



*American Culinary Federation
Education Foundation*

SELF-STUDY
for
Accreditation Renewal

Diablo Valley College
Culinary Arts
August 2018



American Culinary Federation Education Foundation Accrediting
Commission 180 Center Place Way, St. Augustine, Florida 32095
800-624-9458

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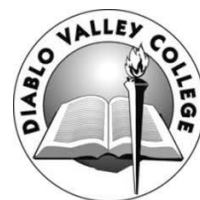
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EXHIBITS
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“Community colleges provide higher education where people live, helping to build strong ladders of opportunity that allow people to secure a foothold in the middle class.”

Thomas E. Perez



SECTION 1.0 STANDARDS - PROGRAM ELIGIBILITY

American Culinary Federation Education Foundation, Inc.
Accrediting Commission
Self-Study (part 2 of 2): Post Secondary Accreditation
Diablo Valley Community College – Culinary Arts 2018

SECTION 1.0 STANDARDS – PROGRAM ELIGIBILITY

*“Education is the most powerful weapon that you can use to change
the world.”*

-Nelson Mandela

Standard

1.01 The program must be offered at an institution which is legally authorized under applicable state law to provide Post Secondary education and is institutionally accredited by an agency recognized by the U.S. Department of Education or approved by a comparable National or International government agency responsible for the oversight of the institution.

EVIDENCE OF COMPLIANCE

1. EXHIBIT 1A – Copy of legal licensure to operate and a state certificate of approval to provide Secondary or Post Secondary education by the Department of Education or a comparable National or International government agency.
[EXHIBIT 1A – Legal License Hyperlink:](#)
2. Write a narrative response to provide:
The contact information (name, address, phone #, email address/website of the Department of Education or a comparable National or International government agency.

NARRATIVE:

Diablo Valley College is one of three State funded comprehensive community colleges that constitute the Contra Costa Community College District – and serve the Contra Costa County in the State of California. It is organized under the California Education Code and is subject to the decisions of the California Legislature, and, as defined by law, The California Community College Board of Governors. The college is responsible to its local constituency through the Contra Costa Community College District, which supports the mission and functions of the school.

Diablo Valley College is fully accredited by the Western Association of Schools and Colleges. The college is approved by the California Department of Education for the training of Veterans under the provisions of the G.I. Bill, Bill of Rights, and by the Immigration and Naturalization Service for non-quota immigration students in accordance with provisions of Section 101 (a)(15) of the Immigration and Naturalization Act, as amended.

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

10 Commercial Boulevard, Suite 204 | Novato, CA 94949
P: (415) 506-0234 | F: (415) 506-0238 | E: accjc@accjc.org

Standard

1.02 The program's application for accreditation must be authorized by the institutional chief executive or designee.

EVIDENCE OF COMPLIANCE

1. Exhibit 1B – Copy of Post Secondary Accreditation Certification Application

[EXHIBIT 1B – Application Hyperlink:](#)

Standard

1.03 The program must have a minimum of 1 year's graduates and a graduation rate that is acceptable by the institution or accrediting body.

EVIDENCE OF COMPLIANCE

1. Exhibit 1C – List 5 recent graduates and their places of employment. Include name, address, email and phone number of the graduates and employers. Note: Recent graduates must have graduated within the last 5 - years.

[EXHIBIT 1C – Recent Graduates Hyperlink:](#)

Standard

1.04 The program must exhibit evidence of meeting the competencies as specified in the ACFEF “Required Knowledge and Skill Competencies”, which are designed to include both hands-on and theoretical culinary instruction.

EVIDENCE OF COMPLIANCE

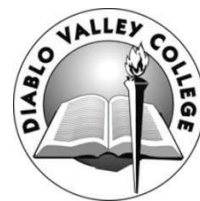
1. Exhibit 1D – Completed Required Knowledge and Skill Competencies Template for each program to be reviewed.
2. Nutrition, Sanitation and Human Relations Management competency areas must meet the minimum number of contact hours as listed below:

POST-SECONDARY PROGRAM:

Competency areas in Nutrition, Sanitation and Human Relations Management must each include a minimum of 30 hours of student effort in a combination of theoretical and applied learning instruction, with a minimum of 15 hours directed by an instructor.

[EXHIBIT 1D.1- RKSC Certificates Hyperlink:](#)

[EXHIBIT 1D.2 – RKSC Degree Programs – Hyperlink:](#)



SECTION 2.0 STANDARDS – PROGRAM MISSION & GOALS

SECTION 2.0 STANDARDS – PROGRAM MISSIONS AND GOALS

“One learns by doing a thing; for though you think you know it, you have no certainty until you try.”

Sophocles

Standard

2.01 The mission and goals of the program are consistent with the philosophy of the institution as well as industry standards.

EVIDENCE OF COMPLIANCE

1. Exhibit 2A – Copy of the program’s mission and goals (as follows)

The Diablo Valley College Culinary Arts Program prepares students for careers in the Hospitality and Food Industry. The core values that guide our efforts are: Leadership, Professionalism, Ethics, and Respect for Diversity.

Students have the opportunity to pursue an A.S. degree in Culinary Arts, Baking and Pastry or Restaurant Management, in addition to Career Technical Certification in all three areas, and to continue their education to four-year schools.

