Program/Discipline: Hospitality, Restaurant & Culinary Arts (HRC)

Annual Program Review Update

Instructions
The Annual Update is conducted district-wide by each program/discipline and consists of a) analysis of general changes, staffing, resources, facilities, equipment and other needs, as well as b) reporting of curricular changes and outcomes assessment.

The questions on the subsequent pages are intended to assist you in planning for your program or area. **Input should be sought from all campuses.** It should be **submitted or renewed every year by the designated date** in anticipation of budget planning for the next fiscal year.

Institutional data used to document program/discipline statistics and trends will be provided by Institutional Research.

Please include pertinent documents such as student learning outcomes assessment reports and data analysis to support any requests for new faculty, facilities, equipment, etc. Retain this information for your discipline’s use,

Submit an electronic copy of your Annual Update Document and supporting data to the Program Review Committee. Also submit a copy of these documents to your Division Chair, Director, or Campus Lead Faculty.
Annual Program Review Update
*Be sure to include information from all three campuses.

Program/Discipline: **Hospitality, Restaurant & Culinary Arts (HRC)**
Submitted by (names): **Dona M. Moxon**
Contact Information (phone and email): **dona-moxon@redwoods.edu**
**voice message 476-4100 x 4907**
**Date:** **November 15, 2009**

1. **Program/Discipline Changes**
   Has there been any change in the status of your program or area since your last
   Annual Update? (Have you shifted departments? Have new degrees or certificates
   been created by your program? Have activities in other programs impacted your area
   or program? For example, a new nursing program could cause greater demand for
   life-science courses.)

   **Note:** curricular changes should be addressed under **12 (Curriculum).**

   ☒ No (go to next question)
   ☐ Yes  Describe the changes below:

2. **Program/Discipline Trends**
   Refer to the data provided (data link is located at
   [http://inside.redwoods.edu/Assessment/ProgRev/InstructionalProgramReviewData.asp](http://inside.redwoods.edu/Assessment/ProgRev/InstructionalProgramReviewData.asp)
   and describe the trends in enrollment, retention, success rates, and student
demographics. If applicable, describe how changes in these areas are impacting your
discipline and describe efforts within your area to address these impacts.

   **Enrollment trends in the Hospitality, Restaurant & Culinary Arts program**
   have been steadily on the increase since the program's first course offerings in
   2004.

   Students range in age from first year college students interested in developing
   a career in the restaurant and/or hospitality industries to mature adults
   returning to school for education to start a second career and retirees interested
   in learning about hospitality service for part-time jobs or personal interest.

   A history of HRC enrollment, success, and retention is included below.
   Please note that 2005-2006 data is limited as the program was just beginning
   classes with a regular schedule at the new instructional kitchen in Arcata.

   **HRC Enrollment Data**

<table>
<thead>
<tr>
<th>Year</th>
<th>Census Enrollment</th>
<th>% Success</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>30</td>
<td>73.0%</td>
<td>-----%</td>
</tr>
<tr>
<td>2006-07</td>
<td>410</td>
<td>66.0%</td>
<td>53.5%</td>
</tr>
<tr>
<td>2007-08</td>
<td>440</td>
<td>65.0%</td>
<td>46.1%</td>
</tr>
</tbody>
</table>

   Early indicators point to an increase in enrollment of nearly 63% from the
   fall 2007 semester as compared to the fall 2008 semester.
Increases in the number of enrollments are impacting the discipline in the areas of facilities space availability and available faculty and faculty teaching hours. These increases are also impacting the small program budget. All of these influences will continue to widen a gap in program delivery as the student enrollment base develops.

Efforts are being made to employ additional associate faculty and expand the number of courses offered throughout the District. Ideally, two full-time faculty members are needed to keep the HRC program on track and a full-time culinary instructor is critical at this juncture.

An increase in faculty will allow for the scheduling of additional course offerings and enrollments. The culinary lab is currently scheduled for use 2 to 3 days per week and limited work stations allow for a maximum of 16 students per class. Due to the size of the facility, safety issues become a concern with the maximum enrollment load and classes are frequently capped at 12 students to satisfy the safety concern.

