in FTE

	Fall	Spring
CUL	-16%	-4%

Division	Fall	Spring
Business and Social Sciences	-3%	-9%
Liberal Arts	-18%	-23%
Life Sciences, Allied Health & Public Safety	-7%	-6%
Math & Physical Sciences	-13%	-16%
Technical Sciences	7%	7%
TMCC	-8%	-12%

5 Year Change in Section Count

	Fall	Spring
CUL	-7%	0%

Division	Fall	Spring
Business and Social Sciences	-5%	-7%
Liberal Arts	-23%	-26%
Life Sciences, Allied Health & Public Safety	0%	3%
Math & Physical Sciences	14%	-23%
Technical Sciences	0%	-12%
TMCC	-5%	-14%

Please analyze the trends in FTE and course section counts. Discuss what these trends suggest about the viability of program enrollment.

FTE Trends:

- Culinary Arts had a 16% reduction in FTE in fall semesters and a 4% reduction in FTE in spring semesters over the course of academic years 17/18-21/22.
- This is much worse than the Division in the fall semesters which had 3% reduction and the College which had 8% reduction.
- Obviously, a significant change occurred in AY2020/2021, naturally expected drop due to Covid.
- Culinary was on a downward trend even before Covid. Not clear why this was happening. However, we did notice locally we were not getting as many request from employers to announce jobs. Compared to 2021 & 2022, where we had a constant flow of messages from employers who were in need of help when restaurants were trying so hard to keep their businesses alive and reopen by offering packaged meals for take out.
- Culinary, as an in person program was still affected in AY21-22 but we hope to see a full recovery as we get further from the pandemic. We will not know for a while since this could have a long term effect because ours was one of the industries most greatly affected by Covid closures.
- In the spring Culinary was down 4%, this was better than both the Division down 9% and the College down 12%.
- In general, however, if AY20/21 is removed as an outlier since this was the primary period affected by Covid, FTE in Culinary Arts remained in the 30s so there was not actually a lot of change. The chart and percentages make the changes seem more dramatic than they are due to the small size of the program.

- Start to finish the program was only about 1 FTE lower in the spring and 6 FTE lower in the fall from AY17-18 to AY21-22.

Section Trends:

- We have been consistent in sections offered. This because we have to run all of the courses required for the Culinary program for students to successfully complete certificates and degrees, we offer one section of each so even if FTE is down the section numbers stay consistent.

- Culinary offered 7% fewer sections over the course of the five years in fall semesters and offered essentially the same number of sections in spring semesters.

- As there are only 14 or 15 sections offered a semester, the percentages make it seem like there is a much larger change than there has been in the fall semesters. We only have one fewer section in AY21-22 than we did in 17-18.

- The reason for running one less section, could be due to it initially being offered and then cancelled because

there was only a couple of students enrolled or because a CUL in-person elective type class was not offered during the pandemic which accounts for the larger drop in AY20-21 when the College was partly closed.

4.B. Course Fill Rates and Unsuccessful Enrollment Attempts

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Average Fill Rate
Program: *Culinary Arts*: Subject: *All*

Fall / Spring fill rate trend:
- AY 17-18: 61% (Fall), 51% (Spring)
- AY 18-19: 59% (Fall), 55% (Spring)
- AY 19-20: 70% (Fall), 49% (Spring)
- AY 20-21: 56% (Fall), 42% (Spring)
- AY 21-22: 53% (Fall), 51% (Spring)
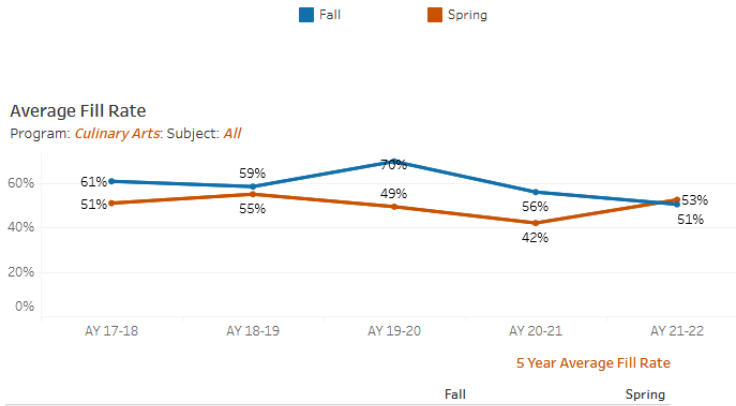
5 Yr Avg Course Level Fill Rate
Program: *Culinary Arts*: Subject: *All*

	Fall	Spring
CUL 100	78%	66%
CUL 105	91%	73%
CUL 106	53%	62%
CUL 108	40%	51%
CUL 114	47%	
CUL 125	76%	
CUL 130		59%
CUL 170		49%
CUL 198	71%	40%
CUL 200		54%
CUL 210	51%	
CUL 220		62%
CUL 225	59%	
CUL 230		42%
CUL 245	52%	67%
CUL 250	59%	
CUL 295	10%	18%

5 Year Average Fill Rate

	Fall	Spring
CUL	59%	50%

Division	Fall	Spring
Business and Social Sciences	69%	63%
Liberal Arts	82%	75%
Life Sciences, Allied Health & Public Safety	80%	78%
Math & Physical Sciences	87%	78%
Technical Sciences	49%	46%
TMCC	73%	67%

| FTE and Section Count | Fill Rate | Unsuccessful Enrollment Atte... | |

Unsuccessful Enrollment Attempts

Program ▼   Subject
Culinary Arts ▾   CUL ▾

5 Yr Average Unsuccessful Enrollment Attempts

An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

Course Level
Program: Culinary Arts

CUL 100	4.20
CUL 105	5.75
CUL 125	2.50
CUL 245	4.00

Division & College Wide

Business and Social Sciences	4.41
Liberal Arts	8.57
Life Sciences, Allied Health & Public Safety	7.80
Math & Physical Sciences	21.56
Technical Sciences	3.14
TMCC	7.73

Please analyze the trends in course fill rates and unsuccessful enrollment attempts. Discuss what these trends suggest about meeting student demand.

Average Fill Rate:

• Culinary fill rates in the fall as a whole went from 61% in AY17-18 to a high of 70% in AY19-20. Just before Covid we were seeing an increase in class fill rates. Overall, obvious drops occurred during 2020, 2021 & start of 2022, backlash from Covid.

• Then a drop to 56% in AY20-21 for obvious reasons and then an additional drop to 53% in AY21-22. During Covid we continued to work in-person following all the safety guidelines while most of the campus was vacant. Our numbers were low but the classes needed to run for those students who were working towards graduation in the spring of 2021 and to ensure there would be graduates for spring 2022.

• In the spring of 2021 rate went from 51% to a low of 42% and then rose to 53%. The decline in spring of 2021 was a result of students who were going through the program course sequencing and were students who persevered through the classes in fall 2020, when everything was shut down, except for us in Culinary.

• Across the board these fill rates are lower than all the other divisions, except the Technical Sciences. In addition to the Covid effect, another contributing factor is the small size of the program so even small changes in enrollment have a impact on the percentage number.

• other classes were able to continue on-line during Covid were students who could take on-line format classes because they were at home.

• Five year average fill rate is 59% in the fall and 50% in the spring. Culinary fill rates are lower than all except the technical sciences, and like the Technical Scineces we are hands while much of the rest of the college's classes students

had a chance during Covid to take classes on-line.
  • Also classes such as CUL295(Internship/Work Experience) skew our average as only a few students at a time are doing this capstone class as they are approaching graduation.
  • All of these are hard to predict since the pandemic. Much more will be known five years from now.

