Annual Program Review Form
Fall 2012

Department: Culinary Arts and Hospitality Studies
Contact Person: Tannis Reinhertz
Date: November 15th, 2012

Please check this box to certify that faculty and staff in your unit discussed the unit’s major planning objectives: 

Description of Programs and Services and their Locations

The Culinary Arts and Hospitality Studies Department offers both credit and non-credit programs at the Ocean, Downtown and soon Chinatown campuses; the Culinary Arts and Hospitality Management Program (CAHM), housed at the Ocean campus, meets graduation requirements of an Associate of Science Degree with Majors in three areas: Culinary Arts Management; Food Service Management; and Hotel Management. In addition, the CAHM program is accredited by the American Culinary Federation (ACF), an outside professional education foundation. The non-credit program, Culinary and Service Skills Training (CSST) housed at the Downtown campus, offers two certificates: Baking and Pastry, and Food Technology and Dining Services. The department is unique in that it also provides daily foodservice, catering, and event planning to the college community as part of our hands-on classroom learning. At the Ocean campus, our credit program provides breakfast, lunch and dinner at the Cafeteria, Pierre Coste Dining Room, and the Mediterranean Café (which changes culinary concepts once a year). Both our non-credit Food Technology and Dining Services and Pastry and Baking programs provide lunch, pastries and baked goods for the Organic Coffee Company as well as the Educated Palate. In addition, we also offer weekly themed-based dinners and private catered events at the Educated Palate. The Chinatown Campus has two new kitchens, one light production, the other a demonstration kitchen that will be used to expand consumer and industry retraining offerings. Additionally, the department offers a hotel Front Office lab/lecture class at the Southeast campus every fall semester, which is both an introductory capstone class for hotel majors and an entry-level job pathway for non-hotel majors interested in working at hotels. Finally, the CAHS department also houses the Alice Statler library, the largest hospitality related library on the west coast. The “Alice” is a key resource for our students, faculty and the hospitality industry at large.

Alignment of Programs and Services with Current CCSF Vision and Mission Statement:

The Culinary Arts and Hospitality Studies Department programs align with CCSF Mission Statement if the following ways:

- “Achievement of Associate Degrees in Arts and Sciences”: AS degrees are offered in our credit program with majors in Culinary Arts Management; Food Service Management, and Hotel Management.

- “Acquisition of certificates and career skills needed for success in the workplace”: Two certificates are offered in our non-credit program: Culinary Arts and Service Skills, and Baking and Pastry. Our Front Office class provides hands-on career skills needed for entry-level employment as a Front Desk Associate the hotel industry.

- “Transfer to baccalaureate institutions”: department data shows 10-15% of CAHS degree students transfer to 4 year Hospitality programs such as, SFSU; UNLV; Cal Poly Pomona; Cornell; USF or SJSU.

- “Provide affordable / unparalleled learning experience”: No other two-year culinary or management programs offer the same level of hands-on experience (we serve over 1500-2000 people a day between five food service outlets). In addition, most culinary or management programs cost between $35,000 to $62,000 without an Associate Degree; our degree program costs under $5000; while our certificate program costs under $500. Moreover, the department has many industry based scholarship opportunities ranging from $500-$2,500.00 per semester (between 1/3 to 1/2 of second/third and forth semester degree candidate students receive some sort of scholarship money).
Alignment of Programs and Services with Board’s Planning Priorities for 2013-2014

1. Put students first by using data related to student needs to set priorities for distribution of resources. Analysis of internal data is conducted in the following areas to manage enrollment more efficiently: Fill rates during pre-registration, enrollment drops between the first day of class and census day. Our department has target rates for both credit and non-credit, with both programs being impacted. Using department data/capacity/trends we are able to identify demand for programs/classes offered (every semester vs. every other), or increase acceptance rates to offset “natural” attrition.

2. Continue to implement and assess strategies to close student achievement gaps for identified underrepresented groups. The department faculty and CCSF staff continue to be the main resource for identifying achievement issues and supporting student success. The Department Chair and Program Advisor are responsible for program admissions which includes a New Student Orientation covering everything from placement testing, matriculation, evaluating prior college credit, development of educational plan, CCSF resources (DSPS/Vets/BOGG waivers, etc.), to graduation and job placement. The Department Chair and Program Advisor meet with EVERY student at least once a semester to assist in educational planning. In addition, the department has a follow-up policy with any student who has dropped the program to see where/if the student needs help succeeding. During monthly staff meetings achievement strategies and assessment are often on the agenda.

3. Strengthen excellence in teaching, learning, and support services through a focus on student learning outcomes, student achievement, and student goal completion. The department was cited as an example of excellence by the WASC accrediting team for its work on SLO’s, graduate tracking and student goal completion. The department has also had two all-day retreats in the past two years focusing on SLO’s, best teaching practices; assessing department vision and mission statement to reflect teaching/learning and student goals. In addition, all faculty (including part-time faculty) are in a full cycle SLO assessment process. Discussion relating to assessment will be held at end of the semester meeting in December, with an action plan and new goals/deadlines agreed upon.