The administration is currently investigating facilities options. Moving the teaching kitchen to the main campus in Eureka and developing a true center for the North Coast Hospitality Institute is the optimum plan. Identifying kitchen and hospitality training facilities that will serve instructional needs in Mendocino and Del Norte are also under discussion, as well as the identification of potential industry partners who may help by sponsoring the program and its various components.

In an effort to drive enrollment, non credit and community education courses that follow the hospitality path are being designed for delivery within the District's communities.

The HRC program articulates with the Humboldt County Office of Education's Humboldt Regional Occupational Program (HROP) for high school students enrolled in culinary arts. Discussions are being held with regard to increasing the level of resources that College of the Redwoods may be able to provide high school students in these programs.

We are pursuing partnerships with business and agencies throughout the District, its communities, and beyond, to create culinary and hospitality educational programs, internships, scholarships, and instructional facilities that increase awareness of, and enrollment in, credit/certificate/degree programs and career opportunities within the food/beverage, hospitality and visitor industries, as well as opportunities in the growing institutional foodservice delivery realm. (Institutional foodservice organizations include, but are not limited to, hospitals, care homes, senior community living and activity centers, schools, and correctional facilities.)

3. Labor Market Review (for occupational programs)

Occupational programs must review their labor market data. Links to various reports and information, as well as instructions on how to create program-specific reports, can be found at http://www.redwoods.edu/District/IR/Reports/LaborMarket.asp. Institutional Research (IR) is available to help with surveys and reviews. All survey
data (whether collected by your program or the institution) should be sent to IR to be kept on record.

a. Meets a documented labor market demand,
b. Does not represent duplication of other training programs (in the region), and
c. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

U.S. Bureau of Labor Statistics Career Guide to Industries notes the following facts in 2006 research, the latest and most currently available:

Food services and drinking places provide many young people with their first jobs; more than 1 in 5 workers were aged 16 to 19 in 2006, about 5 times the proportion for all industries.

Cooks, waiters and waitresses, and combined food-preparation and serving workers comprise nearly 3 out of 5 workers in this industry.

About 2 out of 5 employees work part-time, more than twice the proportion for all industries.

Job opportunities will be plentiful because large numbers of young and part-time workers will leave their jobs in the industry, creating substantial replacement needs.

Service occupations, by far the largest occupational group in the hotel/accommodations group, account for two-thirds of the industry's employment.

Hotels employ many young workers and first-time job holders in part-time and seasonal jobs.

Job opportunities should be excellent as a number of new hotels are expected to open.

Hotels and other accommodations provided 1.8 million wage and salary jobs in 2006. In addition, there were about 40,000 self-employed and unpaid family workers in the industry, who worked in bed-and-breakfast inns, camps, and small inns and hotels.

In reports generated by the Center of Excellence, Economic Modeling Specialists, Inc. (EMSI), Sacramento, CA., Leisure and Hospitality, Restaurant and Foodservice (eating establishments), consistantly rank fourth in California's North Coast industry size and growth. An industry overview report by EMSI defining key growth industries between 2006-2016 identifies a projected growth rate of 8% in Leisure and Hospitality.

Transient Occupancy Tax Collections (TOT) is a common indicator of visitor industry trends and spending. According to the Humboldt County Convention and Visitors Bureau in a report issued in the fall of 2008, the most recent 10-year growth in TOT collections is a positive 85%, indicating a healthy and growing visitor business within the county.

According to the Del Norte County Chamber of Commerce, Leisure and Hospitality industries rank 4th in the top 10 industries within the county. Of the top 10 Del Norte County employers, 5 have foodservice employees as a key component of their employee base.
In Mendocino County, the total local tax receipts generated by the visitor industry rose from $18.1 million in 2005 to $19.0 in 2006, indicating a healthy and growing hospitality industry.

Each of the above listed industry facts provide a strong platform for the educational opportunities and increased student enrollments that an expanded College of the Redwoods Hospitality, Restaurant, and Culinary Arts program can provide.

