Program Evaluation and Planning Verification Report  
Culinary Arts Program  
December 2009

Program Evaluation Chair: Barbara Alexander  
Program Evaluation Team: Faye Smyle, Anne McCallum, María Villagómez

Statement of Completion
The Culinary Arts Program evaluation report is complete. After an email questionnaire with the Chair, the Evaluation Team suggested a few changes to the PEP plan.

Strengths
- Low student to teacher ratio allows for quality instruction (10:1)  
- Adjunct faculty are culinary experts  
- Culinary Arts Faculty is dedicated to the quality of the program and student success.

Areas for Improvement
- Number SLOs need to match SLO Matrix  
- Revise application in order to track ethnicity trends  
- Complete assessment of SLOs with assistance of SLO Coordinator by November 2010  
- Work with NVUSD and 4-year institutions to establish relationships  
- Complete curriculum review of courses that require non-substantive and substantive changes  
- Work with Dean to review financial data with Business Office by June 2010

Summary
The Culinary Arts Program staff has been extremely dedicated to Napa Valley College students. The verification team recommends the Administrative Assistant and Full-time Intern request to be added to Unit Plan.

Thank you for your tremendous amount of effort in writing the PEP report.
Program: CULINARY ARTS PROGRAM

Date: SPRING 2009

1. Mission

A. Program Mission Statement
This section should be a short, clearly stated purpose of the program or services. In other words, what does the program/service/department contribute to Napa Valley College’s (NVC) Mission. Write or revise your program mission statement in the space below. The NVC Mission is provided for reference.

The Napa Valley Cooking School offers high quality, intensive training for aspiring chefs. The goal of the program is to provide each student with hands-on, quality, culinary and pastry skills required for a career in a fine-dining establishment. The disciplined and professional learning environment, availability of global externships, low student-teacher ratio and focus on sustainability make the Napa Valley Cooking School unique. Located in one of the country’s top tourist destinations, the program provides students with access to the Napa Valley’s well-known chefs, winemakers, and artisan producers through community involvement.

B. The program falls within one or more of the following categories (check all that apply):

☐ Transfer/Degree
☒ Vocational
☐ Remediation
☒ Non-Credit/Community Services

2. Accreditation and External Reviews

A. Review NVC’s Accreditation Planning Summary (available on the PEP website “Documents”) and results of previous program evaluations. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Not Applicable

B. Indicate the sources of information used in Question 2.A.

☐ Accreditation Self-Study Planning Agenda
☐ Accreditation Final Report
☐ Previous program evaluation recommendations
   Not Applicable

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

   Not Applicable

D. Reflect on your responses in Section 2. Accreditation and External Reviews and write objectives for improvement on Schedule A. Program/Discipline Plan.

   Not Applicable

3. Curriculum and Instruction

   A. Prepare/revise the Student Learning Outcomes Matrix.

      Attached

   B. Review the course outlines of record.

      1) Assess the appropriateness of the degree and certificate requirements.

      Our requirements for certification, theoretical, practical, classroom lab hours, externship all meet with culinary standards for entry-level positions in the culinary field with a focus on fine dining. Upon completion, students earn a certificate.

      2) Evaluate the appropriateness of courses to the program.

      The courses are appropriate and are specifically designed to meet industry requirements.

      3) Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have the pre- and co-requisites been validated through the NVC curriculum process?

      N/A

      4) Determine which course outlines have not been updated since the last program evaluation or within the past five years.

      This is the first program evaluation.

      5) Write SLOs for the program and for each course.

      Attached.
C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.

Curriculum Action Plan attached along with the Professional Culinary Student Learning Objectives 2009 document.

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

Both culinary instructors and all guest instructors work off the Napa Valley Cooking School (NVCS) curriculum which is consistent with industry standards and requirements. The Cooking School maintains a binder with each course memorialized in writing, which now includes SLOs, that all instructors teach from. All instructors are guided on how to teach each course s/he teaches and measures are taken to ensure congruence between the information contained in the Cooking School binder and what the instructor teaches.

E. Assess Student Learning Outcomes
   1) Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).

      All SLOs have just been developed. Assessment measures will be determined in the future.

   2) Summarize your findings from the data.

      N/A. See E. 1) above.

   3) Describe how you used the data and the results to improve teaching and student learning?

      N/A. See E. 1) above.

   4) An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:

      X Syllabi
      ☐ Catalog
      X Brochure
      ☐ Articulation/Transfer agreements
      X Website
      ☐ Other______________________________
F. Instructional Methods
1) Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?
The NVCS curriculum reflected in both the lecture and the kitchen labs is coordinated between instructors on a daily basis in a morning meeting. Both full-time instructors meet regularly and review established standard to confirm and reaffirm that academic rigor and industry standards are followed in all courses. Both instructors collaborate in selecting instructional material and share best practices. All of this is reviewed and shared with any guest chef teaching one of our courses.

2) Discuss the instructional methods used by the program faculty to address the diverse student population and to encourage retention and persistence?
Our student body is diverse, and we recognize the need to use several methods of teaching to reach each student. In addition to lectures and hands-on labs, we regularly meet with the students individually and in groups for reviews and counseling sessions. We employ a hierarchy (Brigade) system in the kitchen, consistent with the culinary industry, to create a team environment and to create trust and personal responsibility. Lessons are reinforced throughout the course and homework is assigned. This is all done as part of our efforts to encourage retention and persistence.

