

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Family & Consumer Sciences

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
A. Enrollment at Census	162	191	300	<i>Self Explanatory</i>
B. Census Enrollment Load %	98.18%	90.95%	89.02%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
C. WSCH	498	563	871	Weekly Student Contact Hours
D. FTES	16.59	18.75	29.03	One Full-Time Equivalent Student = 30 WSCH
E. Total FTEF	1.00	1.23	2.03	Total Full-Time Equivalent Faculty
F. WSCH/FTEF	498	456	428	WSCH Generated per Full-Time Equivalent Faculty Member
G. Full-time FTEF	-	-	-	FTEF from Contract Faculty
H. Hourly FTEF	1.00	1.23	2.03	FTEF from Hourly Faculty
I. Overload FTEF	-	-	-	FTEF from Contract Faculty Overload
J. Part-Time FTEF	1.00	1.23	2.03	Hourly FTEF + Overload FTEF
K. Part-Time FTEF %	100.00%	100.00%	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
L. Retention Rate	94.70%	97.48%	92.86%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
M. Success Rate	76.82%	76.73%	69.05%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
N. Degrees Awarded	-	-	2	Total number of Degrees awarded for the Full Academic Year
O. Certificates Awarded:	-	-	2	Total number of Certificates awarded for the Full Academic Year
P. - Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
Q. - 18 or More Units	-	-	2	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

- A. Enrollment at Census:** Our enrollment is up in the FCS area from 191 to 30 because of additional sections in Nutrition and we also added two other online courses, Family Dynamics and Human Systems Management. They have been in our program but not offered online before.
- B. Load % -** Our load percentage is slightly above the recommended average of 85%. We could possibly add one more section in the Nutrition.
- C. Our weekly student contact hours** have had a very positive jump from 563 in the fall of 2005 to 871 in the fall of 2007. Our classes in this area are filling and we have several additional sections.
- D. Our FTES** jumped from 18.75 to 29.03, a very good indicator for our program.
- E. Total FTEF –** Currently all these classes are being taught by adjunct faculty. With the FTEF at 2.03 we can add at least one new full time faculty position. We had a retirement 6 years ago this May of 2008. A request for a replacement contract position has been submitted for review.

- F. --
- G. There are no full-time faculty in this area.
- H. --
- I. --
- J. --
- K. Self-Explanatory
- L. Our retention is very good.
- M. We need to work on the success rate of our students.
- N. This area has been in transition from the Institutional Food Service Program to a Culinary Arts program. Our degrees and certificates are way off. Hopefully as we transition to a Culinary Arts Program our awarding of degrees and certificates will increase.
- O. (see statement above)
- P. We do not have a program that is less than 18 units.
- Q. We need to do much improvement in this area.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>After Margaret Gunther retired we began to evaluate our programs in the FCS area. They include all the Nutrition courses and the courses that relate to food training and preparation of any kind. They also include several courses that are not related to Nutrition but have always been a part of Family & Consumer Sciences (general education preparation to transfer to a 4-year institution). It was decided to offer them online and the enrollment has increased tremendously. Another course is cross-listed with the Business Department and has been taught by an instructor from that area ever since Patricia Law retired. 2 years ago one of our instructors worked with the ROP program to develop the courses that needed to be offered as part of a Culinary Arts Program. A new course was also developed as part of the academic (rather than hands-on) piece of that program, Microbiology of Nutrition. It is being now along with the other courses required to complete a certificate or degree in Culinary Arts.</p> <p>There are 6 high schools in the district that have Culinary Arts programs and they are very interested in our program. Currently the closet school in our system is Grossmont College; therefore these students are attempting to qualify for private culinary arts schools. The cost can be prohibitive. They are very anxious for us to get our program up and running. Part of the Master Plan includes the construction of a Culinary</p>	

Arts facility at one of our off-campus sites. In the meantime we are using the facility at Mission Hill High School in the evenings. This is not going to be possible for too much longer as this facility is run as part of ROP. A Culinary Arts program will definitely fill a need in this community.

As quoted from the Department of Labor, "Job opportunities for chefs, cooks, and food preparation workers are expected to be plentiful because of the continued growth and expansion of food services outlets, resulting in average employment growth, and because of the large numbers of workers who leave these occupations and need to be replaced.