4. Implement all the actions included in the Accreditation reports of October 15th, 2012 and March 15th, 2013 to ensure City College retains its accreditation. The programs of this department support the CTE and the transfer student components of the CCSF Vision and Mission statement.

5. Meet the base FTES goal in as cost effective way as possible. The department implemented a strategy to maximize enrollment in lecture classes (increased caps where we are able, more community outreach for non program major classes). Where possible, we have used private funds to pay for classes, removing the cost from the U fund.

6. Focus in increasing productivity in all FTES generating programs. Given the maximum student to faculty ratio allowed for our labs, department productivity continues to be strong.

7. Secure outside partners wherever possible and cost-effective to assist in select non-credit offerings. For the past 10 years ZAP (Zinfandel Advocates and Producers) have funded the wine education course ($5000.00 per year), and the department is currently working with the City of San Francisco’s Workforce Development Department to fund instruction/supplies for the City wide Hospitality Initiative; a retraining/placement program. In addition, the department continues to fundraise and receive non-restricted funds from industry and alums to use for items such as, equipment upgrades.

8. Use the program review process to identify programs that need to grow or are in decline. The department will use this document to that end.

9. Reduce the cost of faculty non-instructional cost. The department programs are VERY labor intensive, consisting of mostly hands-on labs. All non-instructional costs are used in support of those labs (students can’t be expected or asked to do everything to ensure smooth lab operations). However, the department has decreased non-instructional cost in both credit and non-credit without damaging student learning, and will continue to keep cost steady.

10. Reduce expenditures wherever possible in order to achieve fiscal stability. Last semester the department met with administration and presented a multi-faceted plan to reduce cost in several areas. Parts of the plan have been implemented (cost in areas controlled by the department have slightly decreased), and the department will continue to work with all stakeholders to reduce cost while still adhering to the Vision and Mission of CCSF.
Alignment of Programs and Services with Strategic Plan 2011-2016

As mentioned above, the Department programs and courses align with a majority of objectives listed in the Strategic Plan. As such, the department will highlight only a few in each section, but would look forward to any opportunity to address them all.


- V. Strengthen links between/among departments and programs with classes in basic skills instruction, including but not limited to: Transitional Studies, ESL, Mathematics, English, and Career Technical Education. The department continues to have strong ties to the Business, Biology, and Labor Studies Departments, with faculty from these departments teaching CAHS major core courses: CAHS 34 Hospitality Law, CAHS 42 Hospitality Accounting, BSEN 74 Business Correspondence; SUVP 233 Human Resource Management; SUVP 231 Supervision and Management; MABS 60 Intro to Computer Appl. For Business; LBCS 96C Labor and the Modern American Workplace; MB 51 Sanitation and Practices; NUTR 51 Elementary Nutrition. The department has built relationships with department chairs/faculty across disciplines that allow CAHMP faculty to focus on teaching in their areas of expertise. In addition, the department works closely with student support areas such as Counseling / Admissions / Matriculation (to name a few) to assist students in meeting their goals. The Department Chair has also built solid relationships with other Department Chairs / Program Coordinators and Administrators with the goal of assisting students when and wherever needed; the most fruitful, sharing best SLO’s practices across disciplines since we all share the same students. The department has also taken advantage of Perkins funding to modernize our data tracking of student job placement/ alums, this system was shared with other Department Chairs. Lastly, the CAHS program has always been a hybrid, preparing students for the workforce while also requiring them to complete their AS degree. As such, we have always sought out and fostered partnerships with other departments. The department has worked with both the Dean of Non-Credit Admissions and the retired Chair of Non-Credit Counseling to streamline the CSST admission process and develop a waitlist system (which no non-credit program had). This had lead to better FTES management and program planning.

- XIV Encourage out-of-classroom learning activities to provide a range of opportunities, including service learning, internships, tutoring, mentoring, and cultural and recreational activities. In CAHS students’ final semester they take CAHS 40W, a 240-hour unpaid industry internship that focuses areas of student interest; 80% of students are offered jobs once their internship is done. While not all avail themselves of this option, the learning experience and networking opportunity is invaluable. Through the office of Travel Abroad, the department also offers a summer course; CAHS 206 Ethnic Cuisines, (CSU transferable); a faculty lead, three-week cooking demonstration /hands-on / cultural exploration of the food and traditions of Oaxaca. Less formally, students in both credit and non-credit take advantage of a variety of industry based volunteering opportunities such as assisting chefs for Project Open Hand. Moreover, many of the CAHMP classes have out-of-class fieldtrips to Farmers Markets, Hotels/Restaurants and Purveyors. Finally, the department has a faculty advised, student run activities club called the 5-star club. The club organizes trips around the Bay Area focusing on areas of student interest such as visiting wineries, bakeries or farms. In addition, the club organizes guest speakers on subjects such as cheeses, chocolate making or trends in the industry, to name a few.