3) Discuss the instructional methods used by the program faculty to address the differences in learning styles and to encourage retention and persistence?
Visual aids, homework assignments, hands-on learning, practical assessment, theoretical assessment, project-based homework assignments, field trips are used to encourage retention and persistence.

G. On-line Services
1) List the on-line and hybrid courses that are offered in this program.
2) Is 50% or more of the program offered through a mode of distance or electronic delivery? Yes_____ No_____ 
3) Discuss the program’s plans for future on-line offerings.
4) Describe any challenges that have been identified and needs that must be addressed to support the development of on-line offerings.

Not Applicable. At this time, we have no plans to put any course online. The NVCS prides itself on the amount of hands-on kitchen time for students. This is one of the things that makes the Cooking School so successful. In addition to hands-on kitchen time, students view videos and experience real-time situations and simulations.

H. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?
Current articulation with local high schools is currently under review to have more high school and diverse populations feed into our program.

I. Reflect on your responses in Section 3. Curriculum and Instruction, and write objectives for improvement on Schedule A.

Attached.

4. Community Outreach and Articulation

A. Off-Campus Offerings

1) List the off-campus courses offered in the program and the location (Upper Valley Campus, American Canyon/South County, other/identify).

The only off campus course is the World of Flavors Conference at the Culinary Institute of America. Students spend 1 week participating in the teaching kitchens prepping and working with guest chefs to prepare lunch for 750 people.

2) Discuss the program’s plans for future off-campus offerings.

No current plans.

3) Describe any identified challenges and needs that must be addressed to support off-campus offerings.

Currently, there are no challenges or needs to address.

B. What recruitment and/or community outreach activities has the program engaged in or initiated?

Due to small class size, we have not had the need to recruit.

C. What has the program done to establish relationships with secondary schools and/or four-year institutions?

This is in the works, depending upon Napa Unified School District’s ability to procure funding to implement a culinary program as a feeder for college-level culinary arts.

D. What has the program done to establish relationships with the business community (if a vocational program)?

The Culinary Program is involved on a volunteer level with many community events including: Kiwanis, Rotary, Wine Auction, Artisan Cheese Festival, Writer’s Conference, Music and Kitchens in the Vineyards to name a few.

E. How has the involvement of the advisory committee helped in improving and/or promoting the program (vocational programs only)?
Not applicable.

F. Reflect on your responses in Section 4. Community Outreach and Articulation and write objectives for improvement on Schedule A.

See attached Schedule A.

Reviews and Signatures

Part I of the program evaluation report is to be reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

Program Evaluation Chair Signature: _____________________________

Division Chair/Supervisor Signature: _____________________________

Date: _____________________________
Instructional Program Evaluation
Part 2

Program: CULINARY ARTS PROGRAM

Date: FALL 2009

5. Enrollment Trends and Student Satisfaction

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

2006-2007 - 16 enrolled - 14 graduated (certificate awarded)
2007-2008 - 16 enrolled - 15 graduated (certificate awarded)
2008-2009 - 14 enrolled - 12 graduated (certificate awarded)

Until the 2009-2010 school we only accepted a maximum of 18 students. For the period of 2007-2008 there was only one instructor and no one to assist with enrollment. This resulted in a smaller enrollment for the 2008-2009 year.

For the 2009-2010 year, we have expanded the class size to 20. Coupled with aggressive recruitment, we hope this will result in a new trend in full class size of 20. The size of the facility and the fact that the Food Enthusiast Program is sharing the space in the evenings and weekends, limits any further expansion.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

Load: With two full-time instructors and 20 full-time students, our student contact time for instructors is no less than 30 hours and a maximum of 45 hours. Class size is a maximum of 20 and will potentially remain the same every year. Productivity data is not available to us. Financial data has been requested in conjunction with the Dean, and not delivered, and therefore unavailable.

C. Review the program’s schedule of classes and the student satisfaction survey results. Discuss whether the courses are scheduled appropriately to meet student needs.

Our program is unique in the fact that the student body, upon enrollment, stays the same throughout the year, going through each of the courses within the curriculum together. Failure to complete any singular section of the course results in non-completion of the program. As the program is fee based ($17,700.00); students either drop out as a result of failing grades, drop out as a result of non-payment or complete the program and receive a certificate---noted in question 5A.

As the program hours are not flexible, students commit to the program only if they can arrange their schedule accordingly.

Student surveys were sent out in April 2009 and we have received NONE. In the future we will administer the surveys during class time. See 5D below.
D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

Until 2008-2009 program, no surveys were used in the history of the Napa Valley Cooking School. In 2009, three survey instruments were created in conjunction with the NVC Institutional Researcher. Only one was distributed in Spring 2009—no results were received. In the future, a more focused effort will be employed in getting surveys completed and returned.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Our program is unique when compared to other culinary programs offered in Junior Colleges. Unlike all other California Junior Colleges, we focus only on preparing students for the fine dining/white tablecloth foodservice industry. The Culinary Institute of America, also located in St. Helena, has a student body from a different demographic. Their program is inaccessible to some due to the cost ($60,000), the length (two years) and the necessity to have spent time (six months) in the culinary field. Their program and enrollment seem to have no effect on our program. Attached is the documented labor market demand and projected growth for culinary careers. Based on this information, our restricted class size does not appear to be an immediate problem. Note the information on Napa County.