Enrollment Attempts:

  • Fill rate for CUL100 is going well. We are now offering the course as a Hybrid class and offering two sessions per semester. As this is a prerequisite for CUL106. Students are getting plenty of opportunity to take this class as the beginning of the program sequence.
  • CUL105 is an entry level course and also prerequisite for CUL106. This is many times taken during CUL100 or with an academic course. When needed we increase the class size allowing to students an opportunity to work on program course requirements.
  • We often see a drop in the CUL106 & CUL108 class, this maybe because it is a 6-credit class, and it may also be due to some students not passing the ServSafe Exam that is required to succeed in the CUL100 class and is a prerequisite to CUL106. However, students are offered a second chance to take the exam required for CUL100, before they are required to retake the class, some do not come back, and some do not pass it the second time and have to retake the class.
  • CUL170, CUL225, CUL230 are all specialized pastry classes, students can use as an elective credit, aside from that they are only required for the Baking & Pastry Certificate of Achievement.
  • CUL130, CUL200, CUL210, CUL220 are also very specialized classed required for the AAS, students are required to meet prerequisites of: CUL100, CUL106, & CUL108.
  • CUL245(Business Chef), class size offer for this class is 30. It is offered online in Fall and in-person in Spring. The Math prerequisite was taken away over two years ago, then Covid happened. Class size percentages will probably increase in the next two years.
  • CUL250(Saucier) about 5 years ago we added this course as a requirement for the degree, it can also be used as an elective credit. Before this we would get a half dozen students enrolled, now that is required, we are getting at least 10 students in the class.Class size percentages will probably increase in the next two years.

4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Headcount of Program Majors
Program: *Culinary Arts*

Major	Fall 17	Fall 21	5 Yr Change
BAKING-CT	8	7	-13%
CULNRY-AAS	80	57	-29%
CULNRY-CT	7	9	29%

TMCC Headcount

Institution	Fall 17	Fall 21	5 Yr Change
TMCC	11110	9923	-11%

Term
Fall

Demographics
by Ethnicity

Program Majors by Ethnicity
Term: *Fall* Program: *Culinary Arts*:

Program 1.0% ▢▢▢ 54.7%
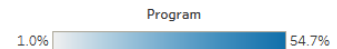
	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
International	2.1%	3.1%	2.4%	3.3%	1.4%
American Indian	2.1%	3.1%	1.2%		2.7%
Asian	8.4%	6.3%	6.0%	6.6%	5.5%
Black	1.1%	1.0%	2.4%	1.6%	2.7%
Hispanic	25.3%	41.7%	30.1%	36.1%	31.5%
Caucasian	54.7%	40.6%	53.0%	45.9%	50.7%
Two or more races	5.3%	4.2%	4.8%	4.9%	
Unknown	1.1%			1.6%	5.5%

TMCC by Ethnicity
Term: *Fall*

TMCC 0.0% ▢▢▢ 55.7%
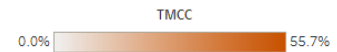
	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
International	0.4%	0.4%	0.3%	0.4%	0.5%
American Indian	1.3%	1.3%	1.0%	1.0%	1.3%
Asian	6.0%	5.9%	5.8%	6.5%	6.1%
Black	2.5%	2.6%	2.8%	2.8%	2.5%
Hawaiian or Pacific Islander	0.0%	0.0%	0.1%	0.1%	0.1%
Hispanic	28.8%	29.9%	32.3%	31.1%	33.6%
Caucasian	55.7%	54.1%	51.7%	51.5%	49.6%
Two or more races	3.5%	3.7%	4.2%	4.7%	4.3%
Unknown	1.7%	1.9%	1.7%	1.9%	2.1%

Term
Fall

Demographics
by Gender

Program Majors by Gender
Term: *Fall* Program: *Culinary Arts*:
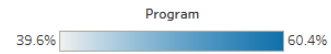
Program
39.6%   60.4%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
F	54.7%	60.4%	56.6%	52.5%	53.4%
M	45.3%	39.6%	43.4%	47.5%	46.6%

TMCC by Gender
Term: *Fall*

TMCC
0.0%   56.9%
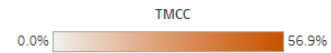
	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
F	53.7%	53.3%	54.3%	56.9%	55.1%
M	46.2%	46.3%	45.7%	43.1%	44.9%
U	0.0%	0.4%			

Term
Fall

Demographics
by Credit Load

Program Majors by Credit Load
Term: *Fall* Program: *Culinary Arts*:

Program
34.4%   65.6%
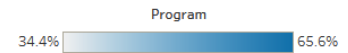
	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Full-Time	42.1%	35.4%	39.8%	34.4%	45.2%
Part-Time	57.9%	64.6%	60.2%	65.6%	54.8%

TMCC by Credit Load
Term: *Fall*

TMCC
27.6%   72.4%
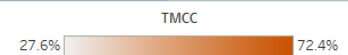
	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
Full-Time	27.7%	27.6%	28.2%	29.3%	29.1%
Part-Time	72.3%	72.4%	71.8%	70.7%	70.9%

Term
Fall ▼

Demographics
by Student Status ▼

Program Majors by Student Status
Term: *Fall* Program: *Culinary Arts*:

Program 1.1% � 67.5%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
New	28.4%	27.1%	21.7%	27.9%	26.0%
Continuing	60.0%	65.6%	67.5%	62.3%	63.0%
New Transfer	10.5%	7.3%	10.8%	9.8%	11.0%
Continuing HS	1.1%				

TMCC by Student Status
Term: *Fall*

TMCC 2.5% 69.8%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
New	14.0%	15.2%	14.6%	13.5%	16.3%
Continuing	69.8%	65.5%	62.1%	60.9%	61.0%
New Transfer	9.9%	11.0%	8.7%	7.8%	8.1%
New High School	3.8%	5.7%	11.1%	12.4%	8.3%
Continuing HS	2.5%	2.6%	3.5%	5.4%	6.4%

Term
Fall ▼

Demographics
by Age Range ▼

Program Majors by Age Range
Term: *Fall* Program: *Culinary Arts*:

Program 1.0% 67.2%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
<18		1.0%	1.2%		
18-24	62.1%	64.6%	65.1%	67.2%	60.3%
25-34	25.3%	21.9%	19.3%	19.7%	17.8%
35-49	7.4%	7.3%	6.0%	4.9%	12.3%
50+	5.3%	5.2%	8.4%	8.2%	9.6%

TMCC by Age Range
Term: *Fall*

TMCC 2.4% 56.3%

	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21
<18	5.5%	7.1%	12.7%	15.0%	11.8%
18-24	56.3%	54.6%	52.9%	51.4%	52.8%
25-34	23.8%	23.9%	22.2%	22.8%	23.6%
35-49	10.3%	10.5%	9.0%	8.4%	9.3%
50+	4.1%	3.9%	3.3%	2.4%	2.5%

Briefly describe the typical student profile in terms of ethnicity, gender, credit load, student status, and age range in your program/unit, including how they compare to demographics of the college. Please note any potentially underserved student populations and discuss ideas for closing potential equity gaps. An equity gap is where there is a significant and persistent disparity

in access or achievement between different groups of students.

Does the program's teaching staff look like its student population? If not, discuss ideas for how faculty can use more inclusive teaching methods.

Student Profiles:

Demographics-Ethnicity: Culinary Arts & College

Culinary Program Majors:

*Overall headcount: for the degree: down -29% over 5-years, most probably due to pandemic and lab-based curriculum, social distancing, and reduced class sizes.
*Culinary program ethnicity demographics is almost exactly the same as TMCC majors by ethnicity.