B. Communication and Information

- II. Increase use of social media and other communication tools across the college and for communication with the students and communities the college serves. The department uses Constant Contact, a web-based data management tool used to communicate job opportunities, updates on student or faculty activities, or other pertinent information to current students, alums, internship host, employers, and friends of the department. In addition, the department has a Facebook page (as do most faculty), the Department Chair tweets to students/alums about happenings in the industry. The department webpage is also updated every semester or as needed.

- VII. Conduct employer and professional practice surveys to evaluate curriculum competencies in career and technical education disciplines. Every semester internship hosts complete evaluations of interns. This information is an ongoing tool used to assess department curriculum and student competencies. In addition, as part of the ACF accreditation standards, the department is required to have an Advisory Board consisting of industry, alums, and a current student. The board has a curriculum sub committee that advises the department and helps define SLO’s, skills and competencies.
C. Campus Facilities and Communities

- VI. Develop regular maintenance plans, including retrofits for existing facilities, to provide a high quality educational environment and meet the needs of programs and students, always adhering to College standards for sustainability. Both the Ocean and Downtown facilities are in need of major retrofits. At the Ocean campus, the kitchens and labs (PCR/Cafeteria and Mediterranean Café), haven’t been upgraded in over 50 years. At the Downtown campus, the restaurant was successfully moved from the basement and rebuilt to meet all College sustainability standards; however the kitchen lab is still quite old. The department has secured private funds to remodel a key demonstration / lecture classroom (over 250 students use this room every semester), and is working with Facilities and Planning, Peter Goldstein and others to adhere to College sustainability standards. In addition, the department has drafted a facilities maintenance plan that focus on both education and streamlining support staff workload.

- VII. Collaborate with community partners in promoting sustainability. The department continues to collaborate with Carlita Martinez to increase sustainability awareness throughout the Ocean campus as it relates to foodservice. This partnership has lead to a “Green” bin for composting; “Blue” bin for recycling; and “Black” bin for trash. This system is used in every kitchen on both campuses, as well as the cafeteria where Carlita has student workers stationed to educate the general population and assist students where needed. This has also lead to an 87% reduction of waste in all kitchens. In addition, all to-go containers, straws, cups, etc., are now 100% compostable. While these products greatly increase supply cost, they also align the department with the college goal of promoting sustainable foodservice practices.

- X. Maintain clean and functional facilities that support student learning. Safety and sanitation is a department wide SLO as well as an ACF accreditation standard. Students are involved in every aspect of maintaining a clean, safe and sanitary facility. In addition, the department keeps safely and sanitation logs, has regular inspections from the City health department and all culinary and foodservice faculty hold a Food Safety Managers Certification issues by the State.

D. Diversity and Inclusiveness

- VI. Increase the opportunity for students to support other students through peer mentors, tutors, and other appropriate methods. Students in both CSST and CAHS programs start as a cohort and for the most part finish at the same time. This allows for natural peer mentoring and tutoring. The department has a very diverse student population ranging in age, ethnic, cultural, social/economic backgrounds and students are taught to work as a team from the first day of class. This coupled with intentional classroom strategies and faculty support, increases opportunities for students to support each other.

- XII. Improve and promote greater access to financial aid and other support resources for all credit and noncredit students. Both credit and noncredit students have access to industry sponsored scholarships ranging from $250.00-$2,500 per semester. In addition, the department highlights CCSF support resources; including relevant information on all faculty syllabi. Lastly, faculty and the Department Chair are aware of key contacts in CCSF resources areas, and works with faculty/staff in those areas as needed to support students.

E. Technology

- IV. Increases access and support for appropriate technology-mediated instructional equipment used to enhance student learning such as smart classrooms and instructional labs. The department received Perkins funds for technology related instructional equipment. As a result, all classrooms in the Statler Building are now smart classrooms. In addition, Perkins funds were recently used to upgrade the Point of Sales (POS) system used in all the front-of-house labs (PCR, Mediterranean Café, Cafeteria and Educated Palate). This allows the department to teach using the most current industry technology. Lastly, this system could potential be used by all CCSF students to “load” funds onto a “credit card” that is used for services throughout the college, such as paying for books, classes, food, etc.
X. Improve student access to computer labs and other technology resources using integrated systems and consistent policies and procedures. A recent Perkins grant written by Andrea Niosi, Head Librarian of the Alice Statler Library, and the Department Chair, funded 26 new computers (replacing old computers), for use in the Alice Statler computer lab, used by both students in the program, and the general student population. In addition, as many of the CAHS classes are tech-enhanced, with faculty integrating the use of Insight, the upgraded computer lab gives students more access to technology resources.