In California, the number of Chefs and Head Cooks is expected to grow at an average rate compared with the total for all occupations. Jobs for Chefs and Head Cooks are expected to increase by 14.5 percent, or 2,000 jobs between 2006 and 2016.

In Napa County, the number of Chefs and Head Cooks is expected to grow slower than average growth rate for all occupations. Jobs for Chefs and Head Cooks are expected to increase by 9.1 percent, or 10 jobs between 2006 and 2016. Much of the increase in the employment of Chefs and Head Cooks will come from job growth in more casual dining rather than up-scale full-service restaurants.

<table>
<thead>
<tr>
<th>Geographic Area (Estimated Year-Projected Year)</th>
<th>Estimated Employment</th>
<th>Projected Employment</th>
<th>Numeric Change</th>
<th>Percent Change</th>
<th>Additional Openings Due to Net Replacements</th>
</tr>
</thead>
<tbody>
<tr>
<td>California (2006-2016)</td>
<td>13,800</td>
<td>15,800</td>
<td>2,000</td>
<td>14.5</td>
<td>1,700</td>
</tr>
<tr>
<td>Napa County (2006-2016)</td>
<td>110</td>
<td>120</td>
<td>10</td>
<td>9.1</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: EDD/LMID Projections of Employment by Occupation
F. Reflect on your responses to Section 6. Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A.

See attached Schedule A.

Approved: ________________________________ Date________

Director, Institutional Research

6. Student Success and Equity

A. Review the data on enrollment, retention, and successful course completion. Discuss program trends relative to college-wide and course level trends. Identify areas where disparity exists for any demographic group (race/ethnicity, gender, age, disability)

See Section 5 A on enrollment trends.

Successful Culinary Program completion is generally above 95%. As it is a fee-based program the trend is for students to finish the program with an occasional student dropping for financial reasons. However, even this is unusual, as students know prior to enrollment whether they will have the funding or not.

Disparity for mature-age students is directly relative to their own prior knowledge that the culinary field is difficult physical work. The same could be said of physically disabled students. Non-English speakers are also aware of difficulties in the theoretical portion of the program and without a translator would be unable to complete the program. No student is turned away on these bases; however, they are likely to be aware of these challenges in a culinary career and are less likely to invite those challenges at such an expense.

Our application package does not question ethnicity—and we have no plans to track this in the future.

B. Compare student enrollment, retention, and successful course completion rates for online courses to equivalent data for conventional and hybrid courses.

Not Applicable.

C. Compare student enrollment, retention, and successful course completion rates for off-campus courses to equivalent data for on-campus offerings.

Not Applicable. The Culinary Program is offered at the Up Valley Campus only.
D. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

As the class is small, and is the same cohort throughout the program, we identify students at risk via their practical and theory skills as well as class involvement. Individual students are assessed after each module. Extra class time, one on one tutoring by the chef instructors and homework assignments are given to failing students. As we have a 98% pass rate, we find this method effective.

E. What has the program done to formalize links with support services for students?

Students use the financial aid office on the main campus. However, due to our location, students do not use the support services offered on the main campus.

Upper Valley counseling service and library tutoring is not available currently due to state cutbacks. In the past, less than 10% of students have made use of the library tutor.

As noted in 6D above, the Chef Instructors provide all the current tutoring need (approximately 40% of students). Due to the specialized nature of culinary training, our students require tutors that have culinary certification.

In the future, depending on funding, we would like to explore employing an alumni as a counselor, tutor and advisor for our students.

F. Review the full-time/part-time instructor ratio. Discuss trends and needs.

Two full time instructors (Chef Barbara Alexander and Chef Laura Lee) team teach the courses. An enrollment tool, that makes our program unique, is the low 10:1 student: teacher ratio.

We do employ guest chefs and experts in the field as instructors.

<table>
<thead>
<tr>
<th>Guest Chef</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Paul Khoury</td>
<td>6</td>
</tr>
<tr>
<td>Mariano Orlando</td>
<td>18</td>
</tr>
<tr>
<td>Dieter Dopplefeld</td>
<td>30</td>
</tr>
<tr>
<td>Kim Caffrey</td>
<td>30</td>
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<tr>
<td>Stan King</td>
<td>12</td>
</tr>
<tr>
<td>Charlie Monahan</td>
<td>30</td>
</tr>
<tr>
<td>Krista Garcia</td>
<td>30</td>
</tr>
<tr>
<td>2 Restaurant Chefs</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Adjunct Hours—168 hours in 14 months

Historically, this is how the program has been scheduled. As no budget data has been available to us, we have just continued with this format. We have reduced the amount of adjunct instructors by 360 hours by hiring a new chef instructor in 2008 with a higher skill set than in prior years.
Needs: The culinary program is desperately in need of a part-time administrator position. This position would perform enrollment, tours, paperwork, potential student follow-up, web site management, and advertising.

With increased enrollment and capacity, the culinary program would like to employ a full-time intern position, as a teacher’s aide.

G. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

Certificates awarded in recent years:
2006-2007 – 16 enrolled - 14 graduated (certificate awarded)
2007-2008 - 16 enrolled - 15 graduated (certificate awarded)
2008-2009 - 14 enrolled - 12 graduated (certificate awarded)
All students who complete the program are awarded Professional Culinary Certificates. Napa Valley Cooking School withholds certificates in a limited number of cases for financial reasons (outstanding balance with NVC); certificates are awarded once payments are complete.