- Caucasian students are the highest: 5-year average 49%
- Hispanic is next: year average – 33%
- Asian students third highest: 5-year average 7%
- Mixed population: 5-year average 11%
- **TMCC Majors:**

  Overall headcount: down -11% over 5-years,
- Caucasian students are the highest: 5-year average 52%
- Hispanic is next: year average – 32%
- Asian students third highest: 5-year average 6%
- Mixed population: 5-year average 10%

Demographics-Gender: Culinary Arts & College

Culinary Program Majors:

- Female student population is in 2017 & 2018 was higher than male by 25 to 30%.

- Shift in gender population began in 2019 and continued to 2021 with the male population slightly more than female by 1%.

TMCC- Gender:

- Female student population is higher by a range of 7 to 10% consistently over five years.

Demographics-Credit Load: Culinary Arts & College

- Credit load: Full time culinary students are taking 15 to 20% more credit load than the college.
- Credit load: Part time culinary students are taking 13to 17% more credit load than the college.

Demographics-Student Status: Culinary Arts & College

• **New**: Culinary program is consistently higher than college average, over five years average program is 20% and the college average is 15%.
• **Continuing:** Culinary program 11% and college 9% five-year average is close.
• **New Transfer:** Culinary program 11% and college 9% five-year average is close.
• **New High School:** Culinary program had almost no New High School students, the pandemic may have had an impact on this. While the college had a five-year average of 8%.
• **Continuing HS**: Culinary program had almost no Continuing High School students, the pandemic may have had an impact on this. While the college had a five-year average of 8%.

Demographics-Age Range: Culinary Arts & College

• **Age: Ranges for Culinary program and TMCC are very similar, both having over 50% of students who are between 18 & 24. Second similarity is 25 to 34-year-old students in a range of 18 to 22%.**
• **The culinary program saw a shift in the 35 to 49-year-old students in 2021 it went up to 17.5% much above the norm of 8 to 9%.**

Staff & Student Population:

Our staff may not look exactly like our student population however we do create a learning environment in which all students can feel like they belong and can learn.
And we apply these practices in creating an inclusive environment to benefit faculty and students:

- Teach Culinary dishes from around the world.
- Teach Culinary aspects of food.
- Courses that reflect a diverse society.
- Course media is accessible.
- Syllabus sets a tone for diversity and inclusion.
- Learn and use students' preferred names.
- Engage students in small-group activities.
- Offer office hours.
- Value diverse viewpoints.

5.A. Course Completion Rates

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Please describe any substantial trends or shifts that you see in the overall course completion rate and successful completion (C or better). What might these trends or shifts mean? Next, disaggregate the data by student demographics. Discuss any potential equity gaps and ideas for closing these gaps. An educational equity gap is where there is a significant and persistent disparity in educational attainment between different groups of students.
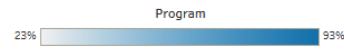
Completion Rate: The number of students who remain in a class until the end of the semester and receive A, B, C, D, Pass (P), Satisfactory (S), In Progress (X), Incomplete (I) or Audit (AD) grade notations.
Successful Completion: The number of students who completed a course with a C or better (A, B, C).

Gender	Ethnicity	Credit Load	Age Range	Student Status	First Generation	Pell Eligible
(All)	(All)	(All)	(All)	(All)	(All)	(All)

Avg Completion & Successful Completion Rates by Subject
Program: *Culinary Arts* Subject: *CUL*

Program: 23% — 93%

Subject		AY 17-18 Fall	AY 17-18 Spring	AY 18-19 Fall	AY 18-19 Spring	AY 19-20 Fall	AY 19-20 Spring	AY 20-21 Fall	AY 20-21 Spring	AY 21-22 Fall	AY 21-22 Spring	5 yr Avg
CUL	Completion Rate	88%	89%	85%	89%	82%	93%	82%	92%	85%	84%	87%
	Successful Completion	78%	75%	73%	70%	67%	23%	66%	76%	75%	67%	67%

5 Yr Avg Completion & Successful Completion Rates by Division

Division: 54% — 86%
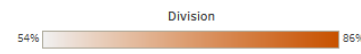
	Business & Social Sciences	Liberal Arts	Life Sciences, Allied Health & Public Safety	Math & Physical Sciences	Technical Sciences	TMCC
Completion Rate	80%	78%	86%	70%	82%	79%
Successful Completion	72%	70%	76%	54%	75%	69%

Completion Rates: Culinary Program/Division/TMCC

• Culinary program completion rates exceeded Division percentages all five years except Spring 2020 and is above the college five-year average 87% to TMCC's 79%.
• As a result of the obvious backlash of Covid we were told to vacant the campus in March of 2020 when we had just started our second block of classes for the spring, and we had to give students "I" incomplete grades. However, our curriculum has both academic and lab components to our classes, so we made some quick adjustments to help students succeed for those spring classes. When we were suddenly required to leave campus and shelter in place, the first thing we did was increase our assignments and content on Canvas, so the students work on class content. Then in July of 2020 we were approved by the Chancellor to be in-person in our lab, while

adhering to the ever changing and challenging Covid guidelines. Our instructors and students came back to the kitchen for the month and fulfilled the lab requirement and we were able to submit grade changes. While the opportunity was there for students to return for the lab that was not possible for all students.
Culinary Program completions rates exceed

Successful Completion: Culinary Program/Division/TMCC

- Culinary program successful completion rates follow pretty closely with Division and college. Except for spring of 2020.
- Of course, that was when we had to evacuate the campus with one day notice. Most of our students did return in the summer and we got the lab component completed. During this time, we also added a lot more academic content to Canvas, many of the student had a difficult time doing the assignments when they had to rely solely on technology, so the grades were much lower, for students in the second half of the spring 2020 semester.

5.B. Graduation and Transfer

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

This section shows the number of degrees your program has awarded over the past 5 years. A second bar chart shows the rate at which students who graduate from your program transfer to other institutions.

Gender	Ethnicity	Credit Load	Age Range	First Generation	Pell Eligible
(All)	(All)	(All)	(All)	(All)	(All)

Awards
Program: *Culinary Arts*

Program 1 ▢ 14

		AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Total Awards
Degrees	BAKING-CT	1	2	2	7	2	14
	CULNRY-AAS	14	7	7	14	3	45
	CULNRY-CT	14	7	5		3	29
Total Awards		29	16	14	21	8	88