The goals and objectives of the Culinary Arts Program are:

- To provide students with the skills, knowledge and experience necessary to obtain entry and mid-level employment in one of three areas of specialization: Culinary Arts, Baking and Pastry, Restaurant Management.
- Provide ongoing training for professionals currently employed in the industry who wish to upgrade their skills in Culinary Arts, Baking and Pastry, or Restaurant Management.
- Provide students with the skills and information that prepare them for career ladder opportunities available through Hospitality Management Programs in the areas such as Hospitality, Culinary Arts, and Restaurant Management studies.

2. Write a narrative response describing:
 - a). The mission and goals of the program and how they coincide with the philosophy of the institution as well as industry standards.

NARRATIVE:

The mission of the college and the culinary arts program are strongly aligned through the provision of certificates and associate degree programs that address the regional and national need for competent, and passionate culinarians who are prepared to enter the field of food. The graduates of the certificate programs are occasionally inclined to transition certificate credits towards an associate degree and after completion of an AS degree (with appropriate general education core) continue at another institution in pursuit of a baccalaureate. Although the AS in Hospitality Studies is not designed specifically as a transfer program – through effective advising, this opportunity does exist. The intensive culinary knowledge and skill development offered through the certificate programs in culinary arts and baking are designed to prepare students to be kitchen-ready. The addition of a strong general education core and further exposure to management and business classes in the associate degree allow students to continue their education at a four-year college if they so choose.

As is required by the California Community College system – Diablo Valley must maintain a comprehensive curriculum that supports a viable transfer program to the University of California or California State University system. Although the Certificate in Culinary Arts, Baking and Pastry, and Restaurant Management do not directly meet this criteria, those students who continue through the Associate Degree in Hospitality Studies with its required General Education core, do. Through the Associate in Science Program – students are able to meet the overall goals of transferability which are to: *develop college level skills; acquire the ability to discover and problem solve; formulate insights from several disciplines in order to make better informed decisions; acquire an appreciation of our multicultural heritage; and an understanding of the values we hold so that they may use them to examine and guide their choices.*

The intensive, hands-on components of the Certificate Programs are designed to not only meet the knowledge and competency requirements outlined by the ACFEF, but also meet the growing regional and national demand for well-trained, kitchen ready employees. Through on-going review by the Program Advisory Committee, faculty input, and connections with alumni and employers – the Culinary, Baking, and Restaurant Management Programs at Diablo Valley College are focused on remaining current with the needs of these stakeholders.

As stated in a recent outside consultant’s Operational Assessment of the Culinary Department at Diablo Valley, the following strengths were noted:

- **NEW FACILITY:**
Well defined space, classic and contemporary equipment, plenty of workspace. The culinary facility of Diablo Valley College offers state-of-the-art kitchens that are a benchmark for modern teaching and training environments.

- **EXPERIENCED FACULTY:**

All faculty members are industry trained and bring substantial skill and experience to the curriculum. This includes the content specific experiences of adjunct faculty.

- **SUPPORTIVE DEAN:**

The Dean, although responsible for many academic disciplines, is highly committed to assisting the culinary programs reach their goals, provide exceptional education, and meet the requirements for success as defined by the college proper and the ACFEF.

- **LOCATION IN THE BAY AREA AND ALL THAT IT HAS TO OFFER CULINARY EDUCATION:**

By far – one of the most significant areas in the country for the food and beverage business exists throughout the State of California. California offers exceptional farming, world-class wine production, olive oil, craft brewing, and modern chef practitioners who defined the modern food movements in the U.S. – including the relationship of food to health, the organic movement, and the beginnings of the farm to table movement. All of this is in the backyard of Diablo Valley College.

- **AFFORDABLE TUITION:**

One of the greatest challenges to those seeking a degree or certificate in Culinary Arts or Baking is the cost of said education and the ability to pay back debt in a timely fashion. The state community college program in California responds with affordable tuition and many funding opportunities for disadvantaged students.

- **THE OPPORTUNITY TO TRANSITION TO A HIGHER DEGREE:**

Diablo Valley is a transition two-year college that works with students to determine the most transparent and user-friendly transition from certificate to associate, and on to baccalaureate if the student so chooses.

- **MULTIPLE OUTLETS FOR PRODUCT:**

The most important critique of a culinary student's work comes from the dining public – thus any effective program provides opportunity for paying customer feedback. Diablo Valley provides four such outlets for this reason (Express, The Norseman Fine Dining, and a Bakery Outlet, and an outlet for student created features).

- **SPECIAL EVENTS:**

Diablo Valley College is involved in numerous “signature” catering events such as Food and Wine Festivals, PGA Golf Tournaments, as well as support

for events at other venues such as the Symposium at the Culinary Institute of America.

- **STRONG LAB ASSISTANTS:**

The recently added Culinary Lab Assistants (3) have proven to be an outstanding addition to the staff providing a well-needed line of support for faculty and compensating, to some degree, for the higher than normal student to faculty ratio in kitchens. All are graduates of the program with additional industry experiences that complement the instructional program at Diablo Valley.

- **ACF ACCREDITATION:**

Having been accredited by the American Culinary Federation since the 90's – Diablo Valley has demonstrated a quality of design and execution necessary to garner support from this professional organization.

- **COST CONSCIOUSNESS:**

To a person, the culinary and baking programs at Diablo Valley are committed to the cost effective use of products through attentive buying, proper storage and rotation procedures, effective Cryovac packaging techniques, effective menu design, portioning, and total utilization of product through stock, soup, and sauce preparations, charcuterie, and cross use of ingredients in baking labs.

- **COMMUNITY INTEGRATION:**

The culinary arts programs at Diablo College are fully integrated into the fabric of the college community. Four restaurant outlets and significant provision of catering that complements the curriculum and specific courses creates a high level of visibility to students, faculty, and administrators across the campus. The culinary programs are thus important to the culture of the college.