We believe that our program is effective, as many alumni keep in contact with the school; however, there is no formal job placement data. We now have a survey instrument in place and plan to update our survey instrument to include a question about where alumni are currently employed and in what position. We hope this will help us to track our effectiveness in the future.

H. Reflect on your responses in Section 6. Student Success and Equity and write objectives for improvement on Schedule A.

See attached Schedule A.

Approved__________________________________________ Date__________
Director, Institutional Research

7. Planning and Budget Requests

While answering the questions in this section, consider the staffing available, the existing budget, as well as the objectives that you included on Schedule A. Schedule A will be your program plan and will be sent to your division chair to be included as part of the division plan. Complete Schedules B-F, as needed, to justify requests for additional resources.

A. Program Plan. Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.
B. Faculty and Staff. Summarize the staffing resource needs identified in Schedule A. Discuss any changes needed. Complete Schedule B. Request for Permanent Faculty and Staff form as needed.

C. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C Request for Operating Budget Augmentation form as needed.

D. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D Program Specific Equipment Request form as needed.

E. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E Technology Request form as needed.

F. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F Facilities Improvement/Renovation Request as needed.

G. Professional Development. Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. Based on the goals that resulted from this program evaluation, complete the Schedule G Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development.

Note: Budget requests for Travel and Conference should be addressed on Schedule C. Operating Budget.

H. Learning Resources/Media Materials. What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? Complete Schedule H Learning Resources/Media Materials Request form as needed.

I. Research. If the program/department needs additional data or research conducted to inform decision making or planning, complete Schedule I, Research Project Request form.
<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Professional Development - attend culinary classes - spend a day at an Artisan Cheesemaking facility Write Curriculum Implement a new course</td>
<td>1. take Charcuterie course 2. take cheesemaking course 3. Purchase required specialized equipment 4. investigate restaurants using sous vide techniques</td>
</tr>
<tr>
<td>#1</td>
<td>3</td>
<td>1. Develop course outline, SLO and curriculum for new class <em>Modern Culinary Techniques</em></td>
<td>1.</td>
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<tr>
<td>#2</td>
<td>3/4</td>
<td>2. Strengthen Community Outreach and Raise funds for Strategic Goal #3</td>
<td>2.</td>
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<td>#3</td>
<td>3/5</td>
<td>3. Create large scale sustainable culinary practices</td>
<td>3.</td>
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<td>#4</td>
<td>4</td>
<td>4. Revise, update and expand current Website and printed materials</td>
<td>4.</td>
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REQUEST FOR NEW PERMANENT FACULTY AND STAFF PROGRAM/UNIT NAME CULINARY ARTS

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Assistant</td>
<td>New</td>
<td>1.0</td>
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</tr>
</tbody>
</table>

Justification:
With only 2 full time instructors, 20 students, 30 hours student contact time per instructor, and a commitment to maintain a 1:10 teacher/student ratio, it is growing more and more difficult to perform all tasks related to curriculum, instruction, student satisfaction, class preparation, community outreach, enrollment, counseling and administrative duties.

Our student contact time, ability to maintain the 1:10 ratio, and our focus on updating curriculum, SLO’s and tracking culinary trends, have been compromised due to the demands of keeping up with tasks that are required of our department. The hiring of an Administrative Assistant would remedy this.

Duties would include, but not be limited to; updating and managing the Napa Valley Cooking School Website, working with a graphic designer and printer to update our printed materials, communicating with and tracking potential students, managing the applications and all paperwork related to incoming student body, filing, updating curriculum binders and maintaining a filing system for materials related to the culinary field (articles of interest, etc.), community outreach, requests for donations, and answering general questions about our program.

The person hired would need to have excellent communication and computer skills, knowledge of the culinary industry, excellent organizational and time management skills. We view this position as a great opportunity for a NVCS alumni.
Full Time Intern  Replacement  1.0

Justification:
With only 2 full time instructors, 20 students, 30 hours student contact time per instructor, and a commitment to maintain a 1:10 teacher/student ratio, it is growing more and more difficult to perform all tasks related to curriculum, instruction, student satisfaction, class preparation, community outreach, enrollment, counseling and administrative duties.

Our student contact time, ability to maintain the 1:10 ratio, and our focus on updating curriculum, SLO’s and tracking culinary trends, have been compromised due to the demands of keeping up with tasks that are required of our department. The replacement of our part-time intern with a full time intern would remedy this.

Duties would include, but not be limited to, giving tours to potential students, ordering all class related products and student materials, setting up teacher demonstrations each morning, working with guest instructors to assure their complete satisfaction, all tasks related to kitchen management, upkeep, repair and maintenance of all school equipment, and answering general questions about our program.

The person hired would be a graduate of our program with excellent communication skills, 2 years experience in the field, excellent organizational and time management skills.