Program Award Trend
Program: *Culinary Arts*

Transfer Rate of Graduates
Program: *Culinary Arts*

Degree Type
■ Terminal

11% 12% 20% 11%

AY 16-17   AY 17-18   AY 18-19   AY 20-21
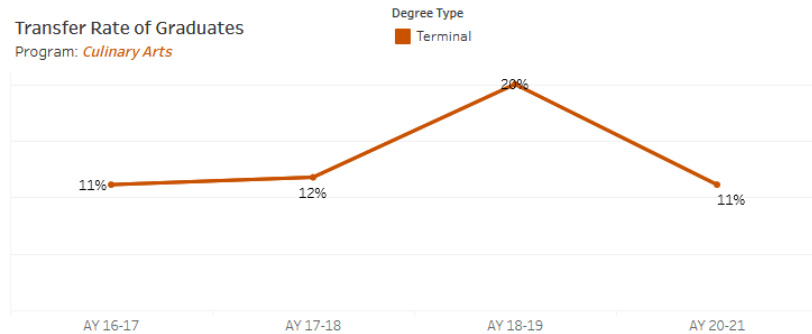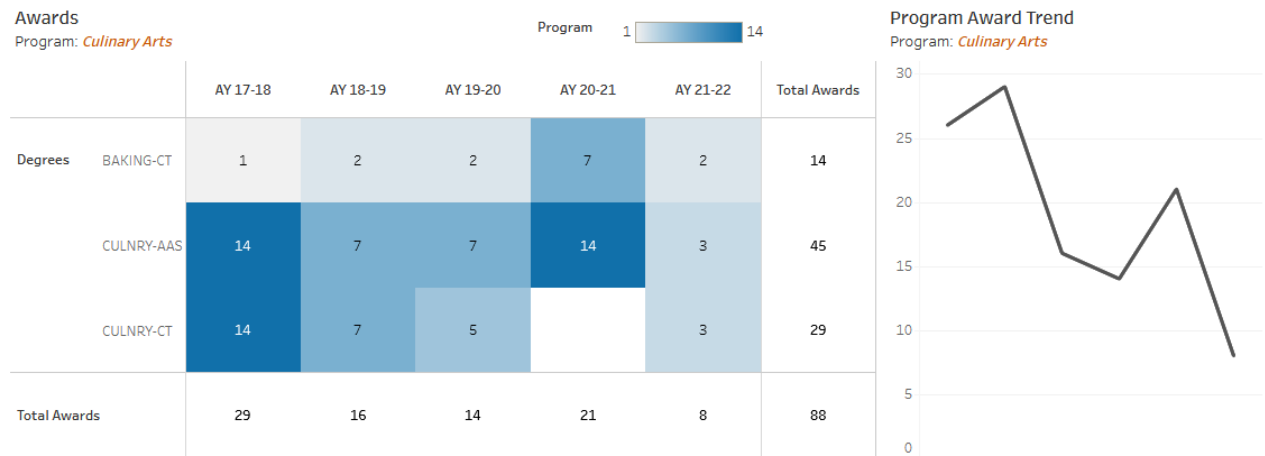
Transfer Schools
Program: *Culinary Arts*

	# of Transfer Graduates	% of Transferred Graduates
NSHE	5	63%
Non-NSHE	3	38%
Total Transfer Graduates	8	100%

Please discuss any trends or shifts that you see in the number of graduates and graduates who have transferred in the past 5 years.

Next, disaggregate the data by student demographics, and discuss any potential equity gaps: Which student populations are earning degrees or certificates compared to the demographic makeup of the program? Do graduates resemble the student demographics of the program? If not, discuss ideas to mitigate potential equity gaps.

Degrees awarded:

- Culinary AAS: 2018 through 2020 just prior to Covid there was a drop in graduates, we are not sure the reason for this decrease. However, in 2020 there was an increase in graduates in both the degree and certificates as we see those who had gone through the sequencing two years prior were completing both the degree and the baking certificate. There is no data provided for the 2020/2021 Culinary certificate.
- The baking certificate has gained interest since we encourage students to get both as they only three classes (9 credits) to get the benefit of both for their resume and increase of more job opportunities. Baking is a more specialized field and a hard skill set for employers to find in employees.
- 2021/2022, we experienced a significant drop in graduates in the degree and certificates, this is most likely the result of the impact of Covid in the spring of 2020, causing low enrollments in fall 2020 and spring 2021.
- We expect to see an increase for spring 2023, but more likely in spring 2024, due to those students who have come into the program in spring and fall of 2022.

Student Transfers:

- Transfer rate over 5 years is about the same with only a small range of 11% to 13% and evenly distributed between NSHE and Non-NSHE schools. After graduation most of our students are seeking either full-time employment within the industry or advancement within the industry. There are a small number of students who continue on to other degrees, such as in the field of Nutrition or Management or General studies and they can transfer most of the General Education to other schools, and some culinary core classes with permission of the institution.
- We do have an agreement with CSN (College Southern Nevada) with common course numbering, students can transfer between our two schools. CSN does have a Bachelor of Applied Science (BAS) in Culinary Arts degree that was just launched in AY2022. This degree builds upon the Associate of Applied Science (AAS) in Culinary Arts. Advanced culinary techniques, business courses and management courses for full-service careers in today's food service and hospitality industries. Our courses fully transfer to CSN so students may decide to continue on.

6.A. Faculty Achievement

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.

- **Faculty Name, FTE**
- **Degree(s) or professional certification(s) awarded, discipline, awarding institution**
- **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)**
- **Number of years teaching at TMCC**
- **Total number of years in academia**
- **Primary courses taught**
- **Significant activities or contributions made to TMCC (Please limit to 3)**

- ## **Faculty Name**: Karen Cannan
  - **FTE:** Full Time-Tenured
  - **Degree(s) or professional certification(s) awarded, discipline, awarding institution:**
    - AAS-Culinary Arts TMCC
    - Continuing Education TMCC (9 credits away from AA Spanish Degree)
    - Continuing Education UNR two years (Computer Science)
    - Continuing Education, CIA (Culinary Institute America)
    - AAC Candidate for Induction into American Academy of Chefs (American Culinary Federation)
    - CEPC – National Certification: Certified Executive Pastry Chef (American Culinary Federation)
    - ACE, Approved Culinary Examiner: National Chefs Exams (American Culinary Federation)
    - Approved Culinary Administrator: National Chefs Exams (American Culinary Federation)
    - National Accreditation Evaluator (American Culinary Federation)
    - HSCA (High Sierra Chef's Association) Chef Board Member
    - Certified Food Protection Manager (ServSafe)
    - Certified Food Protection Manager Proctor (ServSafe)
    - Certified Food Protection Manager Instructor (ServSafe)
    - 43 years culinary industry experience
  - **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g., mentoring, community service) (Please limit to 3):**
    - National Accreditation Evaluator (American Culinary Federation). Self-study evaluation and site visit South Puget Sound Community College Culinary Program.
    - Skills/USA Competition Chair: Culinary, Commercial Baking & Restaurant Experience State Competitions.
    - Volunteered for events raising funds for culinary scholarships: Worked 4 Food Truck Fridays for High Sierra Chef Association Juniors, worked fabricating 2500 pounds of chicken for Aloha Festival, worked Aloha Festival, catered & worked Kiwanis Fundraiser.

- **Number of years teaching at TMCC:**
  - 23 years (22 years as Program Coordinator)
- **Total number of years in academia:**
  - 23 years
- **Primary courses taught:**
  - Have taught all courses in culinary program. Primary courses: **CUL 100, CUL 114, CUL125, CUL 130, CUL 170, CUL 198, CUL200, CUL 210, CUL 225, CUL 230, CUL 295**
- **Significant activities or contributions made to TMCC (Please limit to 3):**
  - Practiced and coached students for Skills/USA National Competition. Traveled to Atlanta, Georgia for Skills/USA National Competition. TMCC student competing in Commercial Baking competition finished 5th in the nation, Culinary Arts finished 8th in the nation.
  - Catered TMCC 50th Anniversary Fundraiser (250 people, multi course plated dinner)
  - Wrote self-study, coordinated site visit for Culinary Arts National ACF (American Culinary Federation) National Accreditation, received "Exemplary" Status.