- **LIBRARY SERVICES AND SUPPORT:**

The library, although not yet used by the Culinary Arts Program to its fullest extent, is more than adequate in general terms providing instructional support, expansive study space, private group study rooms, and highly trained staff who are capable of demonstrating how the library can become integral to any curriculum. Although the culinary collection is rather limited at this time – the librarian is willing and able to respond to faculty requests for additional resources.

<http://dvc.libguides.com/faculty/purchase>



SECTION 3.0 STANDARDS - ORGANIZATION & ADMINISTRATION

SECTION 3.0 STANDARDS – ORGANIZATION AND ADMINISTRATION

“An investment in knowledge pays the best interest.”

Benjamin Franklin

Standard

3.01 There are clearly defined administrative channels for the program, which allow it to operate effectively.

EVIDENCE OF COMPLIANCE

1. Write a narrative response describing:
 - a). The administrative and teaching responsibilities of the person responsible for the oversight of the program.
 - b). To whom this person reports on matters such as finance, policies, admission and curriculum.
 - c). Their role in assessing, planning, evaluating and implementing changes to the program.

NARRATIVE:

As per the description of duties for “Department Chair” at Diablo Valley College - the person with this designated responsibility is a full-time faculty member with a 20% course release. In addition to an 80% teaching load, the Department Chair has primary responsibility to lead the department in collective processes for curriculum, program assessment, program improvement, adherence to ACFEF standards and procedures, faculty and staff scheduling, financial controls and daily operation of the program and its outlets. In working with other departments the Chair assists with student advisement and recruitment. The Department Chair is not responsible for class and faculty evaluation, but does help to facilitate the college and faculty union defined process.

The Department Chair coordinates interaction with other college departments and helps to collect assessment data such as stakeholder surveys (students, alumni, and employer) and facilitates interaction with the program Advisory Committee. The Department Chair reports directly to the Dean of Math/CS and Business Divisions.

In accordance with the Program Area by-laws – the position of Department Chair rotates amongst faculty within the program area every two years.

Standard

3.02 There is an organizational chart showing the structure of the program.

EVIDENCE OF COMPLIANCE

1. Exhibit 3A - Organizational Chart for the administrative structure of the program.

EXHIBIT 3A.1 – Culinary Arts organizational structure Hyperlink:*Standard*

3.03 The Program Coordinator is responsible for ongoing assessment, planning, implementation and evaluation critical to an effective educational program.

EVIDENCE OF COMPLIANCE:

APPENDIX - Internal Program Review – Hyperlink:

1. Write a narrative response describing:
 - a) Statistical information.
 - b) Planning documents.
 - c) Name and title of designated person responsible for ongoing assessment, planning and evaluation of the program.

NARRATIVE:

The ongoing assessment of departmental programs at Diablo Valley College is the responsibility of the Department Chair and Academic Area Dean with the active assistance of program faculty members. Currently the role of Department Chair is transitioning from Chef Brian McGlynn to Chef Christopher Draa. Under the supervision of Dean Despina Prapavessi – the culinary programs recently went through a College required review. This regularly required review process points to such areas as Student Success, Enrollment, Retention and Completion, Curriculum Relevance, Faculty Professional Development, Program Successes and Challenges, Budget, Communication and Alignment with the College-wide Strategic Plan.

As an example – the review pointed to a student success rate 10% higher than the College average. Additionally ethnic students, students with disabilities, and female students continue to exhibit a much higher rate of success than the College average. Refer to the link that houses the current Program Review in progress.

<https://web.dvc.edu/wepr/>

Standard

3.04 Instructors have a balance of teaching, lab coordination, and administrative responsibilities to result in an effective educational program.

EVIDENCE OF COMPLIANCE

1. Write a narrative response describing:
 - a) How the instructors are able to maintain a balance of teaching, lab coordination, and administrative responsibilities.

NARRATIVE:

The primary role of all faculty members at Diablo Valley College is to teach. To this end, in accordance with a negotiated bargaining agreement, faculty members are committed to a fair and equitable schedule of lecture and lab coordination and delivery. Individual faculty members within the department do participate in regularly scheduled meetings to discuss issues related to curriculum, assist with student advising, commit to office hours, and periodically participate in recruitment days - but teaching is first and foremost. When opportunities to actively participate in extra work related to class activities (field trips, special events, catering opportunities) faculty can integrate these in their class plans.

A full-time load requires 15 hours per week lecture time and practical labs require 20 hours per week. Full time faculty members hold daily office hours. Faculty members serve on peer-evaluation committees, as well as hiring committees and other college-wide committees established by the Academic Senate associated with the college when appropriate.

Standard

3.05 the program will have an Advisory Committee whose meetings are scheduled twice per year (one meeting per semester) to advise the program and respond to the employment needs of the industry. Written agendas and minutes which include members in attendance and are available to document this activity.

EVIDENCE OF COMPLIANCE:

1. Exhibit 3B – Advisory Committee minutes for past year which include:
 - a) Minimum of two written meeting minutes.
 - b) Meeting minutes include: list of Advisory Committee members in attendance (with their titles).
 - c) Meeting minutes include agenda topics:
 - Curriculum
 - Facility and Equipment

- Student Recruitment
- Graduate Placement
- Externships
- Funding Sources
- Scholarships
- Industry Needs
- ACFEF Standards and Required Knowledge and Skills Competencies.
- Examples of major suggestions and results.