F. Resources and Staffing

V. Assess staffing levels across departments and programs and make adjustments that rebalance human resources. The department has presented a plan to administration to retrain some of the 2615 staff in an effort to address and adjust the department’s human resources needs. The Department Chair, School Dean, Administration and SEIU are continuing to discuss these issues and potential adjustments.

VI. Increase the recruitment and hiring of a diverse faculty, staff and administration. Last semester, the department participated in the CCSF Faculty Diversity Internship Program. However, once the full-time faculty position was put on hold, our intern left to work elsewhere. We recruit applicants using a number of tools, such as the Faculty Diversity Internship Program, outreach through social media/word-of-mouth to our industry partners and alums and professional organizations.

2. Please provide reflections on the data trends for your department. If you have additional data that you would like to provide, please also include that here.

Data shows a 6% drop in FTES from Fall 2011 to Fall 2012, but no significant drop in FTES for 2010-11 to 2011-12

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>% Change</th>
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<tbody>
<tr>
<td>FTES/FTEF</td>
<td>177</td>
<td>166</td>
<td>-6%</td>
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However, annually the numbers show a slight increase in FTES:

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<th>2010-2011</th>
<th>2011-2012</th>
<th>% Change</th>
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<tr>
<td>Credit</td>
<td>397.67</td>
<td>392.09</td>
<td>1.4% decrease</td>
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<tr>
<td>Noncredit</td>
<td>104.97</td>
<td>119.87</td>
<td>15% increase</td>
</tr>
<tr>
<td>Total</td>
<td>502.64</td>
<td>511.96</td>
<td>1.8% increase</td>
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The 6% decrease reflects cuts in credit classes, not a lack of student demand. Furthermore, looking at the bigger picture, the CAHS department has increased productivity by 22% between 2007-2012.

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<tr>
<td>FTES/FTEF</td>
<td>15.66</td>
<td>16.98</td>
<td>18.01</td>
<td>19.76</td>
<td>19.15</td>
<td>22% increase</td>
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The supplied positive attendance numbers seem to have large inconsistencies although they all show a large increase. For example, if using age the increase is 25% between 2007-2012. However, if using gender, the increase is 62% between 2007-2012. In addition, there are only three full-time faculty, something not accurately reflected in the numbers received by the Office of Research and Planning. In talking with Steve Spurling in the Office of Research and Planning, we discovered a number of faculty “charged” to our organization in 2011-2012 who shouldn’t have been. At Steve’s suggestion, I also informed Fabio Saniee in the Scheduling Office of this issue.

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<tr>
<td>FTES/FTEF</td>
<td>7.26</td>
<td>8.14</td>
<td>8.33</td>
<td>14.64</td>
<td>10.29</td>
<td>Not calculated because the 2011-2012 FTEF is incorrect.</td>
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The college and department are faced with two clear options based on FTES/FTEF data and demand. As long as demand is present the department will continue to have solid productivity and stay aligned with college and board goals. The department could also expand to meet greater demand using a model commonly used in science lecture/lab classes. For example: A new Baking and Pastry major could have a 3 hour lecture / 3 hour lab with 44 students and two labs with 22 students each.

First 22 students

\[ \text{FTES} = \frac{(22 \text{ students} \times (3 \text{ hours lab} + 3 \text{ hours lecture}))}{30} = 4.4 \]
\[ \text{FTEF} = 0.134 \text{ (lab)} + 0.2 \text{ (lecture/conference)} = 0.334 \]
\[ \text{FTES/FTEF} = 13.2 \text{ for the first lab section} \]

Second 22 students

\[ \text{FTES} = \frac{(22 \text{ students} \times (3 \text{ hours lab} + 3 \text{ hours lecture}))}{30} = 4.4 \]
\[ \text{FTEF} = 0.134 \text{ (lab)} + 0.0 \text{ (lecture/conference)} = 0.134 \]
\[ \text{FTES/FTEF} = 32.8 \text{ for the additional lab section} \]

Total for two sections

\[ \text{FTES} = \frac{(44 \text{ students} \times (3 \text{ hours lab} + 3 \text{ hours lecture}))}{30} = 8.8 \]
\[ \text{FTEF} = 2 \times 0.134 \text{ (lab)} + 0.2 \text{ (lecture/conference)} = 0.468 \]
\[ \text{FTES/FTEF} = 18.8 \text{ for the two sections} \]

Looking at this model, a strong case could be made for expanding the department if resources were allocated. While culinary has often been cited for being too expensive, the numbers show the department is productive, adds tremendous value to the college and could viewed as a revenue center based on more then operational sales.