<u>Faculty Name</u>: <u>Craig Rodrigue</u>

- **FTE:** Full time, non-tenured
- **Degree(s) or professional certification(s) awarded, discipline, awarding institution:**
  - AAS-Culinary Arts California Culinary Academy
  - Certified Food Protection Manager (ServSafe)
  - 35 years culinary industry experience
- **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g., mentoring, community service) (Please limit to 3):**
  - Skills/USA Competition Co-Chair: Culinary, State Competitions
  - Volunteered for events raising funds for culinary scholarships: Worked 2 Food Truck Fridays for High Sierra Chef Association Juniors, worked Aloha Festival
  - Worked Kiwanis Fundraiser
- **Number of years teaching at TMCC:**
  - 10 years
- **Total number of years in academia:**
  - 12 years
- **Primary courses taught:**
  - CUL105, CUL106, CUL108, CUL245, CUL250
- **Significant activities or contributions made to TMCC (Please limit to 3):**
  - Helped to cater TMCC 50th Anniversary Fundraiser (250 people, multi course plated dinner)
  - Traveled to Atlanta, Georgia for Skills/USA National Competition
  - Moved face to face classes to Hybrid during COVID

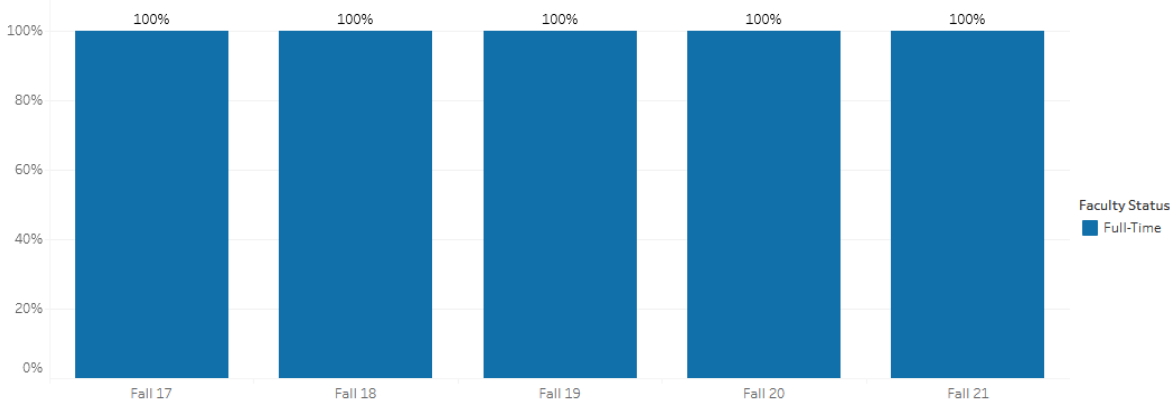# 6.B. FT/PT Faculty and Student Credit Hours Taught

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Faculty Workload

Program		Term
Culinary Arts	▼	Fall ▼

Student Credit Hours
Program: *Culinary Arts*

The above section shows the percent of student credit hours that were taught by Full-Time vs Part-Time faculty within your program's subject area. These student credit hours are not necessarily enrollments of your declared majors, they are enrollments by all students taking your courses. Student credit hours are defined as the sum of (enrolled students x units).

Headcount & FTE
Program: *Culinary Arts*

	Full-Time	
	Headcount	FTE
Fall 17	1	3.3
Fall 18	2	2.7
Fall 19	2	2.6
Fall 20	2	2.1
Fall 21	1	2.8

Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What Impact, if any, have these trends or shifts had on the program/unit?

Currently we have two full time instructors teaching all our classes plus overload.

We would like to add more special topic classes to our schedule however we only have two full-time faculty who already teach overload each semester. This over load is needed in order to make sure we are offering the students all the courses required for the degrees and certificates. The overload that is being taught is equal to what is required for a full time contract and would not require and additional facility. We have been doing this for many years and one concern is this extra workload can produce stress and lead towards problems of burnout.

With more faculty we could expand the program offerings, with more special topics classes that will be of interest to Culinary Students as well as those in the community who have an interest in taking specialized subject courses. We have suggested considering an addition of a third full time faculty. This request was also included in all our program unit reviews since 2005 and completion of the current facility.

6.C. Support Staff

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.

We have a supportive Dean (Amy Williams), an efficient Administrative Assistant (Jean Lampson) and when needed additional assistance from the Dean's Executive Assistant (Sarah Gill)

Dean of Business & Social Sciences (Amy Williams)

The Dean is responsible for establishing priorities for budget, curriculum development, instruction, program development, program/discipline review, assessment of student learning, course scheduling, faculty recruitment and development in accordance with the college's established goals as identified by the President and the Board of Regents. The Dean will be a leader with a commitment to student learning and teaching excellence and will possess strong interpersonal skills. An important role for this Dean will be to work closely with the business community to ensure TMCC is a regional economic driver providing a prepared workforce to meet the needs of our growing economy

Administrative Assistant: Sierra Building TMCC Dandini Campus (Jean Lampson)

Administrative Assistants perform a broad variety of clerical, secretarial and administrative support duties in an assigned agency, program or other work unit within State government and the Nevada System of Higher Education (NSHE). Typical duties include maintaining records and files; composing and editing correspondence; data entry; office management; budget monitoring and accounts maintenance; typing and word processing; answering telephones and relaying information; reception; duplicating and distributing materials; preparing for meetings and taking minutes; ordering and stocking supplies and equipment; receiving, sorting and delivering mail; reviewing and processing applications, forms and other documents; operating office equipment such as copiers, personal computers, computer terminals, calculators, facsimile machines, printers, and other equipment; and performing related duties as assigned.

Executive Assistant: Sierra Building, TMCC Dandini Campus (Sara Gill)

Acts in an administrative liaison capacity in conferring with managers, government officials, and representatives of other organizations concerning the interpretation of rules and regulations related to program activities and operations; transmit directives, instructions and assignments; and follow up on status of assignments with department staff. Read and screen incoming correspondence and reports; make preliminary assessment of the importance of

materials based on instructions from the executive, agency activities, and the predetermined, ongoing priorities of the organization; resolve matters personally within parameters established by the executive, and forward materials to appropriate managers and staff for analysis and reply; follow up as required to ensure responses are timely and in conformance to established standards. Receive and screen incoming calls and visitors; evaluate requests and inquiries; determine which are priority matters and alert the executive; accordingly, make decisions to page or contact the executive at off-site locations in critical situations; make referrals to appropriate administrative staff or provide requested information as appropriate. Maintain current knowledge of issues, problems, situations, and activities of special interest to the executive regarding the organization as a whole and its divisions and programs; monitor media coverage and alert the executive to new developments or articles of interest. Coordinate and facilitate the executive's calendar to schedule appointments and engagements; arrange conferences, meetings and hearings for commissions, boards, or other bodies; make travel, lodging and meetings.

Is the number of staff adequate to support the program? Explain. No, we need an additional position.

We need another staff member. A position that is not faculty, not administrative. A position that is a "Kitchen Assistant" who is supervised by the Program Coordinator or Lead Faculty. This position would oversee the needs of all areas of the culinary facility (all 8000 square feet that includes the kitchen, classroom, dining room, storage room, additional walk-in refrigeration, and walk-in freezer) and do the organization, kitchen cleaning, cleaning schedules, laundry, ironing, oversee kitchen maintenance work orders, facility start up and shut down. Follow up on safety guidelines and inspections, kitchen repairs, work with vendors doing price research, food ordering, reconcile deliveries, shopping, shipments, purchasing, food inventory, food organization, food rotation for all instructors, courses and events. Maintain MSDS (Material Safety Data) sheets and chemical safety. Help students in the lab with set up and lab completion, assist with student training and documentation of equipment safety and training. Assist Instructors with additional requests, such as setting up teaching demonstrations. Help with assigned food preparation for events that generate income for the program. Schedule and track equipment requests and use of Golden Frog from other departments.