[EXHIBIT 3B.1 Advisory Minutes Hyperlink:](#)

[EXHIBIT 3B.2 Advisory Minutes Hyperlink:](#)

[EXHIBIT 3B.3 Advisory Minutes Hyperlink:](#)

2. Write a narrative summarizing the Advisory Committee, meetings, members and objectives.

NARRATIVE:

Diablo Valley College Culinary Arts Department has long benefited from the involvement of a rather expansive Advisory Committee. Diablo College has a handbook for selection and defining the work of advisory groups, however, the Culinary Committee has been utilized in an open format with agenda determined by the needs or concerns of the moment. Based on a suggestion from a recently contracted program consultant – the program is contemplating an addendum structured approach with sub-committee areas of concentration, formal assignments, and more effective measurement tools that point to the consistent value and effectiveness of such a group.

Standard

3.06 Members of the Advisory Committee include a variety of representatives from the hospitality industry (institutional foodservice, restaurants, clubs, hotels, allied foodservice businesses or education) and must include a current student or recent graduate of the program.

EVIDENCE OF COMPLIANCE:

1. Exhibit 3C – Roster of Advisory Committee Members including contact information (phone #, email) company name, and title. Note: Recent graduates must have completed the program within the last (5) years.

[EXHIBIT 3C – Advisory Roster Hyperlink:](#)

2. Write a narrative response describing:
 - a) Design of Advisory Committee and reason for its composition.

- b) Criteria and requirements for Advisory Committee members.
- c) Frequency of meetings.
- d) Functions and responsibilities.
- e) Examples of major suggestions and results.

[/EXHIBIT -3C.1 DVC Guidelines advisory committee handbook.docx](#)

NARRATIVE:

A prime example of the type of assistance that the Advisory Committee provides is an initiative introduced in the spring of 2017 by the Advisory Committee Chair – Jay Lifson, that is designed to partner area restaurateurs and chefs with the faculty and students at Diablo Valley. One of the greatest challenges that local and regional restaurants face is finding dependable foundationally trained staff. Through the DVC Internship model and with the assistance of faculty who can focus on “vetting” the right students for the right situation, a pathway to employment strategy is taking shape. The Advisory Committee is serving as a vehicle for initiating relationships that the faculty will foster in the future. Currently, the conversations with many local restaurateurs are underway.

Note introductory letter from Jay Lifson to area restaurants:

[EXHIBIT - Letter to Restaurants Hyperlink:](#)

Although the Advisory Committee has been in existence since Diablo Valley first sought accreditation through the ACFEF, the structure admittedly has not been as focused on outcomes as it could have been. In 2018, the department hired an outside consultant to evaluate the effectiveness of its Advisory Committee. The consultant recommended steps to improve the process of assessment by the committee, as part of a full Operational Assessment. The department is beginning to implement changes in the 2018/19 academic year.

Diablo Valley Culinary & Baking/Pastry

Culinary Arts & Baking Advisory Panel FOCUS and RESPONSIBILITIES (proposed draft)

The Advisory Panel for Culinary Arts and Baking, and Restaurant Management is a volunteer group of experienced, competent professionals with backgrounds in areas related to culinary and baking disciplines. Their role is not one of policy making or final decision making, but rather that of observation and recommendation.

Diablo Valley College recognizes the breadth of experience that each member brings to the panel and as such places significant weight on the recommendations that the panel offers.

As per the recommendations of the American Culinary Federation – the constituency of the Advisory Committee will include, but not be limited to, representation from various sectors of the food service industry: fine dining, full-service restaurants, catering, hotels and resorts, business and industry, commercial baking, as well as education. The committee will include representation from Diablo Valley alumni and current student membership.

Of particular interest to Diablo Valley College and the leadership in culinary arts and baking is ensuring that the curriculum offered and methods of assessing student outcomes used is in line with the ever-changing needs of the industry that graduates will enter.

Diablo Valley College, through the Culinary Arts and Baking disciplines, will communicate through a variety of means, any content or changes in methodology to the Advisory Panel, seeking their input and advice. This communication will take place in the following fashion:

1. Periodic electronic and hard copy communications on anticipated changes and need for input
2. Two scheduled teleconference calls per academic year. These will be coordinated so that all or most of the panel is available to participate.
3. Two on-campus ½ day meetings of the panel and leadership of the program. These will typically be scheduled in early spring and early fall. In 2018, the session will take place in early to mid-September.

Advisory Panel members will serve for a maximum of two (2), two-year terms and will have an opportunity to participate in a variety of focused teams. These team will be assigned specific tasks that are designed to help prepare Diablo Valley Culinary and Baking Programs to meet the needs of the industry served, adequately prepare students for the rigor of the business, connect with industry leaders in an effort to garner support at various levels, and continue to meet the parameters for accreditation by the American Culinary Federation. (NOTE: term limits may not be acceptable to Diablo Valley College as it strays from the accepted guidelines for advisory groups).

Focused Teams Would Include:

- **Curriculum:**
 - Periodic review of the existing curriculum, input from the industry perspective, and offer comments on any proposed changes/additions submitted by the faculty and program administration.