4. Budget Resources
List your area’s budget for the following categories in the table below. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Unrestricted Funds</th>
<th>Restricted Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply and printing budget</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment replacement and repair budget</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional Development</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Work-study funding</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Additional Budget Items</td>
<td>15,500</td>
<td></td>
</tr>
</tbody>
</table>

Is the funding for these areas adequate? ☒ Yes ☐ No
If not, describe the impact of unaddressed needs on your discipline or program.

The 2008-2009 budget for the Hospitality, Restaurant & Culinary Arts program is $15,500, excluding salaries. Of this amount, $10,000 is budgeted for consumables (culinary food supplies) and $1,625 for miscellaneous non-food supplies that support the program. The balance of the budget, a total of $3,875, is distributed as follows: $2,500 Laundry, $1,125 Tools and Equipment, and $250 Mileage/Instructor Travel. No budget allowances have been made for Equipment Maintenance and Repair, office supplies/postage, membership fees or other expenses related to program delivery and expansion. To grow the program, additional sources of funding must be identified. The amount of funding needed will be determined once the program's future is defined.

Funds budgeted for Equipment Maintenance and Repair are critical to program success, as downtime can mean cancelled classes. Again, as program plans progress, this budget item will also be easier to define.

5. Learning Resource Center Resources
Is the level of resources provided by the Academic Support Center and Library (Learning Resource Center) adequate? ☒ Yes ☐ No
If not, explain.

Currently, there are no program textbooks, periodicals, or industry related resource materials in the Learning Resource Center at the main campus. This makes it difficult for students who study at the main campus to have adequate materials at their immediate disposal unless they have their program materials with them. One copy of each program textbook is
available for students to borrow from the office library at the Arcata Instructional Site where the culinary lab and classroom are housed. Throughout the history of the HRC program, there has been very little student borrowing of the resource materials located in Arcata. Learning Resource Center staff has requested a list of program materials to investigate the possibility of adding these resources to the library's inventory. This list has been created and will be forwarded for review and consideration.

6. **Student Services Resources**

   Complete the following grid concerning Student Services Areas.

<table>
<thead>
<tr>
<th>Student Services Area</th>
<th>Does the area satisfy the needs of your discipline?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is a connection to this discipline/program and <strong>YES</strong> the student services area does satisfy the needs of the discipline.</td>
</tr>
<tr>
<td></td>
<td>There is a connection to this discipline/program and <strong>NO</strong> the student services area does not satisfy the needs of the discipline.</td>
</tr>
<tr>
<td></td>
<td>Uncertain about the student service area provided or how it connects to this discipline/program</td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>✗</td>
</tr>
<tr>
<td>Counseling</td>
<td>✗</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>✗</td>
</tr>
<tr>
<td>Career Services</td>
<td>✗</td>
</tr>
<tr>
<td>Disabled Student Programs and Services (DSPS)</td>
<td>□</td>
</tr>
<tr>
<td>Extended Opportunities Programs and Services (EOPS)</td>
<td>□</td>
</tr>
<tr>
<td>CalWorks</td>
<td>□</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>□</td>
</tr>
<tr>
<td>Upward Bound Student Conduct</td>
<td>□</td>
</tr>
</tbody>
</table>

*If a lack of support was indicated in the table above, describe your program/discipline need.*

7. **Faculty Resource Needs**
Complete the Faculty Employment Grids below (data link is provided at [http://www.redwoods.edu/District/IR/Reports/EnrollmentFTES.asp](http://www.redwoods.edu/District/IR/Reports/EnrollmentFTES.asp)).

### Faculty Load Distribution in the Program

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for fall 2007 term</th>
<th>% of Total Teaching Load for fall 2007 term</th>
<th>% Change from fall 2006</th>
<th>% Change from fall 2005</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRC</td>
<td>45 TLUs</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>Reassignment of full time faculty position</td>
</tr>
</tbody>
</table>

### Faculty Load Distribution in the Program

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for spring 2008 term</th>
<th>% of Total Teaching Load for spring 2008 term</th>
<th>% Change from spring 2007</th>
<th>% Change from spring 2006</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRC</td>
<td>49.5 TLUs</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

a. Describe the status of any approved, but unfilled **full-time** positions.