All of this is currently being done by the Program Coordinator with the minimal aid and budget of part time I.A.(instructor assistant/student worker), the I.A. budget is far below what is needed and cannot be responsible to accomplish all of the tasks listed above. The I.A. positions are very temporary, and at times for only one semester, require time to train, and not a viable source of income to keep consistency in employment. If I.A.'s are tasked with all that is listed above, it takes them away from helping students in the lab where they are needed. These are not permanent positions so there is no consistency requiring constant

retraining by the Program Coordinator. Doing all of this goes far beyond faculty and coordinator job responsibilities, causes an unreasonable amount of additional workload for the Program Coordinator and faculty that is not compensated and will have foreseeable difficulties moving forward.

Justification: Hiring these or one of these positions (mostly the Kitchen Assistant position) would allow for growth in our program in the way of:

- Remedy for burnout currently experienced by staff and the excess of work demands that are not part of the Job Description.
- Reduction of a high workload not associated with instruction, but with the continuous growth of demands, without removing other tasks.
- Allow for development of more class offerings in new subjects and train new part time staff to teach special topic courses, and it would not require an additional facility.
- Allow for us to look ahead towards offering a Baking & Pastry degree.
- Allowing full time faculty to create more and different course offerings, credit, and non-credit classes.
- Allow more time for faculty to create additional programs. Example: Use of our hydroponic cabinet and tower and working towards acquiring a TMCC Culinary Arts food truck generating income.
- Giving faculty and students the opportunity to do more outreach and involvement in competitions, local, state and national culinary organizations.
- Allow our full-time faculty to do more Professional Training and attendance at conferences.

6.D. Facilities and Technology

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc. Are program/unit facilities and technology adequate to support the program? Explain.

We have state-of-the-art facilities for the culinary program. A smart classroom, a kitchen/laboratory, a bake shop, a line kitchen for the dining room, a 70+seat dining room, a walk-in refrigerator, a walk-in freezer, and a receiving area.
The Red Mountain Building, where the culinary program is located, is a state financed and operated facility under the control of the Board of Regents of the Nevada System of Higher Education.

INTEGRATED LECTURE/LAB KITCHEN
Our kitchen/laboratory, (RDMT 220) houses a fully equipped commercial cooking line and 10 cooking stations utilizing only the best in commercial equipment. We have a separate bakery & pastry kitchen (RDMT 220-A) also equipped with the best commercial equipment. Over a dozen

refrigerators, including reach-in and walk-in style are located within the lab kitchen and bakery. Hundreds of square feet of counter space and over a thousand square feet of storage. We have an area already set up for a laundry room next to our cleaning supply and mop sink area. Locker room and restrooms for men and ladies located within the kitchen facility. At one end of the kitchen a computer lab area for students to work on recipe selection and yielding. The various software's from our books are available for the students to use while they are working.

There is also large walk-in refrigeration and freezer located about 50 feet in the back corridor from our culinary kitchen.

The physical facilities are safe and well maintained. The equipment is kept in excellent repair. The fire code and equipment as installed allows us to hold classes with a maximum of 24 students. Included in the report is an equipment list.

DINING ROOM

The Golden Frog Dining Room (RDMT 250) is configured to seat 40+ guests. A few feet away, are two rooms. One is used generally for wait staff, mostly for beverage set up. The other service area is geared towards bus service use for all things needed to set up the dining room. Outside the doors of the dining room, we have placed additional tables where we can accommodate up to 32 more covers. This we call our bistro seating. Also located in the dining room is a custom-made counter and bar area.

The Golden Frog is open to the public when CUL200, Aromatics/Restaurant Experience, CUL210, American Regional Cuisine, CUL220, International Cuisine, and CUL170 Retail Deli and Bakery are scheduled. It also serves as the classroom for all beverage, wine and food paring classes.

CLASSROOMS

RDMT-223 is the prime lecture classroom for the instructional period at the start of most integrated kitchen lab classes. For this purpose, the program has a smart classroom set up which includes a demonstration area for instructor or guest chef to do cooking demos. There is a computer with internet access and large screen for students to view PowerPoint presentations, any internet information, Elmo, VCR, or DVDs.

LONG TERM STORAGE ROOM

RDMT-224 is a large storage room located about 50 feet away in a back corridor. In this room we store little used equipment such as catering hot carts, a portable salad bar, excess and mismatched flatware, old records, extra storage carts, cold beverage dispensers, etc. In this same corridor are our walk-in refrigerator and freezer for culinary.

7.A. Five-Year Plan

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Using your analyses from previous sections, develop a 5-year plan for the program(s). Include an estimated timeline of goal completion. Please address the following questions:

  • Using the most significant curriculum and assessment-driven findings, describe strategies to sustain or improve student learning. This may include deactivating existing courses or introducing new courses or programs to meet current trends in the discipline or industry.

  • After considering the most significant enrollment findings,

discuss strategies, if needed, to improve enrollment and address these factors. These may include more efficient scheduling, streamlining pathways to completion, outreach to underserved students, internal or external factors anticipated to impact future enrollment, etc.
   • With respect to course completion rate, graduation, and transfer, discuss strategies to enhance student success and close equity gaps. These may include curriculum changes, pedagogical changes, streamlining pathways to completion, improving advising, mentoring, retention efforts, etc.
Considering the above strategies, what are the major goals that the department/unit hopes to accomplish in the next 5 years? Include an estimated timeline of goal completion. How does the department or unit plan align with the Academic Affairs Strategic Plan or the College's Strategic Master Plan?

5-year plan for the program:

- Deactivating existing courses:
    - CUL101 by Fall 2024

- If we have more staff.
    - We suggest: Introducing new courses or programs to meet current trends in the discipline or industry.
    - Also for the program's future, as hard as it is to think about there may be a need for hiring staff to help the program with the possibility of staff retiring.
    - Help improve enrollment: (**We have already improved the scheduling and a way for students to get through the sequencing**). Several years ago, we started scheduling classes in blocks so students can accomplish more classes each semester. With this scheduling a student can come to classes two days a week, go through the course sequencing, accomplish four in-person courses a semester, take additional in-person or on-line classes if they choose work in the industry full or part time, and take care of family and life necessities. **Suggestion to help improve enrollment**: Increase the presence of our program in the TMCC website with help from the PIO department. Culinary is so popular in our culture and employers are in need of filling jobs, there should be more promotion of our program on the TMCC website and social media, directed by the TMCC PIO department.

8.A. Resource Requests

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Identify any resource requests. For each request, please indicate whether the request is for an additional faculty and/or staff position, capital improvements (facilities), technology or specialized instructional resources, or professional development. Address the following items:

  • **Request (Additional faculty/staff, capital improvements, technology or other specialized instructional resources, or professional development)**
  • **Estimated time to hire or time the request will be made.**
  • **Projected measurable outcomes. Which PLOs and/or student success metrics does the department hope to improve as a result of the request?**
  • **Alignment to the Academic Affairs or College's Strategic Plan**

Request (Additional faculty/staff, capital improvements, technology or other specialized instructional resources, or professional development)
#1. Perkins: (Resources we usually get, count on, and will continue to request)
Each year we apply for Perkins money for items needed to replace kitchen equipment and small wares. Perkins funds also help us each year to be involved in Skills/USA State and National Competition. We don't always get approved for the equipment, we have always qualify for the Perkins funds for competitions.

#2. Needs:
We need another staff member. A position that is not faculty, not administrative. A position that is a "Kitchen Assistant" who is supervised by the Program Coordinator or Lead Faculty. This position would oversee the needs of all areas of the culinary facility (all 8000 square feet that includes the kitchen, classroom, dining room, storage room, additional walk-in refrigeration, and walk-in freezer) and do the organization, kitchen cleaning, cleaning schedules, laundry, ironing, oversee kitchen maintenance work orders, facility start up and shut down. Follow up on safety guidelines and inspections, kitchen repairs, work with vendors doing price research, food ordering, reconcile deliveries, shopping, shipments, purchasing, food inventory, food organization, food rotation for all instructors, courses and events. Maintain MSDS (Material Safety Data) sheets and chemical safety. Help students in the lab with set up and lab completion, assist with student training and documentation of equipment safety and training. Assist Instructors with additional requests, such as setting up teaching demonstrations. Help with assigned food preparation for events that generate income for the

program. Schedule and track equipment requests and use of Golden Frog from other departments.