- Comparison of curriculum to other reputable, accredited programs and review compliance of the curriculum with ACFEF standards.
- **Externship/Internship:**
 - Periodic review of externship/internship model, criteria for preferred sites, process of student assessment and property assessment, and recommendations regarding employer expectations and realistic student outcomes.
- **Community Catering Events:**
 - Offer comments on how community events are determined, their educational value and/or program brand value, how students are integrated in events and how outcomes are measured, and the overall impact that such events have on the educational mission of the program.
- **Marketing:**
 - This team will provide ideation pertaining to ways that the program can continue to enhance it's public image as a premier culinary school and in the process grow enrollment and resulting opportunities for students and graduates.
- **Development:**
 - This team would focus on identifying potential industry partners who could assist the program with monetary and in-kind donations and grants to enhance the facilities, equipment, and scholarships at the core of a first class program.
- **Alumni Relations:**
 - This team will focus on constantly improving communication with Diablo Valley College culinary alumni, tracking their careers, soliciting input, and serving as a liaison for alumni needs and ideas.
- **ACFEF Standards – Knowledge and Competencies:**
 - Although every team will have a connection to the ACFEF standards, this group will be the gatekeeper to make sure that the program stays on track with ACFEF requirements and assists the Program Chair and Dean with data required at the time of Annual Reports and Accreditation Renewal.

The Culinary Arts Chairperson and the Dean of the Program will determine the specific tasks assigned to these committees.

Organizationally, the Advisory Panel will internally select a Chairperson who will serve for a two-year term. In addition to normal responsibilities, the chairperson will work with the Department Chair of Culinary Arts at Diablo Valley to schedule

meetings and conference calls, assign members to various focused teams, and facilitate on-site meetings.

The names and positions of advisory members will be made available to the American Culinary Federation Accreditation Committee, Diablo Valley College Administration, and Diablo Valley Culinary Arts faculty and students; however, contact information will remain confidential except where approved by the Advisory Committee membership.

Standard

3.07 The Advisory Committee assists to ensure the program responds to the needs of the industry, including job skills, equipment and continues to meet the ACFEF Standards.

EVIDENCE OF COMPLIANCE:

1. Exhibit 3B – Advisory Committee minutes from past year.

[EXHIBIT 3B.1 Advisory Minutes Hyperlink:](#)

[EXHIBIT 3B.2 Advisory Minutes Hyperlink:](#)

[EXHIBIT 3B.3 Advisory Minutes Hyperlink:](#)

2. Write narrative response describing:
 - a) How the Advisory Committee assists the instructors and faculty members to ensure the program responds to the needs of the industry including job skills, equipment.
 - b) How the Advisory Committee ensures the program continues to meet ACFEF standards.
 - c) The programs student outcomes, mission, and learning objectives are reviewed annually and reflected in the minutes.

NARRATIVE:

The broad constituency of the Advisory Committee provides ample opportunity for seeking a wide spectrum of advice and comparison to established industry norms. The current focus of the Advisory Committee is to serve as a sounding board for the program, create dialogue as it pertains to industry needs and expected skill levels of graduates, and offer feedback on curriculum and course specifics. The Advisory Committee is not a decision-making body, but rather an experienced group of professionals who have the capacity to effectively review and make recommendations on content and operational systems.

The Diablo Valley Culinary Arts Program does seek their vote of confidence on a variety of issues from program mission and objectives to equipment, facilities management, restaurant outlet operation, specific course content, job placement, funding opportunities, and methods used that can ensure that the department meets or exceeds the Required Knowledge and Skills Competencies as stated by the ACFEF.

Typically, the agenda for meetings is focused on topical areas of interest or concern in the moment, but has occasionally been directed to longer term planning. As an example: in March of 2012, the Advisory Board discussed and eventually offered their approval of the Culinary Arts Student Learning Outcomes that are the essence of the current curriculum. These outcomes are assessed annually by the department to ensure that they remain current.

In addition, the Department Chair and Program Dean are able to contact individual board members outside of the normal meeting schedule on any topic that would benefit from their feedback.

Standard

3.08 There is evidence of continuing financial support commensurate with the resources of the institution and appropriate to the needs of the program.

EVIDENCE OF COMPLIANCE:

1. Exhibit 3D – Financial Statement for the program for the last fiscal year (department budget audited or unaudited)

EXHIBIT 3D- Budget Hyperlink:

2. Write a narrative response describing:
 - a) If you receive outside funding (i.e. government or industry grants)
 - b) At what point you believe the program will be self-sufficient.
 - c) If program will be able to continue if outside funding expires.
 - d) If the program operates as income producing business (i.e. catering, cafeteria, restaurant, vending), how those funds relate to the program's operations and provides for capital expenditures.

NARRATIVE:

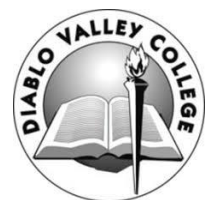
The Culinary Arts Department of Diablo Valley College operates four food outlets as well as catering on campus: The Norseman table-service restaurant, Express Café line, a Bakery Outlet, as well as an outlet for student designed features. Funds generated from the sale of food help to offset the cost of operating the department, but are not the sole source of funding. These outlets, most importantly, serve to

provide a realistic outlet for student work, the important critique of a paying guest, and the sense of urgency training that brings the curriculum to life.

The programs within the Culinary Department are always seeking opportunities for outside funding through grants and in-kind donations from industry manufacturers. These funds and donations, when available, allow the program to expand and offer value added services for faculty and students, but are not essential for the on-going operation of the programs within the department.

The Diablo Valley College Foundation manages three Culinary Arts Accounts with funds from past/active grants and/or donations. These accounts are as follows:

ACCOUNT	FOCUS	BALANCE
HRM Program Fund	Open – We fund the NRA ServeSafe Testing and Certification for Students	\$ 22,014.56
Hector Boiardi Scholarship Fund	Scholarships	\$137,495.29
Culinary Arts Scholarship Fund	Scholarships	\$ 4,694.03



SECTION 4.0 STANDARDS – FACULTY and STAFF

SECTION 4.0 STANDARDS – FACULTY AND STAFF

“You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.”