b. If you are requesting a **Full-Time Faculty** position develop an attachment to this report that addresses the following criteria (as listed in AR 305.03)
   - The ratio of full-time to associate faculty
   - Current availability of associate faculty
   - Relation to program review recommendations
   - Effect on diversity of the faculty
   - Effect on academic offerings and ability to serve students and the community
   - Effect on the vitality and future direction of a program and/or the college
   - Effect on student learning

c. If your **Associate Faculty** needs are not being met, describe your efforts to recruit Associate faculty and/or describe barriers or limitations that prevent retaining or recruiting Associate Faculty
Efforts have been underway for to identify and recruit faculty, as allowed by budgetary constraints. In prior years, Associate Faculty have devoted countless volunteer hours to manage the program and see to program's success. While these generous volunteer hours have been a bonus to the program, they should not be considered as a guarantee in the future. Budgetary restraints and the lack of a full-time program manager and a full-time culinary instructor are a hinderance to program development and expansion. Qualified faculty is also a concern and efforts to employ program faculty should extend outside of the District's boundaries, as well as recruitment from within.

8. Staff Resources

Complete the Classified Staff Employment Grid below (please list full- and part-time staff). This does not include faculty, managers, or administration positions. If a staff position is shared with other areas/disciplines, estimate the fraction of their workload dedicated to your area.

<table>
<thead>
<tr>
<th>Staff Employed in the Program</th>
<th>Assignment (e.g., Math, English)</th>
<th>Full-time (classified) staff (give number)</th>
<th>Part-time staff (give number)</th>
<th>Gains over Prior Year</th>
<th>Losses over Prior Year (give reason: retirement, reassignment, health, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRC</td>
<td></td>
<td>0</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Do you need more full-time of part-time classified staff?  ☒ yes  ☐ no
If yes, explain why.

Both part-time staff members are temporary employees of the District. One position is a temporary Lab Technician, budgeted and authorized in 6 month employment blocks (January 1-June 30 and July 1-December 31). This position is necessary for the support of culinary faculty. The Lab Technician assists faculty with potential safety issues in the lab environment (such as heat and knife usage), and is charged with purchasing, cost, and inventory control of perishable and non-perishable foodstuffs for instructional needs.

The second temporary part-time position is that of a Program Manager. This position was created for the 2008-2009 program year and is approved through June 30, 2009. During this period, the Program Manager is charged with creating opportunities for increased FTES and program expansion. Upon the successful completion of these tasks, additional staff hours will be needed to facilitate future program needs and management.

9. Facilities, and Classroom Technology

Are teaching facilities adequate for achieving the educational outcomes of this discipline/program?  ☐ Yes  ☒ No
If No was checked, complete and attach Facility Form \((facilities.form)\) for each instructional space that does not meet the needs of this discipline/program:

**10. Equipment**

Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline?  
☐ Yes  ☒ No

If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Approximate Price</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVD/Video set-up to flat screens in kitchen/moving vs stationary. Laptop, speakers, projector in kitchen classroom. Internet access in kitchen classroom with 2 computers &amp; a printer. Video recorder to film student demonstrations for certification</td>
<td>$8,000.00</td>
<td>48</td>
<td>The kitchen video set-up will aid in curbing the safety issue in the kitchen lab and students can remain at their stations and view demonstrations. Additional access to instructional materials and information in the classroom will assist all students and especially those who do not have access available to them otherwise. Recording student demonstrations will benefit students seeking certifications from industry educational and career partners.</td>
</tr>
</tbody>
</table>

**Equipment Repair**

Is the equipment used for your discipline/program in need of repair, which is outside your current budget allotment? *This does not include classroom specific equipment repair described in the facilities section.*  
☑ Yes  ☐ No

If Yes was checked, provide the following information to justify a budget allotment request:

<table>
<thead>
<tr>
<th>Equipment requiring repair</th>
<th>Repair Cost / Annual maintenance</th>
<th>Number of students using equipment each</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
</table>
Annual maintenance costs would be determined upon the number of equipment downtime issues; estimate $500-$1000 annually in the current location.