Demographics

We are the affordable access point for underrepresented groups and a stepping-stone to higher paid jobs in the hospitality industry. In credit 70% of our students come from underrepresented groups and in noncredit it’s even higher. While age in noncredit is more evenly distributed between 20-50; the majority of credit students are between the ages of 20-29; with students between the ages of 16-19 being the lowest in both programs. This isn’t surprising as a majority of our students often come from industry and want a degree and/or certificate to advance in their career. Younger students in our credit program are more likely to transfer and want to start their career later, compared with our younger students in noncredit who are interested in working right away. The even age distribution in noncredit is also reflective of students who are either career changers and have a degree or students who are receiving assistance and are being retrained. The CAHS department is a critical pathway for minorities, women and students who desire higher paying management jobs in the hospitality industry.

For the department, this information has always been helpful as it informs how we allocate our resources. For example, we attend high school career days throughout the Bay Area, host high schools tours of our programs and partner with high schools to offer credit pathways to our program; but our most successful outreach is to employers who know our programs and value education we provide.

Persistence

The cohort model used in the department continues to be a strong factor in student success in both credit and noncredit. For 2011-2012, for all students in the CAHS department, average percentage of units passed is 73% (52% being the lowest for students between16-19, and 85% being the highest for students between 35-39). Student persistence has dropped by 18% for students 16-19 between 2010-11 & 2011-12. This age group has been most affected by higher standards in Math and English and needs more support to reach their graduation goals. These students often take longer to complete GE requirements. In noncredit positive attendance numbers continue to increase.
Expenditures: Operational vs. Instructional

In the area least controllable by the department, the unrestricted “other” 2000 account, the department has seen a steady decrease across the board as classified employees retire and aren’t replaced. In addition, there has been a steady decrease in the 4000 account. This is due in part to a more thoughtful and balanced approach to production in both programs. The 5000 account that is used for maintenance will fluctuate due to what we can defer. The facility at Ocean is over 70 years old and the kitchens have never been modernized. As a result, we are spending more money fixing old things, when a smarter and ultimately more cost efficiency approach would be to invest in upgrading and modernizing the facility. This commitment would align us with both the Strategic Plan and Board Planning Priorities. Both the 6000 and 7000 accounts are vague, as I don’t have access and can’t “drill” down to either account in Banner.

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<tr>
<td>Classif. Salaries 2000</td>
<td>525,109.00</td>
<td>555,741.00</td>
<td>561,869.00</td>
<td>478,431.00</td>
<td>455,948.00</td>
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<tr>
<td>Classif. Benefits 3000</td>
<td>186,558.00</td>
<td>211,723.00</td>
<td>284,339.00</td>
<td>244,628.00</td>
<td>257,941.00</td>
<td></td>
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<tr>
<td>Materials/Supplies 4000</td>
<td>827,322.00</td>
<td>880,001.00</td>
<td>736,146.00</td>
<td>753,193.00</td>
<td>734,922.00</td>
<td></td>
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<tr>
<td>Other operating 5000</td>
<td>124,292.00</td>
<td>127,504.00</td>
<td>115,352.00</td>
<td>97,700.00</td>
<td>101,479.00</td>
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<tr>
<td>Capital outlay 6000</td>
<td>60,376.00</td>
<td>2,378.00</td>
<td>0.0</td>
<td>13,020.00</td>
<td>3,604.00</td>
<td></td>
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<tr>
<td>Other outgo 7000</td>
<td>879,289.00</td>
<td>827,961.00</td>
<td>794,208.00</td>
<td>916,189.00</td>
<td>0.0</td>
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Since Fall 2010, the CAHS department has been working with Peter Goldstein, John Bilmont and the auditors to better define and categorize expenditures in both unrestricted and restricted funds. For example, in our department, this would mean separation of educational vs. operational costs. Currently, these costs are lumped together, giving a one-sided view of the cost of our program. It is critical that we receive budget information that reflects our dual purpose as both a training facility and food sales outlet; at that point, the department could better address the data trends and impact on the program and college. To date, the department has asked for the following:

1. 30% of expenditures in the 4000 account be moved to instructional to reflect non-production based classes and activities.
2. Clarification of operational cost vs. educational cost
3. Clarification / communicate of expenditures in the Restricted fund. For example, what is charged to the 6000 / 7000 account? What is defined as “other outgo”? 
4. Dept. funds vs. project or program funds; where are they listed?
5. Clarification of restricted funding and how it is defined
6. Have separate budgets for each program. This might exist, but it has never been shared with the Department Chair. For example, currently, the 4000 account represents ALL outlets for both programs (a fact is VERY unclear to the college community, as the account is named “cafeteria”).
7. Include all OPERATIONAL revenue generated by the department
8. Include funds raised by department

This is the third program review the department has gone without any of the above information or changes. Without clearer and more accurate data, it’s difficult to truly analyze and discuss expenditure trends within the department and their impact. Most unfortunate in all of this, is flawed / unclear data is often used in budget talks to define program value and outcomes.
3. Please describe any internal or external developments affecting your department since the last program review.