*N=New, R=Replacement

Submitted By:  
Budget Center Manager

Approved By:  
President/Vice President
REQUEST FOR OPERATING BUDGET AUGMENTATION PROGRAM/UNIT NAME CULINARY ARTS

Budget Center: ___________________ Activity ______________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget

This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By: ___________________ Approved By: ___________________

Budget Center Manager ___________________ President/Vice President

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
PROGRAM SPECIFIC EQUIPMENT REQUEST
PROGRAM/UNIT NAME  CULINARY ARTS

Accreditation rationale: Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. List in priority order.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immersion Circulators</td>
<td>$2000 / $0</td>
<td>NVC Strategic Goal #1</td>
<td></td>
</tr>
<tr>
<td>Digital Probe Thermometer</td>
<td>$750 / $0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sous Vide cooking is a method being employed at a rapid rate by chef’s all over the world. This very specific technique combines a scientific understanding of foods reactivity with a precise temperature controlled cooking environment to create new textures. In order to stay current and provide our students with the knowledge and experience they need to find employment in the culinary industry we feel it necessary to offer this method in our curriculum. In order to do that we must purchase the proper equipment.</td>
<td></td>
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<tr>
<td>Cheese Press, Molds, Acid Meter, Ph Meter</td>
<td>$1000 / $0</td>
<td>NVC Strategic Goal #1</td>
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<td>It is our intention to develop Cheesemaking curriculum as part of our Modern Culinary Techniques course. We feel that there is a demand for this skill for a culinary graduate. Specific equipment is required to proceed with the implementation of this course.</td>
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<tr>
<td>B. Non-instructional</td>
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<td>Garden Needs</td>
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<td>NVC Strategic Goal #3</td>
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<td>Rototiller</td>
<td>$300 / $0</td>
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<td>Mulch &amp; Path Bark</td>
<td>$500</td>
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<tr>
<td>We have installed a partial student learning garden which has enhanced our program, allowing us to offer a completely unique approach to culinary education. The expansion of the garden will lower our food cost and allow us to create a “Marketplace” from which to sell the students products, creating a cash-flow to maintain the garden.</td>
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</table>
SCHEDULE D

Submitted By:  

Approved By:  

__________________________  
Budget Center Manager  

__________________________  
President/Vice President  

Internet address:  www.napavalley.edu/apps/comm.asp?$1=262
**Technology Request**

**Program/Unit Name:** Culinary Arts

**Accreditation reference:** Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

**List in priority order.**

Provide a general description of the project that includes:

1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

---

**WE HAVE NO REQUEST FOR TECHNOLOGICAL SUPPORT AT THIS TIME**

---

Cost estimates will be provided for priority projects only.

Submitted By: __________________________

Approved By: __________________________

Budget Center Manager

President/Vice President

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
Facilities Improvement/Renovations Request
Program/Unit Name: Culinary Arts

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Small project include remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $20,000.

Larger scale projects include construction and renovation projects costing more than $20,000.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
  • How the project supports the mission and objectives of your program
  • Project description
  • Location of the proposed project
  • Health and safety impacts of the project
  • On-going maintenance that will be necessary

WE HAVE NO PLANS FOR FACILITIES IMPROVEMENTS OR RENOVATIONS AT THIS TIME

Describe Small Project(s) under $20,000

Describe Large Project(s) over $20,000

Cost estimates will be provided for priority projects only.

Submitted By: _____________________________  Approved By: _____________________________

Budget Center Manager  President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS
PROGRAM/UNIT NAME: CULINARY ARTS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   See question #2

2. What pedagogical training needs have been identified in your program review?

   Continuing education courses for instructors in the following subjects: Modern Charcuterie and Cheesemaking.

3. What types of technology does your program use? What technology training needs have you identified?

   Currently we use the computer lab on campus and have identified no additional needs for technology training.

4. What are the leading publications specific to your discipline and/or program?


Submitted By:  

Approved By:

Budget Center Manager  

President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
### Books including Reference:

Number of titles to add: __20__

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

Titles that provide in-depth information on subjects to be added to current curriculum, such as modern charcuterie, sous vide and cheesemaking. Current releases by famous chef’s that apply to existing curriculum as well as updated industry trends.

Recommendations/ comments:

Estimated cost for new materials: $300

### Periodical Titles: (Newspapers, Journals, Magazines)

Number of titles to add: _____

Recommendations/comments:

Estimated cost for new materials:

### Electronic Databases and Indexes:

Number of databases to add: ____0____

Recommendations/comments:

Estimated cost for new materials:

### Media Collection (closed captioned or DVD):

Number of titles to add: __5__

Recommendations/comments:

Anthony Bourdain DVD’s for regions that we do not currently have on hand.

Estimated cost for new materials: $100

---

Are library/ learning resource service hours adequate for this course/ program? Yes x No

Is the quantity of materials sufficient for students within needed time frame? Yes x No

Will library/learning resources assignments be used in your course? Yes x No

Will this course/program require the assistance of library faculty for orientations or other information competency instruction? Yes No x

I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
Accreditation references:

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

The president guides institutional improvement of the teaching and learning environment by ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions. (Standard IV.B.2.b)

If a need for research or interest in a research project is identified through the Program Evaluation & Planning (PEP) process, please complete this form. If you have any questions, contact the Office of Institutional Research for assistance.

List research projects/requests in priority order.
Provide the following information about each project/request:
- Project description
- Purpose of project
- Link between project and NVC’s strategic goals
- Question(s) project is intended to answer
- Potential changes to current practice that will result from research findings
- Relevant page(s)/section(s) of PEP report identifying need for research

We have identified no need for a Research Project at this time.