Instructional kitchen equipment is critical to the success of the culinary program and is used daily. While most of the equipment is relatively new, several maintenance issues concerning the listed equipment have persisted in 2007 and 2008.

11. Learning Outcomes Assessment Update.

List all expected program-level outcomes, whether you have completed the assessment loop (use of results) or not. For each outcome, identify the means of assessment and the criteria for success. Summarize the data that have been collected in the ‘Assessment Results’ column. If no data have been collected and analyzed for a particular outcome, use the ‘Assessment Results’ column to clarify when these data will be collected and analyzed. In the fourth column, indicate how the assessment results are being used to improve the program.

<table>
<thead>
<tr>
<th>Program Outcomes (Not all disciplines have program-level outcomes)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List all course-level student learning outcomes for which some assessment activity (assessment, analysis, or use of results) has taken place since the most recent program review, and complete the table below as appropriate.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (course-level)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discuss the extent to which part-time faculty (if applicable) have been involved in the dialogue about assessing student learning outcomes:
All course outlines, with the exception of the three listed below, have been re-written to include student learning outcomes. All courses, with the exception of the Career Guidance and Internship Courses, are certificated courses where students take an industry designed examination to test for knowledge on the subject matter. Students are passing these examinations 90% of the time.

In culinary courses with labs, the program has a standard practical where students are timed and must demonstrate cooking techniques based on industry standards. The students also do a written exam specific to lab cooking terminology in addition to the certificated final examination. A competition at the end of each culinary lab course is held where students compete for first through third place rankings. They are judged by outside chefs and related industry personnel who provide valuable feedback on their performance both in the kitchen and on the product they produce.

12. Curriculum Update

Identify curricular revisions and innovations undertaken
a. in the last year.
   None
b. planned for the coming year.

Complete the grid below. The course outline status report can be located at:
http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum_Course_Outlines.htm

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Course Outline Last Updated</th>
<th>Year Next Update Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRC-14</td>
<td>2004</td>
<td>2009</td>
</tr>
<tr>
<td>HRC-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRC-8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why.

13. Communication

Are the current lines of administrative, faculty, and staff communication adequate to meet the needs of this discipline/program? Describe representative example of effective or ineffective communication.

Yes.


List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your area.
15. Goals and Plans

If you have recently undergone a comprehensive review, attach your Quality Improvement Plan (QIP) if applicable.
QIP Attached

If you do not have a QIP, refer to the goals and plans from your previous annual update. For each goal and/or plan, comment on the current status. List any new goals and plans your area has for the coming year, and indicate how they are aligned with the goals/objectives in CR’s Strategic Plan. (CR’s strategic plan is located on the web at http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp).

A QIP has not been completed for the Hospitality, Restaurant, and Culinary Arts Program. Listed below are recommendations written into the 2007 Program Review document with information regarding the current status of each recommendation.

1. Hire a full time faculty or program manager with the goal to increase the number of courses offered each semester. This position will provide additional culinary lab and student support, administrative oversight, and facility maintenance. The ongoing increase in enrollment coupled with the community outreach merits a full time person overseeing the program.

Beginning with the fall 2008 semester, a part-time temporary Program Manager joined the program. This position is charged with program oversight, increasing enrollments and course offerings, and community outreach. The Program Manager works with a part-time Lab Technician to provide lab and student support and facilities maintenance. This has been a beneficial move forward for the program, however the need for a full-time Program Manager still exists.

2. Recommendation: Find a corporate sponsor for the program to provide ongoing financial support.

College of the Redwoods administrators and program management are currently working to develop outside sponsorship and financial support for the program. These outreach efforts will continue throughout the 2009 year and beyond.

3. Recommendation: Write a training grant and partner with a business in order to provide hands-on training for the program students.

This recommendation has not been addressed at this writing and is being considered in the coming year.

4. Recommendation: Create a task force to consider merging the cafeteria with the program as a cost savings to the college and create a venue for training for the students in the program.