All of this is currently being done by the Program Coordinator with the minimal aid and budget of part time I.A.(instructor assistant/student worker), the I.A. budget is far below what is needed and cannot be responsible to accomplish all of the tasks listed above. The I.A. positions are very temporary, and at times for only one semester, require time to train, and not a viable source of income to keep consistency in employment. If I.A.'s are tasked with all that is listed above, it takes them away from helping students in the lab where they are needed. These are not permanent positions so there is no consistency requiring constant retraining by the Program Coordinator. Doing all of this goes far beyond faculty and coordinator job responsibilities, causes an unreasonable amount of additional workload for the Program Coordinator and faculty that is not compensated and will have foreseeable difficulties moving forward.

Justification: Hiring these or one of these positions (mostly the Kitchen Assistant position) would allow for growth in our program (in our current facility):
Cost of a Kitchen Assistant (Starting about $35,000 a year), Cost of additional instructor ($45,000)

 • Remedy for burnout currently experienced by staff and the excess of work demands that are not part of the Job Description.
 • Reduction of a high workload not associated with instruction and the continuous growth of demands that are never reduced only added on.
 • Allow for development of more class offerings in new subjects and train new part time staff to teach special topic courses, and it would not require an additional facility.
 • Our facility is one of the best there and known for its cleanliness and organization, in order to maintain this standard, it needs to be cared for the continued success of our students and program.
 • Allow for us to look ahead towards offering a Baking & Pastry degree.
 • Allowing full time faculty to create more and different course offerings, credit, and non-credit classes.
 • Allow more time for faculty to create additional programs. Example: Use of our hydroponic cabinet and tower and working towards acquiring a TMCC Culinary Arts food truck.
 • Giving faculty and students the opportunity to do more outreach and involvement in competitions and National culinary organizations.
 • Allow our full-time faculty to do more Professional Training and attend conferences.

Estimated time to hire or time the request will be made.

 • As soon as possible.

Academic Standards and Assessment Committee Findings and Recommendations

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Culinary Arts PUR Self Study 2022-20223

ASA Review Date: 2/10/2023

Meeting Date: 4/14/2023

Academic Standards and Assessment Committee's Findings:

The Culinary Arts program is valuable to TMCC and the ASA Committee is impressed by the "exemplary" rating from its programmatic accreditation. The program also has also put value into reducing student costs wherever possible. The Committee is concerned about the lack of program level (and course level) assessment being conducted. We support the need for a Kitchen Manager position.

Program Strengths:

- The program received "Exemplary" status at its last programmatic accreditation, and is one of only 50 nationwide.
- The program has an active advisory board, which assists with insight on curriculum, equipment, internships, and job advertisements for students.
- The program has made meaningful progress towards previous PUR recommendations where possible.
- The program is dedicated to decreasing student costs whenever possible including the use of OER, having textbooks available in the library, and options for low cost uniforms and culinary tools.
- Data suggests that this is a small but viable program.
- Strong course completion rates, including among historically underserved populations, support student success in the program.
- Physical resources are excellent and support the program.

Areas of Concern or Improvement:

- As noted in the self-study, the program's course assessment has been inconsistent and not reflected at the program level.
- With only two FT faculty the lack of a kitchen manager puts additional strain on FT faculty who have to complete these needed tasks in addition to teaching.
- CUL 108 and CUL 125 are hidden prerequisites for CUL 295 in the AAS Culinary Arts Entrepreneurs program.
- It is unclear whether instructional materials are reviewed for accessibility.
- IS 101 is a required course for the AAS Culinary Arts Entrepreneurs but does not map to any PSLOs.

Recommendations:

- Develop and implement assessment of Program Learning Outcomes (PLOs) that aligns with ACF accreditation standards and regularly reviews program enrollment and completion for any equity gaps.
- Work with the DRC to evaluate instructional videos and OER for accessibility.
- Evaluate the need for IS 101 in the AAS Culinary Entrepreneurship program since it does not map to any of the PLOs.
- Deactivation of CUL 101 as noted in the self-study is appropriate and should be completed by the end of Spring 23.
- Restructure the recommended course sequence for the AAS Culinary Arts Entrepreneurs to include CUL 108 and CUL 125 ahead of CUL 295.
- The Committee supports the need for a Kitchen Manager and recruitment of PT instructors to relieve some of the burden on FT faculty as stated in the Self Study and Dean's comments.
- Develop a concrete and actionable 5-year plan that incorporates clear curricular strategies to improve the program, addresses any equity gaps that may exist, and includes student success metrics (e.g. course completion, retention, graduation).

Other comments:

CRC will be reviewing CUL 245 CLOs to ensure that they are in-line with the new Quantitative Reasoning General Education Learning Outcomes.

Dean's Findings and Recommendations

Culinary Arts

Culinary Arts 2022-23 PUR Self-Study

Academic Dean's Findings:

The Culinary Arts program at TMCC is a much needed program in our community and serves a top industry in Northern Nevada. It continues to be a viable program at TMCC, offering relevant certificate and degree programs and training students in state of the art facilities on relevant and current methods that are immediately applicable in the workforce.

Strengths:

The strengths of the TMCC Culinary Arts program include:

- State of the art industrial culinary facilities and dining and classroom space that is ideal for a culinary program
- Well trained and experienced chef instructors for students to learn from
- Relevant curriculum supported by local industry
- The program is well respected in the community and is involved in community events
- The program has earned exemplary status with their accrediting body
- The Culinary department chefs support their high school colleagues
- The Culinary program gets more webpage visits than most program webpages at TMCC demonstrating clear interest in the program
- Substantial hands-on experiences in nearly every class of the program ensure students have

solid experience and practice to excel in the industry
  • The program offers occasional lunches and dinners that are very popular, sought after and delicious

Areas for Improvement:

Areas for improvement include:

  • The program does not have any part time faculty and the coordinator is resistant to hiring part time faculty, this greatly hinders program growth, instructional variety, diversity and more while also causing an unnecessary burden on the full time faculty who then have to teach all sections
  • The program enrollment, FTE and completion numbers have been on a downward trend which can only partly be explained by the pandemic as this was the case pre-pandemic as well
  • The program faculty have an inordinately high number of additional responsibilities in addition to teaching that are unique to this program. With the resignation of one full time position that has not been filled, this has only increased. The additional work causes a workload that is not sustainable and a solution needs to be found to cover the routine kitchen management responsibilities so that the faculty can focus on instruction and program improvement
  • Culinary Arts is a high cost program to run due to high food costs and other consumables, kitchen maintenance, lab supplies and many other needs
  • The program has not effectively stayed on top of regular course assessment and review practices
  • Due to the long labs and course and hour requirements that need to be met for accreditation, the schedule can be difficult for students to be full time students and to finish the program in a reasonable amount of time which may be one of the reasons more students do not declare culinary majors
  • Most culinary education programs have a retail side of the operation that is run by students, examples include a regular restaurant type facility that is open regularly, grab and go counter, and bakery. TMCC Culinary Arts has not been able to find a way to have this sort of thing and so catering requests end up being a hardship on the program. If the East View concept ever comes to fruition, I believe the program will need to figure this out.