Clay P. Bedford

Standard

4.01 The Program Coordinator must satisfy the requirements of the institutional job description.

EVIDENCE OF COMPLIANCE:

1. Exhibit 4A – Program Coordinator Job Description, resume and professional development report (PDR).

[EXHIBIT 4A –Department Chair Job Description Hyperlink:](#)

Standard

4.02 There are written job descriptions for program staff.

EVIDENCE OF COMPLIANCE:

1. Exhibit 4B – Job descriptions for program related staff and faculty including:
 - a) Instructors
 - b) Person responsible for matters such as finance, policies, admission and curriculum (i.e. CTE Director, Principal, Dean, etc.)
 - c) Faculty and Support Staff.

[EXHIBIT 4B.1 –Program Instructional Asst. Hyperlink:](#)

[EXHIBIT 4B.2 – PT Instructional Assistant Hyperlink:](#)

*“Every child deserves a teacher who believes in them. Be that one!”
I never teach my pupils. I only attempt to provide the conditions in
which they can learn.*

Albert Einstein

Standard

4.03 *The faculty has professional preparation relevant to their areas of responsibility, and has demonstrated and documented professional participation in those areas.*

EVIDENCE OF COMPLIANCE:

1. Exhibit 4C – Copies of Instructor certifications (i.e. ServeSafe) showing expiration dates.
2. Exhibit 4D – Copy of Professional Development Reports (PDR’s) for all full-time and part-time instructors.

[EXHIBIT 4C.1 – Instructor Certifications Hyperlink:](#)

[EXHIBIT 4C.2 – Instructor Certifications Hyperlink:](#)

[EXHIBIT 4D.1 – Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.2 – Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.3 – Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.4 – Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.5 – Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.6 – Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.7 – Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.8 – Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.9 – Professional Development Report Hyperlink:](#)

3. Write a narrative describing:
 - a) Each faculty member’s background strengths and how they relate to the courses for which they are responsible.
 - b) The faculty workload, including counseling, teaching, and extracurricular activities involving students. Indicate whether faculty contractual obligations or requirements are different from any other faculty within the institution.

NARRATIVE:

Realizing that the most successful culinary faculty members are those whose backgrounds include technical competence at the level of sous chef or higher, experience as a manager of operations and people, and strength as a teacher/trainer – Diablo Valley College has consistently engaged faculty members who bring this balance to the classroom and the kitchen. Each faculty member at Diablo Valley offers a unique set of experiences that collectively create an environment for effective learning.

FULL-TIME FACULTY:

Brian McGlynn: Chef McGlynn was an Executive Chef with Hilton Hotels, and Chef and Butcher at Wente Vineyards. Chef Brian has a passion for butchery – providing added depth to the program and the skill set to execute a more comprehensive approach towards the topic. Additionally, his experiences are a perfect match for the classes that he teaches in Advanced Cuisine; Meat, Fish and Poultry Fabrication; Garde Manger and On-Campus Catering. From 2016-2018 Brian has served as Department Chair for Culinary, Baking and Restaurant Management. Chef McGlynn received his culinary training from City College of San Francisco and a BA from the University of Portland Oregon.

Bob Eustes: Bob brings his extensive experience as a regional general manager to the classroom. Chef Eustes leads the training and teaching in the Norseman – our formal dining room and teaches culinary math, orientation, and supervisory management. He received his culinary training from City College of San Francisco, a BA from San Francisco State University, and Masters Degree from Golden Gate University. Bob Eustes has served as General Manager for Host International with fiscal responsibility for \$10 million operations, District Manager of California Café with responsibility for \$20 annual sales, General Manager and District Manager for Victoria Stations Restaurants with annual sales in excessive of \$10 million.

Chris Draa: Chef Draa was a former Executive Pastry Chef at Wente Vineyards. He teaches classes in Fundamentals as well as Advanced Techniques in Baking, Baking for Culinary Students, and Confections. Chef Chris completed his culinary training at The California Culinary Academy and has an A.A. from Diablo Valley College as well as a graduate of La Nouvelle Patisserie Danoise of Copenhagen. Chef Draa served as pastry chef at Silverado Country Club and Resort, Keystone Lodge and Resort and Wente Vineyards Restaurant.

Paul John Bernhardt, CCE, CEC: Chef Bernhardt has extensive kitchen experience as Chef at the Big Canyon Country Club, Saucier at the New York Hilton, and Banquet Chef for the Four Seasons Hotel Company. He teaches line and production cooking in the Fundamentals Class, Menu Planning, Food and Wine Pairing, and a variety of International Cooking classes. Chef Bernhardt received his culinary training from

City College of San Francisco, a BA from San Francisco State University and Masters from Golden Gate University. Paul Bernhardt also serves currently as the Levi Stadium HACCP Director for Levy Restaurants.

ADJUNCT FACULTY:

Masumi Kodama: Chef Kodama was part of the opening team at The Modern in New York City, assisted in Seven World Pastry Forums and worked with Team Japan as they earned two World Championships. She has worked at the Bellagio Hotel in Las Vegas, The White House, and The Imperial Hotel. Chef Kodama offers a wealth of talent in Sugar Arts, Chocolate work, Modern Japanese Cuisine, and Artisan Bread Baking. She is a culinary graduate from Diablo Valley College, and earned a BA and MA from Kagashima University in Japan.