An Advisory Committee has recently been formed to provide industry input to program development. While the #4 recommendation has not been addressed, the administration and program management have been
investigating options for moving the HRC instructional kitchen to the main campus and to create a true hospitality training center for the District and all of the California North Coast. Changes in the campus Dining Services program and planned facilities move necessitate a review of this recommendation. As both programs develop and evolve over the next year, this recommendation will be updated and/or eliminated.

5. Recommendation: Create a task force to look at the program taking over the entire Arcata site and managing the food works as part of the program with administrative support for classes.

Recent changes in the structure and management of satellite instructional sites will require another review of this recommendation. Again, as the HRC program develops throughout the coming year, this recommendation may be changed or eliminated.

6. Recommendation: Update the final 3 course outlines that are from the old curriculum.

Course outlines have received review and updating throughout the past two years. All course outlines will be reviewed in 2009 to insure current content is included.
### Summary of Data

#### Enrollment Summaries by Academic Year (Summer, Fall, Winter, Spring)

<table>
<thead>
<tr>
<th></th>
<th>Active Sections</th>
<th>Census Enroll</th>
<th>Avg Class Size</th>
<th>Section Fill %</th>
<th>% Retent.</th>
<th>% Success V1</th>
<th>% Success V2</th>
<th>Active Sections</th>
<th>Total TLU's</th>
<th>% FT TLU</th>
<th>% PT TLU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>19</td>
<td>391</td>
<td>20.6</td>
<td>67.6%</td>
<td>86.7%</td>
<td>67.5%</td>
<td>74.2%</td>
<td>19</td>
<td>94.5</td>
<td>28.6%</td>
<td>71.4%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>0</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>0</td>
<td>0.0</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

#### Enrollment Summaries by Academic Terms

<table>
<thead>
<tr>
<th></th>
<th>Active Sections</th>
<th>Census Enroll</th>
<th>Avg Class Size</th>
<th>Section Fill %</th>
<th>% Retent.</th>
<th>% Success V1</th>
<th>% Success V2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007S</td>
<td>8</td>
<td>194</td>
<td>24.3</td>
<td>71.2%</td>
<td>83.0%</td>
<td>60.8%</td>
<td>68.0%</td>
</tr>
<tr>
<td>2007W</td>
<td>0</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2006F</td>
<td>10</td>
<td>167</td>
<td>16.7</td>
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#### Demographics Summaries by Academic Year (Summer, Fall, Winter, Spring)

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<th>Head Count</th>
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<th>% Night</th>
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This report brought to you by the CR Institutional Research Office
### Faculty Summaries by Academic Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Active Sections</th>
<th>Total TLU's</th>
<th>% FT TLU</th>
<th>% PT TLU</th>
<th>Active Sections</th>
<th>Full Time Staff</th>
<th>Part Time Staff</th>
<th>Total FTES</th>
<th>% FT FTES</th>
<th>% PT FTES</th>
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### Grade Distribution Summaries by Academic Terms

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<th>GPA</th>
<th>% A</th>
<th>% B</th>
<th>% C</th>
<th>% D</th>
<th>% F</th>
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</table>

This report brought to you by the CR Institutional Research Office
# Program Review, Annual Review, Fall 2007

## Program Name: HRC  
**Subset:** Entire District

## Summary of Data

### Grade Distribution Summaries by Academic Year (Summer, Fall, Winter, Spring)

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time</th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th>Part-Time</th>
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<tbody>
<tr>
<td></td>
<td>Active Sections</td>
<td>% Retent.</td>
<td>GPA</td>
<td>% A</td>
<td>% B</td>
<td>% C</td>
<td>% D</td>
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</tbody>
</table>

### INFORMATION CONTAINED IN THIS REPORT

* Data comes from the student data system (Datatel Colleague) at College of the Redwoods.