Summary Action Recommended (Continue program(s), significantly revise, discontinue, etc. followed by explanation):

The culinary programs are all viable and should continue. I believe there are areas that could be focused on that were not recommended in this PUR and will add a few of those to my recommendations. I agree that a solution needs to be found to take some of the kitchen maintenance duties off of the faculty and would suggest that the vacant position be considered for reclassification to a lower level that focuses on all of those types of duties. At this time I do not agree that a third full time faculty member should be hired. The program is very small and is seeing a decline. It is the only program I am aware of at TMCC that does not utilize part time faculty. I strongly believe that part time faculty need to be included in the program and that this will solve a lot of the concerns with overloaded schedules and responsibilities. There are many programs at TMCC that have specialized facilities and equipment and they manage to have effective programs with part time faculty and I know that Culinary Arts can as well. I believe the Culinary has potential for growth that we are not tapping into and would like to explore various aspects of the program to see if we can determine what barriers might exist. Finally, I believe there may be opportunity for skills certificates that could draw students into the program, increase registration numbers, and create a pipeline to leveled completion.

Recommendations and Implementation Timeline:

1. Deactivate CUL 100 - Spring 2023
2. Catch up on course assessments that are behind, update assessment cycle, and make changes based on assessment results - Start Spring 2023 and continuously stay on track moving forward
3. Add an updated part time instructor pool position with Human Resources and begin to include part time faculty into the teaching schedule - Fall 2023
4. Propose a reclassification of the Kitchen and Catering Coordinator position to a kitchen assistant, including a written justification and details of job duties - Fall 2023
5. Explore the idea of creating skills certificates in Culinary and Baking with the advisory board and other local industry contacts - Spring 2024
6. Conduct a full review of what a class schedule would look like for each Culinary certificate and degree and ensure that the schedule is practical. Make any adjustments possible to make the schedule as streamlined as possible for students to increase registrations and completions across the board. - Spring 2024
7. Work with marketing to create and update marketing materials and other marketing efforts to increase awareness and interest in the program - Fall 2024
8. Possible recommendation if East View happens or if the program experiences enough growth to make it happen: Visit at least two successful Culinary education programs that operate a "business" as part of the program, create a plan and take strides to incorporate something similar at TMCC. - TBD

Resources Necessary for Implementation of Recommendations:

The only additional financial resources needed for the above recommendations other than the last one would include the funding to cover a kitchen assistant. This would actually be a lower amount of money than the currently budgeted position in this department that I suggest be reclassified.

Should the program decide to explore the business option there would be funds needed for program site visits as well as program start up costs. This is not a dollar amount that can be estimated at this time.

Impact of Recommendations on Division Planning:

No significant impact on division planning is needed for the completion of the recommendations unless the last one is implemented.

Impact of Recommendations on Program/Unit Faculty:

If a kitchen assistant is hired, this will relieve faculty from time spent on these tasks so that they can better focus on the traditional roles expected of faculty, some of which have not been feasible due to the time spent on kitchen tasks.

If part time faculty are hired, this will relieve current faculty from large course overloads and help reduce burnout and frustration. It will also increase the involvement of qualified educators who may become future faculty in the program should the need arise due to program growth or faculty retirement.

All of the recommendations will have a positive impact on both the program and the faculty.

Should the business idea be eventually considered, this would have a total impact on the program

and the way it is run. It is a very different model.

Vice President of Academic Affairs' Findings and Recommendations

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VPAA's Findings and Conclusions: (Include which of the ASA Committee's and Dean's findings and recommendations were upheld or not upheld.)

The Culinary Arts program is a vital arena of CTE training for our region and its students perform well in competitions such as Skills USA.
The two FT faculty members are experienced, accomplished instructors and their students benefit from their tutelage.
The program's receipt of exemplary status from its ACF accreditors is a significant achievement that ensures it has a stable foundation upon which to build and grow.

Strengths:

The program faculty are skilled and experienced, and they deliver a rigorous and diverse curriculum.
The program's facilities and equipment are of high quality and are well maintained.
The accreditation team praised the program's delivery of instruction and the caliber of its students.
The course completion rates are high.

Areas for Improvement:

This program has suffered a very rapid enrollment decline over the last dozen years. Its FTE fell nearly by half between Fall 2011 and Fall 2019 (from 67.9 to 35.8), even before the pandemic. During the pandemic, FTE dipped again before recovering to +30 since Fall 2022. Enrollment needs to grow once more in order to meet the needs of the job market, which is facing significant labor scarcity. The US federal Bureau of Labor Statistics reported in September 2022 that "overall employment of food and beverage serving and related workers is projected to grow 9 percent from 2021 to 2031, faster than the average for all occupations."
https://www.bls.gov/ooh/food-preparation-and-serving/food-and-beverage-serving-and-related-workers.htm

This program employs no PT instructors, which limits its capacity to grow, evolve, and incorporate new talent. PT instructors are highly valued members of our college instructional workforce, and it is among their ranks that we often nurture and develop future FT faculty hires. Instead of hiring and cultivating PT instructors, the two FT faculty members on staff often teach overload credits.

The program is blessed with an excellent dining space for front-of-the-house instruction, the Golden Frog, but it sits largely unused, even in the wake of the pandemic, which is unfortunate. This should be open for lunch 3 or 4 days a week and also for special events, staffed by PT instructors who are able to teach the necessary courses, as occurs at CSN and also at my prior institution. A space like this is an invaluable asset and it should be maximized.

Recommendations and Next Steps for the Program Based on the PUR:
(Include whether the program should be continued, significantly revised, or discontinued, followed by a rationale.)

The TMCC-NFA contract states that "A six-credit (6) per semester overload teaching limit, paid at the part-time rate, will be upheld consistently throughout all instructional divisions except in the case of an emergency (sudden resignation, unexpected absence, etc.) when a faculty member may be granted an exception with the recommendation of the Department Chair and approval of the Dean and Vice President."

The Dean mentions resistance on the part of the Program Coordinator, Chef Karen Canaan, to the idea of hiring PT instructors, but resistance to an idea does not constitute an emergency situation. To grow this (or any) program and infuse it with new ideas, approaches, and talent, PT instructors must be hired and their teaching abilities cultivated by more senior faculty. Mentoring PT instructors is important, as it is through supervising and mentoring colleagues that program leaders can themselves grow. Likewise, students are exposed to new techniques and experiences when they meet an array of practicing professionals. It can feel safe to maintain direct control over all aspects of program delivery, particularly when accreditors are watching, but when faced with a need to expand a program to meet urgent workforce demands, maintaining direct control over everything is neither feasible nor sustainable. It can even be unhealthy. To grow successfully, academic program leaders must learn to delegate, mentor, and inspire multiple colleagues just as they do students. Trusting junior colleagues involves risk, and things can sometimes go awry, but these are also teaching and learning opportunities, and they are more manageable than attempting to do most everything oneself.

Resources Needed to Implement Recommendations Towards Program Improvement or Enhancement:

The authors make a fair case for hiring a kitchen assistant to help with basic tasks, which would free up the FT faculty to focus on instruction. However, this alone will not enable the program to meet the needs of the workforce. To grow, the program must welcome aboard PT instructors who bring new experience and perspectives. PT instructors can also become excellent FT faculty, which enables curricular adaptation and even succession planning. Kitchen help alone cannot deliver this.

Once the program hires PT instructors, increasing both sustained instructional capacity and enrollments, my office will support the hire of an assistant, especially one who is equipped to teach a few sections per year and/or manage the Golden Frog. Our Culinary program has a very strong foundation and two expert faculty, and I am confident that they can expand our instructional workforce too.