External Developments:
- Budget cuts and reallocated college funds continue to affect the department growth. Our non-credit Baking and Pastry Program has had a 50 plus students waitlist every semester for the past 3 years (maintained by faculty until last semester; see A. V.). Our plan to address this need and increase FTES by offering baking and pastry classes at Chinatown has been delayed due to both lack of funding for both faculty and equipment. The department was denied the needed full-time faculty position to teach the lab/lecture/classes and help with operational side (café), something we can’t do with only part-time instruction. In addition, funds allocated for key equipment such as pots/pans/mixing bowls/baking sheets/spoons/forks/hotel pans, etc., have disappeared. The department continues to work closely with an overworked purchasing department to piece together funding. However, given the on-going hiring freeze for full-time faculty and the difficulty in hiring part-time faculty, we are unable at our current faculty/staffing levels to expand our program to meet demand.

- In 2010 State Law required all food handlers to become certified to work with/serve food. This means all food handlers in California (cooks/waiters/managers/etc.) must take a food safety and sanitation class and pass a State test to receive a “Food Handlers” card. Our department has always required students to take Microbiology 51, Safety and Sanitation, taught through the Biology Department. At this end of this class students take the test for the National Registry of Food Safety Professionals certificate (the highest State certificate possible), which is a requirement for graduating from our credit program. As a department, we were ahead of the State mandate, knowing this class and certificate put our students at an advantage in job readiness. However, this certificate isn’t part of our student success data, and we would like to work with Research and Planning Office to capture this data (which we keep in-house).

Internal Accomplishments, Opportunities, Changes:
1. Due to this current change in State regulation (see above) we would also like to offer this class and test option to students is our non-credit program. However, there are no instructional funds to teach the class at this time. As this is a major change in the workplace landscape, adding this class could greatly enhance students’ employment opportunities. In addition, offering this class to our non-credit students would also align us with Board Priorities (2013-2014, #2) relating to closing the student achievement gap for identified underrepresented groups who make up most of the student population in our non-credit program.

2. The Department has been asked to offer culinary and/or baking and pastry classes at the Southeast campus as well. The Deans of the Southeast Campus, School of Business, Board Member Chris Jackson and the Chair of CAHS have met to discuss community, facility and staffing needs. There are recently found funds (about $80,000) earmarked for facility build out specifically at the Southeast Campus; however the department doesn’t have the staffing or additional funds needed to add classes at this time. The department and all stakeholders will continue to discuss possibilities.

3. The department continues to collaborate with the Office of Career and Technology and SFUSD offering CAHS 51, Leadership skills, to students at Mission High School (current enrollment 30). In addition, the department continues to explore possible collaborations with other high schools offering culinary training or looking for pathways to enrolling in the department.

4. In Fall 2012 the department discontinued offering Awards of Achievement to incoming students and moved to Majors. This aligns with College transfer goals, and helps the Department Chair and Program Advisor better track and support students as they move through the program. While seemingly a simple change, this allows the department to scaffold programs and create clear pathways between credit, non-credit, short retraining programs and consumer classes (also CSU transferable).

5. The department discontinued offering a Catering and Events certificate due to low demand. This has not affected degree candidate students who are required to take the same classes for their major.
6. The department was able to fill the position of Operations Manager that has greatly helped the department (and Department Chair) in all operational areas such as supervision of classified staff, maintenance, budget management and day-to-day operations. This has freed faculty and the Department Chair from overseeing areas outside their expertise and given faculty, classified staff and the Department Chair the support needed to focus on College and the department’s educational goals.

7. The department has lost a number of classified staff to retirement and expects one to two more retirements in Spring 2013. In addition, three of nine of 2615’s are out on disability putting a great strain on those remaining. The Operations Manager and Department Chair have been working with State Disability Office to assess job duties in an effort to support worker health and safety. In response, the department has purchased another pot/dishwashing machine (with private funds) to help reduce the 2615’s workload. While challenging, this has also created opportunities to include students in more aspects of running the operational side of the department, building workplace skills and competencies.

8. The Department Chair has been working with the Mayor’s Office of Workforce Development on the City’s Hospitality Infinitive to fund retraining programs / skill enhancement classes at Chinatown; We hope to offer classes in Spring 2013.

9. As mentioned in section A., V. (and last Program Review) the department has identified the need to expand both credit and noncredit Baking and Pastry programs. Assessing department data, community feedback and employment numbers from the US Department of Labor, there is clear demand. Again, the department would need both human resources and budget commitment to expand in this area.

10. The department continues to successfully fundraise though our annual Wok on the Wildside fundraiser, industry fundraisers, private donors, foundations and Advisory Board Giving Campaign. Since 2010, the department has raised close to $200,000 for classes, renovation and equipment.