Michael Kessler: Chef Kessler has a broad background that lends itself well to being part of the Diablo Valley team. Initially, he was the Director of Finance and Operations for the American Red Cross in Palo Alto. After receiving his culinary training at Diablo Valley College he went on to positions at Wente Vineyards. Currently Chef Kessler serves as a HACCP Coordinator for Centerplate at Levi's Stadium. He teaches Purchasing and Food and Beverage Cost Controls at DVC. Kessler earned a BA in Economics from the University of California and Certificates in Plant Based Nutrition and Hospitality Team Building from Cornell University.

Poppy Anderson: Poppy is a Registered Dietitian (RD) – graduate of UC Davis with a BS Degree in Nutrition. She has been a Registered Dietitian since 2005. Poppy teaches CULN-185 – Nutritional Guidelines in Food Preparation.

Donald Beatty: Has been an Adjunct Faculty Member at Diablo College for 15 years teaching CULN – 160 – Fundamentals of Beverage, Wine and Spirits. He is a renown wine aficionado who also teaches at UC Berkeley and maintains ownership of one of the State's most important retail wine stores.

Ronald Browder: Is the Chief Inspector and Acting Director in Alameda County. He has taught at Diablo Valley for more than 15 years – CULN – 153 – Safety and Sanitation.

Michael Kalanty: Author of books on bread baking and renowned artisan baker, Michael teaches Artisan Breads – CULN – 210. Michael is a graduate of Bucknell University with a Bachelors Degree in Mathematics and Temple University with a Masters in Art History. He is founder of the Bread with Benefits Project.

John Mattheson: Referred to as "Farmer John" – John Mattheson was a highly successful technology entrepreneur who chose to dedicate his time now to his love for organic farming. He operates the local community Roger's Ranch that has become a classroom for Diablo Valley Culinary Arts. He teaches Urban Farming: Farm to Table. John earned a BA in Psychology from Colorado State University.

Allison Negrin: Chef Allison is a graduate of UC Berkeley with a degree in Fine Arts and a graduate of The California Culinary Academy. She is owner of Best Food, worked for John Muir Hospitals and has taught at Diablo Valley for more than five years. She teaches: CULN – 105, CULN – 120, CULN – 220, and CULN – 224.

John Townsend: Chef John is a graduate of the Culinary Institute of America, and former Executive Chef at Orinda Country Club. He has taught at Diablo Valley for more than 20 years with emphasis now on CULN – 120, CULN – 220, CULN – 123, CULN -120 and CULN 220.

Standard

4.04 All program faculty members in the technical phase of the program must meet the following qualifications: For post-secondary programs:

- a. Certifiable at the ACF Certified Sous Chef (CSC) level.*

EVIDENCE OF COMPLIANCE:

1. Exhibit 4D – Copy of Professional Development Reports (PDR's) for all full-time and part-time instructors.

[EXHIBIT 4D.1 –Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.2 –Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.3 –Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.4 –Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.5 –Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.6 –Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.7 – Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.8 – Professional Development Report Hyperlink:](#)

[EXHIBIT 4D.9 – Professional Development Report Hyperlink:](#)

2. Write a narrative response describing:
 - a) If any of your full-time technical instructors do not meet the ACF certifiable levels and what actions are being taken to achieve these certifiable levels.

NOTE: Adjunct instructors, whose hours add up to a full-time position, are considered to be full-time equivalent faculty.

NARRATIVE:

All full-time technical faculty members have significant industry experience at the level of sous chef or higher as evidenced in their resumes.

Standard

4.05 The personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) How personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution.

NARRATIVE:

All personnel policies regarding the hire, preparation, evaluation, promotion, termination, and support are consistent throughout the College and are in accordance with the State of California system and the collective bargaining contract for the institution.

Standard

4.06 The faculty is adequate in number to implement the program of instruction and related activities effectively and safely.

EVIDENCE OF COMPLIANCE:

1. Write narrative response describing:
 - a) The faculty/student ratio in both lecture and lab classes and include a description of teaching assistants and their roles.

NARRATIVE:

The standard student to faculty ratio for Diablo Valley College is 32-1. The enrollment threshold in culinary kitchen classes is around 20-1, but the chart below demonstrates that in almost every case that ratio is significantly lower.

The following is representative of classes within the culinary program. Although College policy allows for a higher student to faculty ratio – the following is more typical. In addition, the program added formalized teaching assistants to provide greater contact with students and the diversity of content that exists in lab situations.

**CULINARY ARTS 2017-2018 ACADEMIC YEAR STUDENT
TO FACULTY RATIO
(SAMPLE)**

2017-18 academic year

Culinary course		Average student to teacher ratio
CULN 120	Fundamentals of Cuisine	13 to 1
CULN 220	Advanced Cuisine	10 to 1
CULN 181	Fundamental Techniques of Baking and Pastry	15 to 1
CULN 281	Advanced Techniques of Baking and Pastry	15 to 1
CULN 192	Purchasing Operations and Systems Laboratory	16 to 1
CULN 193	Inventory and Ordering Systems Laboratory	15 to 1

Role of teaching assistants:

**Culinary Arts, PT hourly Lab Instructional Assistants (3 positions)
Job duties**

1. Check in daily with instructor.
2. Get protocol list for the day
3. Assist in the conduct and administration of culinary arts lab assignments by students as assigned, under the supervision of instructing chef.
4. Monitor technical skills and individual progress of students, and discuss problems and improvements with instructing chef.
5. Be responsible for safety in the operation of various culinary equipment by students
6. Provide students with assistance and advice on time management.
7. Assist with enforcing HACCP (Hazard analysis and critical control points)
8. Assist in monitoring the clean up as you go practices in the labs
9. Perform related duties as assigned.