Submitted By: ____________________________
Approved By: ____________________________

Budget Center Manager
President/Vice President
Program Evaluation Summary

Program: Culinary Arts

Program Achievements (major achievements, changes, implementations, progress since last program review)

This is our first program review; however, we have made some significant changes in our program recently, which are worth mentioning.

In the last year we have completed phase one of a student learning culinary garden and acquired 24 laying hens in an effort to instill the importance of knowing the source of our food in our students. The implementation of this new part of our program has been time consuming but has proven to be a huge success.

We have also combined our culinary program with what used to be a separate pastry program, raised our tuition to reflect the change, and increased our class capacity. We have received feedback from the 2009 graduating class and current student body that this improves the fluidity of our program. We believe these changes add to the list of things that set us apart from other professional culinary schools.

Strengths (unique characteristics, special capacities)

We are a unique professional culinary arts training program. The following characteristics make us different than any other culinary program in our area:

- We maintain a low student to teacher ratio (10:1)
- We have a working garden and chicken coop
- We focus on sustainable practices
- We create a schedule and curriculum to reflect the current trends and needs in the culinary industry
- We have raised the bar by teaching at the level of fine dining
- We utilize specialists to supplement the expertise of the two full-time instructors
- We have a greater number of student contact hours
- We participate in the World of Flavors Conference at the CIA
- We use the Conference, Food Enthusiast Program and Externship to expose our students to well known chefs from the bay area and around the world to increase students' changes of employability in the field.

Challenges (concerns, difficulties, areas for improvement)

Our greatest challenge is maintaining the standards of education we have set forth and accomplishing our administrative duties without working excessive hours. Although we could lower the bar, put less passion into our teaching and spend less time counseling and tutoring our students, we choose to dedicate ourselves completely to our careers. Unfortunately, as a result, we do not always get our administrative work done, spend less time than optimal on student performance reviews and often have reduced student
contact time to get everything done within deadlines. We feel that by hiring an administrative assistant and having a year-round intern we would be more able to keep our focus on the educational process while accomplishing all cooking school related tasks.

Briefly describe the process used to complete the PEP.

This has been a very difficult process for us. As we have mentioned throughout the pages of this review, with only two instructors, and the amount of student contact time and no administrator, the amount of time this has added to our already heavy load has been tremendous. One of the greatest challenges has been understanding the terminology in the PEP documents and translating the questions to apply to our unique program. Because we are a fee-based program, run for the most part, independently of the rest of the college, the terminology used here is unfamiliar to us. Our curriculum and teaching strategies are specifically culinary focused with the intent of graduating students who will be prepared for the workplace. This is mainly a vocational training program structured very differently than a regular college course.

That said, Barbara Alexander and Laura Lee worked after hours, during weekends and took time out of student contact hours to complete this process. We received assistance from Debra Saunders and Robyn Warnall via phone conference and email.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the V.P. (Instruction or Student Services) or President with a copy to the Office of Research, Planning and Development for the verification phase.

**Verification Phase**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified, it is forwarded to the appropriate Vice President or President (for administrative services).

**Acknowledgement Phase**

The Vice President/President reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to (1) base discussions and decision making on data and evaluation provided by program evaluation; (2) inform program planning; and (3) advocate for program needs.
Upon completion of this program, students should be able to:

1. Pursue careers in the fine dining establishments as chefs and culinarians.
2. Acquire certification in ServSafe, and observe all Health Department regulations.
3. Understand terminology, equipment, history, and sociology relative to fine dining.
4. Utilize culinary math, measurement techniques, food and beverage costing, inventory and cost control in a professional culinary setting.
5. Demonstrate basic knife skills, rudimentary cooking skills, and knowledge of ingredient identification.
6. Apply advanced culinary techniques.
7. Gain real-time experience and practice in both catering and fine dining restaurant settings.
8. Demonstrate an understanding of wine appreciation, viniculture, and tasting.
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SERVSAFE®
60 classroom hours
written exam

Program Description:
ServSafe® is a nationally recognized certificate program designed to train culinarians in all aspects of food safety and sanitation. This program must be successfully completed in order to continue the professional culinary program.
Upon completion of the course students will receive a ServSafe® certificate from the National Restaurant Association.

Student Learning Objectives:
Upon successful completion of this course, students will be able to:

- Safely handle food utilizing current information on food handling and safety.
- Apply and implement ServSafe® guidelines
- Safely use and care for equipment and food products
- Operate a professional kitchen observing Health Department regulations
PRODUCT ID
5 classroom hours
55 kitchen lab hours
written exam

Program Description:
This Introductory course covers the identification and use of key ingredients in culinary applications. Students will utilize comparative and blind ingredient tasting, lectures, and field trips to gain a broad knowledge of varied culinary ingredients. Additionally, this course will explore the introduction of sustainable practices on a global scale, in the Napa Valley, and on our campus, with special emphasis on how our everyday efforts in the culinary industry impact and affect the land.

Student Learning Objectives:
Upon successful completion of this course, students will be able to:

- Understand sustainable practices from a culinary standpoint.
- Identify sources, flavors and uses of various salts, sugars, oils, fats, vinegars, cheeses, spices and herbs.
- Discern and select ingredients for individual culinary uses.
- Understand the five tastes
- Identify different flavor profiles
ESSENTIAL SKILLS
20 classroom hours
100 kitchen lab hours
written exam
practical exam

Program Description:
This course introduces students to the professional culinary kitchen. Students will be introduced to professional kitchen layout, equipment, brigade system, basic culinary math, basic knife skills, basic cooking methods and recipe writing through textbooks, lecture material, reading assignments, power point presentations and kitchen lab time.