11. The department continues to have strong ties to industry partners as evidenced in fundraising, student internships, job placements, faculty working with/in industry and an engaged Advisory Board.

12. The department continues to be seen a “jewel” in San Francisco and beyond. The department and Alice Statler Library were picked this year in the SF Chronicle “49 Squares” series, The Best Culinary Finds within the 49 square miles of SF, while the Educated Palate and was named one of the best culinary bargains in SF by the Los Angeles Times.

13. The department is finally moving forward in remodeling our key lecture / demonstration classroom at the Ocean Campus. One of our Advisory Board members donated $60,000 last semester, and it has been a difficult to get this project off the ground. However, after years of fundraising and internal challenges, the project is close to "breaking ground".

14. The department partnered with the Alice Statler Library and received Perkins funds to upgrade and increase the number of computers workstations in the Gifford Resource Center in the Statler library. The department has applied and received Perkins funds for many years and will apply for Perkins funds again in the spring.
Internal Challenges:

1. Proposal to eliminate the culinary department chair. The CAHS department has been able to function smoothly through very challenging times (no operations manager for the first three years as department chair, no Dean the first three years as department chair, threats to close the department, loss of support staff, request to expand, request to contract, budget reductions, union talks, and external accreditation, largely due to leadership provided by the department chair position. The loss of this position would severely undermined much of what makes this program so successful.

2. The department also expects one to two faculty members to retire in the next year (Program Advisor / Management Instructor). These positions are critical to supporting student success. The department has long lecture/ labs classes (20 hours per week), and essential program advising needs; instructional continuity through full-time positions is critical to student success. Moreover, any loss of a lab component would decimate the program and put the department external accreditation (ACF) at risk. The department has an unparalleled reputation for hands-on education and creating real-life workplace environments. Without full-time faculty in labs or overseeing internships/student advising/orientation/intake or job placement, the department’s ability to prepare students for the workplace would be severely hampered. Furthermore, the departments’ reputation for training and preparing students for the workplace would decline in the eyes of both students and employers; this would not only adversely affect CCSF’s mission, but also have a direct impact on employment in San Francisco and the greater Bay Area.

3. The department has also requested a full-time faculty position to run our Chinatown program. Like many departments, we are being asked to both expand and contract without any resources. The State of California has identified culinary/hospitality as a “top ten growth industry over the next 10 years”, and CCSF is in position to take the lead in training the future leaders in this industry. However, resources must be allocated by the College to take advantage of this opportunity.

4. The cafeteria line and quick service area (Mediterranean Café) continues to be outdated, costly (due to aging equipment), unsafe, and well below industry standards. The department has raised money for architectural drawings, but will need a large fundraising effort and commitment from the college to invest in a highly valuable, productive, and effective department currently hampered by an aging facility. In addition, the upgrade would allow us to increase our enrollment, expanding stations, increasing productivity while keeping instructional cost the same. Finally, upgrading the cafeteria and quick service area will benefit not only the culinary department, but the entire college community.

4. Summarize overall departmental directions taken as a result of the assessment of learning outcomes. If your unit does not offer courses or direct service to students, summarize improvements made based on the assessment of your administrative unit outcomes.

The department has been fully engaged in the SLO process for the past three years as a requirement of ACF accreditation standards and as a result of moving from AA’s to Majors. To prepare for this shift, the department had to update all curriculum to reflect SLO’s / content / assessment/ evaluation methods.

Our best practice in Fall 2012 saw full implementation including:

1. Our 2nd all day faculty retreat focusing on SLO/PSLO/student success/best practices attended by all full-time and part-time faculty and Andrea Niosi, Liberian in the Alice Statler Library.
2. Establishment of department SLO website: http://www.ccsf.edu/cahs
3. Curriculum maps were updated for each major and certificate.
4. During the retreat, the department reexamined its SLO assessment process.
5. CAHS faculty reorganized responsibilities for SLO assessment structure.
6. Across the curriculum SLO’s / PSLO’s were identified and assessment methods agreed upon.
7. Future SLO goals were established; e.g. assessment of the cafeteria from a student service perspective.
8. CAHS faculty was introduced to and used the new CCSF assessment database.
9. The Department Chair established a SLO “idea wall” for CAHS faculty, where new ideas are captured on poster-board paper and viewed throughout the semester.

The Department Chair will continue to monitor, direct and assist all faculty in completing their assessment cycle responsibilities. Lastly, the Department Chair will continue to update the department SLO page as needed.
5. Summarize your department’s progress to date on the major planning objectives identified in the last program review (excluding progress already cited in #4).

1. As cited in the Excellence in Teaching, Learning and Support Service Plan, we continue to collaborate with various departments and segments within the college, such as Ed. Tec to bring more CAHS lecture classes online and train faculty on Insight software.