Employment of chefs, cooks, and food preparation workers is expected to increase by 11% over the 2006-16 decade. This occupation will have among the largest numbers of new jobs arise, about 351,-000 over the period. Growth will be spurred by increased in population, household income, and demand for convenience that will lead to more people dining out and taking vacations that include hotel stays and restaurant visits. In addition, employment of chefs, cooks, and food preparation workers who prepare meals-to-go, such as those who work in the prepared food sections of grocery or specialty food stores, should grow faster than average as these stores compete with restaurants for people's food dollars."

Chefs, cooks, and food preparation workers held 3.1 million jobs in 2006. The distribution of jobs among the various types of chefs, cooks, and food preparation workers was as follows:

Food preparation workers	902,000
Cooks, restaurant	850,000
Cooks, fast food	629,000
Cooks, institution and cafeteria	401,000
Cooks, short order	195,000
Chefs and head cooks	115,000
Cooks, private household	4,900
Cooks, all other	16,000

b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)

We have courses in this area being in the early morning, afternoon, evening, and online. The enrollment in these courses is very stable. Several of the courses in this area meet general education for the AA degree and for transfer to 4-year colleges and universities and therefore

<p>the enrollment is very steady. One of the Nutrition courses also meets the multicultural requirement for graduation from Palomar College. This also helps with a steady enrollment. It seems that no matter how we offer these courses, they fill. Our goal is to track these students in a more efficient way so that we know exactly what their goal is in taking these course and so we can support them in their success.</p>	
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4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>The equipment Culinary Arts Program include <u>industry standard</u> mock-up kitchens, stoves, refrigerators, freezers, ovens, dish washers, microwaves, tables, preparation areas in the kitchen, small appliances and kitchen utensils. We have developed a proto type of what a kitchen might look like.</p>	
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>A 20% across the board increase in the department is not unreasonable for the FCS area. We have been dealing with a budget that we are never sure about and mid-year cuts on top of that. I am not sure how long we will be able to operate at the standard that is required of us without losing students and credibility.</p>	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>We have explored the possibility of using the cafeteria. Our eyes are open and we are brainstorming possibilities. We need a structure for rthis program</p>	
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>A position request has been filed for the replacement of Margaret Gunther in 2002. It has been almost 6 years and the program desperately needs a full-time person in order for this area to be maintained and to support its growth. There is a viable need for the courses taught in this discipline, it just needs to be supported by the college.</p>	

<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>We have a full-time ADA and 6 full-time faculty members. If we add another full-time faculty member it would be important to hire an assistant for the ADA.</p>	
<p>f. Other</p> <p>n/a</p>	

5. Discuss one discipline goal linked to Palomar’s Strategic Plan 2009 and how it will support the success of students.

“Provide up-to-date technology and related technical and equipment support for instructional purposes.”

Programs involved with career and technical training must respond promptly to changes in the job market, hiring practices, and expected skill-level and expertise of our students when they leave the college environment.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

The student will acquire the skills in the sanitation and safety of food preservation and preparation and will demonstrate skill level via hands on assessment of food preparation and success (a grade of B or better) on written evaluations of knowledge of the microbiology of food. This is crucial for the continued health and welfare of our global population. The incidences of food poisoning and food tampering that continue to increase in number clearly define the necessity for skill development in the area of food sanitation and safety.

b. Discuss a learning outcome that is observable yet difficult to measure.

Observable Outcome: Student Satisfaction with Our Programs.

Assessment: The students will complete a survey when they enter the program, another one when they graduate from the program, and a 3rd one after they have been out of school and employed for 1 year so that success can be measured by gainful employment.

7. Describe a discipline accomplishment that you want to share with the college community.

Our major accomplishment in this discipline has been the restructuring of the Nutrition programs in the Design & Consumer Education Department. The curriculum for a Culinary Arts program is in place and ready to go. We have met with faculty in the high schools that offer these programs and they are very anxious for our program to get started because it will give many more students the opportunity to pursue their goals in this area and a reasonable cost.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Nancy Galli

Faculty from our articulated high school programs in our district

Retired Nutrition Coordinator Faculty, Margaret Gunther

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

* By no later than 3/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 3/14/08, forward an electronic copy to Institutional Research and Planning.