Student Learning Objectives:
Upon successful completion of this course, students will be able to:

- Identify equipment.
- Perform calculations using basic culinary math.
- Utilize US standard and metric measurement systems
- Identify, handle, and sharpen knives.
- Demonstrate all culinary knife cuts.
- Apply appropriate cooking methods for potatoes, eggs, vegetables, and grains.
- Understand and apply wet, dry and combination cooking methods.
- Effectively convert and write recipes.
GARDE MANGER
5 classroom hours
25 kitchen lab hours
written exam
practical exam

Program Description:
This course introduces students to the Garde Manger (pantry kitchen). Students will be introduced to all aspects of a classical Garde Manger position through textbooks, lecture material, a homework research assignment and kitchen lab time.

Student Learning Objectives:
Upon successful completion of this course, students will be able to:

- Use proper terminology.
- Perform cold emulsifications.
- Identify, care for, and handle salad greens.
- Produce canapés.
- Prepare hors d’oeuvres and starters.
STOCKS, SOUPS, SAUCES
10 classroom hours
50 kitchen lab hours
written exam
practical exam

Program Description:
This course introduces students to classic and modern preparations of stocks, soups and sauces. Students are required to master basic stocks, emulsified and reduction sauces, and all classifications of soups utilizing information gleaned from textbooks, lecture material, and kitchen lab time.

Student Learning Objectives:
Upon successful completion of this course, students will be able to:

- Prepare classic white and brown protein based stocks.
- Prepare modern stocks including vegetable and fruit stocks.
- Understand and demonstrate preparation methods for cream, puree, clear cut, consommé, specialty and cold soups.
- Prepare classic and modern interpretations of emulsified, reduction, puree, sabayon, infusion, juice, butter, foam, and nage sauces.
WORLDS OF FLAVORS CONFERENCE  
80 kitchen lab hours  

Program Description:  
Students in this program are provided the opportunity to cater a large scale event at the Culinary Institute of America Worlds of Flavors annual conference. The students work with guest chefs to prepare their recipes for a plated lunch for 750 guests.  

Students will receive a CIA certificate upon completion. (3 CEU)  

Student Learning Objectives:  
Upon successful completion of this course, students will be able to:  

- Appreciate the magnitude of the quantity of ingredients, staff, space, tools and equipment required for large scale food service.  
- Work with recipes translated from foreign languages.  
- Adapt small recipes and cooking methods for unfamiliar equipment and large scale service.  
- Calculate prep and plating schedules and timing.  
- Understand foreign ingredients and cultures.
ARTISAN BREAD
5 classroom hours
25 kitchen lab hours
written exam
practical exam

Program Description:
This course introduces students to artisan bread making. Students are introduced to the role of flour, yeast, salt and water in the preparation of bread dough through textbooks, lecture material, and kitchen lab time. Kitchen lab hours will provide the students with hands on bread making and baking experience.

Student Learning Objectives:
Upon successful completion of this course, students will be able to:

- Understand the role of key ingredients.
- Understand and calculate bakers formula percentage.
- Prepare dough by hand and machine using multiple formulas and methods.
- Identify and understand the 12 steps of bread making.
- Shape and bake quality artisan loaves.
- Assess and identify quality issues.
RESTAURANT 1
6 classroom hours
204 kitchen hours
40 projected overtime lab hours

Program Description:
In this intensive program a student-run restaurant is created with the goal of providing real time, hands on experience of operating a fine dining establishment.

Student Learning Objectives:
Upon successful completion of this course, students will be able to:

- Accept and schedule reservations.
- Understand fine dining room décor and set-up.
- Perform maitre d’ and server functions.
- Procure donated wines and wine service.
- Plan menus.
- Plan and set-up kitchen station
- Create prep and order lists
- Perform line cooking in both savory and dessert stations.
- Perform sous chef duties.
RESTAURANT 2
4 classroom hours
206 kitchen hours
40 thesis hours
60 projected overtime lab hours

Program Description:
Similar to Restaurant 1, in this course a student-run restaurant is created with the goal of providing real time, hands on experience of operating a fine dining establishment. In addition, students are required to design an eight-course chef’s tasting menu and submit it as their program thesis.

Student Learning Objectives:
Upon successful completion of this course, students will be able to:

- Perform all duties as listed in Restaurant 1.
- Develop a chef’s tasting menu.
- Develop recipes.
- Cost menu items.
- Draw and execute final plate presentations
- Present tasting plates for critical evaluation.
- Create a work schedule to execute their daily changing dish for 60 person lunch service.
WINE APPRECIATION
60 classroom hours
written exam

Program Description:
This course introduces students to basic wine knowledge and appreciation by means of lecture material, sensory evaluation, and field trips.

Student Learning Objectives:
Upon successful completion of this course, students will be able to:

- Identify and evaluate varietals from around the world.
- Taste wine
- Understand the basics of viticulture and viticulture
- Understand principles of food and wine pairing.
BUTCHERY
10 classroom hours
50 kitchen lab hours
written exam

Program Description:
In this course, students are introduced to the techniques used for shellfish, fish, poultry, pork, beef, and lamb butchery. Safe handling, anatomy, butcher and primal cuts, and purchasing are covered during hands-on labs. Students will complete a research assignment on sustainability.