2. 38 of the department’s 46 units have been updated to align with SLO outcomes / assessment and evaluation methods.

3. Through the hard work of our faculty and support staff, our accreditation was extended through June 2014.

4. The department continues to fundraise for classes, supplies, equipment, and to upgrading our facility.

5. The department has strengthened its outreach to alums through the use of social media and database software.

6. Assuming a status quo budget for your unit, indicate your department’s major planning objectives for next year (2013-14). Include objectives that utilize status quo resources as well as objectives that do not require new resources.

1. Continue to fundraise for classes, supplies, equipment, and facilities.

2. Apply for Perkins funds to support faculty activities that support SLO/PSLO’s.

3. Continue to use assessment tools to examine department curriculum through the eyes of employers/students/alums.

4. Continue to examine low to no cost ways to polish the jewel: Culinary Arts and Hospitality Studies Department.

5. Keep alumni database current and use as a primary outreach tool.

6. Using Constant Contact; start Department Chair quarterly newsletter send to alums, current students, industry partners, employers.

7. Continue to collaborate with industry partners at every level, internal and external as a way to reduce costs, add educational value and support student success.

7. If your department faced a reduction in your overall departmental budget for next year (2013-2014), indicate the changes that would be made to the delivery of courses and/or services to adjust to the new allocation.

1. We would cut non-major classes.

2. We would adjust production again and reexamine all operational costs.

3. We would look for funds to help cover costs.

4. Show data that supports keeping as base level budget. Cutting labs increases the cost across the board; students still need to cook/serve, supplies must be purchased, labor goes unchanged. The only way to offset expenses is through sales.
8. If additional funds become available, indicate your department’s top priorities for resource allocation. Include new projects and/or requests to reverse specific reductions made during the last few years of fiscal austerity. Put your projects in order of priority. Add additional projects as necessary, including indication of priority order.

First Priority

☐ This is a new request  ☑️ We initially made this request in our 2011 Program Review

Project Title: Updating aging cafeteria and service areas

Brief Project Description: Paint service area of cafeteria and quick serve (Mediterranean Café) and include specific links to college plans

Timeline: Paint service areas in summer 2013; Architectural drawings Spring/Summer 2013; update all areas within five years (2018)

Rationale: Cafeteria is old, hasn’t been updated since program started over 70-years ago!! Hasn’t been painted in 11-plus years; most of the service equipment hasn’t been updated in over 70-plus years, students working on substandard/ outdated/ potential unsafe equipment. The cost to maintain old equipment is an ongoing resource drain, challenging serving college community.

Links to Priorities/Plans: Board Priorities 2012-14: 1; 3; 6; and 8. Excellence in Teaching, Learning, and Support Services III; IV; XI. Campus Facilities and Communities: IV; V; VI; VIII and X. Diversity and Inclusiveness: XIII. Technology: VII. Resources: II; III; V;

Staffing Needs: Project oversight in-house; B&G or outside contractor to upgrade electrical / plumbing removal of old equipment; installment and finishing work. $100,000-200,000.

Equipment Needs: New “pod” service areas including beverage/ cooking/ salad station/ bakery station/ cashier stations. $300,000-500,000.00

Supply Needs: See equipment

Facility Needs: Upgraded electrical / plumbing / if any, and approximate costs

Request for Additional Units: None

Second Priority

☑️ This is a new request  ☑️ We initially made this request in our 2011 Program Review

Project Title: Replace cafeteria gate

Brief Project Description: Replace gate that separates cafeteria service area/ classroom/kitchen from seating area. Currently hazard to classified staff/ students/ faculty due to broken frame “holding” gate up. Many broken chain links “attached” to frame. Gate has been “fixed” by B&G the years, B&G can’t “fix” any longer as metal links are worn / twisted.

Timeline: Spring 2013

Rationale: Physical Safety hazard; security risk as gate no longer fully closes and must be chained shut. If opened, should allow outside access to all kitchens equipment, supplies, food, etc.

Links to Priorities/Plans: Board Priorities 2012-14: 8. Campus Facilities and Communities: VI; X.

Staffing Needs: None

Equipment Needs: Insert equipment needs, if any, and approximate costs

Supply Needs: None

Facility Needs: Insert facility needs, if any, and approximate costs

Request for Additional Units: None
Third Priority

☒ This is a new request  ☐ We initially made this request in our ________ Program Review

Project Title:
Brief Project Description: include specific links to college plans
Timeline: Spring 2012
Rationale: Insert rationale
Links to Priorities/Plans: Insert links to Board Priorities and/or Board-Approved College Plans
Staffing Needs: None
Equipment Needs: Insert equipment needs, if any, and approximate costs
Supply Needs: None
Facility Needs: Insert facility needs, if any, and approximate costs
Request for Additional Units: None