**Definitions:**
- Active Sections - number of course-sections offered including both open and closed sections
- Census Enroll - seats in course-sections filled by students on census day (course-section enrollments)
- Avg Class Size - Average number of students enrolled in courses on census day
- Head Count - unduplicated count of students taking one or more courses
- FTES - Full Time Equivalent Student units
- Section Fill % - Percent of seats in a section that are filled
- % Retention - Percent of students completing course with a grade (between census day and last day)
- % Success V1 - Percent of students completing course with a grade of A, B, C or CR (between census day and last day)
- % Success V2 - Percent of students completing course with a grade of A, B, C, D or CR (between census day and last day)
- Total TLU's - Sum of Teaching Load Units for a course group
- % FT TLU - Percent of TLU's of group taught by Full-Time faculty
- % PT TLU - Percent of TLU's of group taught by Part-Time faculty
- Full Time Staff - Headcount of full-time faculty teaching in group
- Part Time Staff - Headcount of part-time faculty teaching in group
- % FT FTES - Percent of FTES's of group taught by Full-Time faculty
- % PT FTES - Percent of FTES's of group taught by Part-Time faculty
- GPA - Grade Point Average, calculated with appropriate values for "+" and "-" grades, %Grade categories merge "+" and "-" into base grade for counts

This report brought to you by the CR Institutional Research Office
Facilities, and Classroom Technology Form  
Program/Disciplines: Hospitality, Restaurant & Culinary Arts (HRC)  
Year: 2008-2009  
Submitted by: Dona M. Moxon

List classroom or instructional space name/number:  
Hospitality, Restaurant & Culinary Arts (HRC)

Check if any of the following are not adequate:  
☒ Ventilation / room temp  ☒ ADA access  ☒ Number of seats / work stations  ☒ Technology (computers, projectors, internet)
☐ Other (briefly describe):

As stated in the 2007 program review, the kitchen facility does not have adequate refrigeration, freezer, or storage space to add additional labs or expand into community short courses. Ventilation and room temperatures are an issue with air circulation around the refrigeration and freezer vents, as well as with the kitchen lab heat generated from the use of stoves and ovens. The small adjacent classroom does not have adequate air circulation for students and instructors utilizing the room for lecture and/or electronic presentations.

There are 16 potential work stations in the kitchen, however utilizing all available work space creates safety issues with over crowding.

The culinary lab is not ADA compliant. Sinks and faucets, counter tops, and workstations are just a few of the items that must be lowered and/or extended to accommodate students with special access needs. An ADA needs analysis should be completed and ADA compliance issues addressed and resolved as soon as possible.

A technology upgrade is critical to future program development. There is one computer and printer located in the instructional office for staff use. This workstation is shared by 5 Associate Faculty, one Culinary Lab Technician, and the Program Manager. No technology is available for student and instructor use within the classroom and no computer, screen, VCR/DVD player or other digital equipment is available for training purposes either in the classroom or in the lab area. ADA consideration should also be given to any technology upgrade.

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

The culinary lab has outgrown its current facility needs to be housed in larger quarters, preferably on the main campus. If a move is possible, a well-planned kitchen upgrade design should eliminate program facility and technology concerns.

If a facility change is not feasible at this time, the following equipment needs would accommodate the current kitchen lab but would not be a significant factor in FTES growth:
DVD/Video set-up to flat screens in kitchen. Camera/video upgrade so it is moving versus stationary for teaching demonstrations
  • laptop/speakers/projector in kitchen classroom to stream video/PowerPoint
  • Internet access in kitchen classroom with 2 computer stations and a printer
  • Video recorder to film students doing demonstrations for certification.
Estimated Cost: $8000

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 3  Students: 48
Facilities, and Classroom Technology Form  
Program/Disciplines: Hospitality, Restaurant & Culinary Arts (HRC)  
Year: 2008-2009  
Submitted by: Dona M. Moxon

List classroom or instructional space name/number:  
Hospitality, Restaurant & Culinary Arts (HRC)

Check if any of the following are not adequate:

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- ADA access  
- Number of seats / work stations  
- Technology (computers, projectors, internet)

☐ Other (briefly describe):

As stated in the 2007 program review, the kitchen facility does not have adequate refrigeration, freezer, or storage space to add additional labs or expand into community short courses. Ventilation and room temperatures are an issue with air circulation around the refrigeration and freezer vents, as well as with the kitchen lab heat generated from the use of stoves and ovens. The small adjacent classroom does not have adequate air circulation for students and instructors utilizing the room for lecture and/or electronic presentations.

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