Student Learning Objectives:
Upon successful completion of this course, students will be able to:

- Understanding of sustainable farming practices.
- Demonstrate safe handling and storage of product.
- Demonstrate a practical understanding of shellfish, fish, poultry, pork, beef, and lamb anatomy in a culinary context.
- Breakdown flatfish, round fish, crustaceans, shellfish, and mollusks
- Breakdown quail, chicken, duck
- Breakdown a quarter hind of grass fed beef, a whole lamb and hog
- Demonstrate trussing, produce restaurant cuts, and manufacture off-cuts.
- Apply advanced cooking techniques, including smoking, and fabrication for fine dining.
FOOD & BEVERAGE COST CONTROL
60 classroom hours
written exam

Program Description:
The intent of this program is to give practical knowledge and actual practice of the skills required for controlling
costs in a fine dining establishment.

Student Learning Objectives:
Upon successful completion of this course, students will be able to:

- Understand restaurant volumes.
- Formulate pricing strategies.
- Demonstrate effective practices for menu planning, inventory, purchasing and receiving.
- Cost food including butchers yield, waste, and family meal.
- Understand beverage pricing and bar cost control.
- Understand profit and loss statements.
MODERN CULINARY TRENDS
5 classroom hours
25 kitchen lab hours
written exam
practical exam

SLO to be completed when final class outline is determined
NUTRITION
5 classroom hours
25 kitchen lab hours
written exam
practical exam

Program Description:
This course is designed to give the student a thorough understanding and knowledge of the fundamentals of Nutrition. Utilizing lecture material and kitchen lab time, the students are introduced to different vegetarian diets and unique culinary techniques and ingredients. Daily assignments with strict dietary criteria will be given for the student to research an ingredient as a base for a fine dining “black box” dish.

Student Learning Objectives:
Upon successful completion of this course students will be able to demonstrate a thorough understanding of:

- Fat composition, calories, proteins, carbohydrates, vitamins and minerals
- The composition and importance of a proper diet
- USDA and alternative food pyramids
- The use of supplements
- The importance of organic, sustainable foods
- The practical application of cooking techniques used in various vegetarian cookery including raw
- Methods for lowering fat and caloric content in foods for fine dining preparations
FRANCE
10 classroom hours
50 kitchen lab hours
written exam
practical exam

Program Description:
This course will provide students with a thorough understanding and knowledge of the fundamental culinary techniques and ingredients of classic French cuisine. Introduction to French pastry work will be included. In-depth lectures will include social history, geography, and specialized regional ingredients pertaining to the production of classic cuisine. Students will compete a homework assignment researching and presenting the significance of a famous French chef.

Student Learning Objectives:
Upon successful completion of this course, students will be able to demonstrate a thorough understanding of:

- Regional French cuisine
- Classic advanced technique including soufflés, custards, braises, savory and sweet mousses and torchon
- Classic and modern preparations of foie gras and truffles
- Advanced plate presentation
- Advanced sauce work, knife skills and gueridon service (tableside flambe)
MEDITERRANEAN CUISINE
10 classroom hours
50 kitchen lab hours
written exam
practical exam

Program Description:
This course will provide students with a thorough understanding and knowledge of the fundamental culinary techniques and ingredients of classic Mediterranean cuisines, ranging from Spain and Portugal, Italy, to the Middle East and North Africa. In-depth lectures will include social history, geography, and specialized ingredients all pertaining to the individual regions.

Student Learning Objectives:
Upon successful completion of this course, students will be able to demonstrate a thorough understanding of:

- Mediterranean Geography
- Regional spices and unique ingredients, flavor profiles and culinary uses
- Migration of foods throughout the Mediterranean via historical wars, religion, conquer and exploration
- Culinary terminology unique to each region
- The preparation of tapas, mezze, ragus, pastas, couscous, tagines, and flatbreads
- Advanced technique of translating classic flavors into modern interpretations
Program Description:
This course will provide students with a thorough understanding and knowledge of the fundamental culinary techniques and ingredients of classic Asian cuisines, spanning from India to Japan. In-depth lectures will include social history, geography, and specialized regional ingredients all pertaining to the individual regions.

Student Learning Objectives:
Upon successful completion of this course, students will be able to demonstrate a thorough understanding of:

- Regional Asian cuisine.
- The advanced techniques used in classic Asian cookery including pastry work, sauces, marinades, spice pastes, curry pastes, wok cooking, and sushi making.
- The advanced skill of interpreting classic dishes into modern plate presentation.
CHARCUTERIE
10 classroom hours
50 kitchen lab hours
written exam

Program Description:
This course introduces students to the techniques used in the fine art of classic charcuterie. Safe handling, processing and fabricating pates, terrines, sausages, smoked meats and fish are covered during hands on labs.

Student Learning Objectives:
Upon successful completion of this course, students will be able to demonstrate:

- Safe handling and storage of product.
- The steps of progressive grinding.
- Making of force meats and mousselines
- Dry, wet and injection curing, brining, cold and hot smoking.
- The preparation of terrines, pates, torchons, sausages, aspic, chaud-froid, pate en croute, smoked fish and meats.
- Slicing, plating, mirror work, garnitures and accoutrements, center pieces, buffet set up.