Standard

4.07 The program needs to have a standard number of full-time equivalent faculty members based on the institutional requirements of the student/faculty ratio.

EVIDENCE OF COMPLIANCE:

1. Write narrative response describing:
 - a) The student to faculty ratio for lecture classes
 - b) The student to faculty ratio for lab classes.
 - c) Where in the institutions policies and procedures are the student to faculty ratios documented.

NARRATIVE:

As stated – the current college-wide student to faculty ratio is 32-1, however, the requirements vary depending on the class and the discipline. The range throughout the College is between 20 -1 and 45 -1.

Standard

4.08 There is evidence of participation and attendance at regularly scheduled faculty meetings. Meeting minutes are available for review.

EVIDENCE OF COMPLIANCE:

1. Exhibit 4E – Faculty Meeting Minutes.

[EXHIBIT 4E.1 – Faculty Meet. Hyperlink:](#)

[EXHIBIT 4E.2 – Faculty Meet. Hyperlink:](#)

[EXHIBIT 4E.3 – Faculty Meet. Hyperlink:](#)

[EXHIBIT 4E.4 – Faculty Meet. Hyperlink:](#)

[EXHIBIT 4E.5 – Faculty Meet. Hyperlink:](#)

2. Write narrative response describing:
 - a) Faculty meetings where the faculty actively participate in policy formation, program planning and priority setting.

NARRATIVE:

The Culinary Arts faculty participate in departmental meetings that are held at least once monthly, and more often as needed to discuss student learning outcomes, curriculum specifics, facilities, event coordination and departmental budget issues. In addition, the department chair participates in Division and Deans and Chairs

meetings to represent the department in college governance. As the Culinary Arts Department is part of the Business Division – Culinary Arts faculty may serve as member representatives of the Division on college-wide committees such as the Curriculum Committee, Academic Senate, Workforce Development Committee, Student Services, or Campus Safety (to list a few) to bring topics to the table that impact all programs within the Business Division. For example Chris Draa has been the division representative on the Student Learning Outcomes Committee since the fall of 2017.

It has been suggested by the department outside consultant, that the Department meetings also include an in-service training component on topics related to Faculty Professional Development (Technical and Instructional) as per requirements of the ACFEF. This was started in March of 2018.

These included:

WORKSHOP	Date	Time	Presenter
Library Resources for Culinary Arts: The focus was on the resources and services available to culinary arts faculty and students including journals, magazines, textbooks, cookbooks, history and academic search engines.	April 5, 2018	3:00- 4:00	Andy Kivel – Librarian
DSS Students in Culinary Arts: A discussion with DSS managers and staff about how to best support DSS students in Culinary Arts classes and how to address the unique challenges that might arise in the kitchen.	April 12, 2018	3:00-4:00	David Hagerty & Nicole Gomes – DSS Services
Canvas I: Access Culinary Course Resources: A hands-on workshop pertaining to how to use Canvas to support instruction in Culinary Arts Classes, share resources and information with students and assign homework.	April 25, 2018	3:00 – 4:00	Jeanette Peavier – DVC Canvas Administrator
Canvas II – Create portfolios in Culinary Arts: The second workshop in a series pertaining to the use of Canvas to support instruction in Culinary Arts classes. How to record, assess, and showcase student work.	May 3, 2018	3:00 – 4:00	Anne Kingsley & Mario Tejada – Distance Education Committee

EXHIBIT Appendix – Good to Great Class Hyperlink:

Standard

4.09 The program faculty must show evidence of professional growth on an annual basis in the areas of instructional and technical skills.

EVIDENCE OF COMPLIANCE:

1. Exhibit 4D - Copy of Professional Development Reports (PDR's) for all full-time and part-time instructors.

EXHIBIT 4D.1 – Professional Development Report Hyperlink:

EXHIBIT 4D.2 – Professional Development Report Hyperlink:

EXHIBIT 4D.3 – Professional Development Report Hyperlink:

EXHIBIT 4D.4 – Professional Development Report Hyperlink:

EXHIBIT 4D.5 – Professional Development Report Hyperlink:

EXHIBIT 4D.6 – Professional Development Report Hyperlink:

EXHIBIT 4D.7 – Professional Development Report Hyperlink:

EXHIBIT 4D.8 – Professional Development Report Hyperlink:

EXHIBIT 4D.9 – Professional Development Report Hyperlink:

2. Write a narrative response describing:
 - a) Faculty professional development activities and include budget allocation, release time conditions, and how action plans are developed.

NARRATIVE:

There are currently five sources of funding for professional development of culinary arts faculty:

- a) Perkins funding is a major source for career education programs and can be used not only for PD but also to strengthen the program's curriculum and delivery. I am attaching last year's application FYI. Also more information about Perkins can be found at <https://www.cde.ca.gov/ci/ct/pk/>

- b) Strong workforce: To develop more workforce opportunity and lift low-wage workers into living-wage jobs, California took a bold step in 2016 to create one million more middle-skill workers. At the recommendation of the California Community College Board of Governors, the Governor and Legislature approved the Strong Workforce Program, adding a new annual recurring investment of \$248 million to spur career technical education (CTE) in the nation's largest workforce development system of 113 colleges.

See <https://doingwhatmatters.cccco.edu/StrongWorkforce/Overview.aspx> for more details

- c) Operational funds: the program, is given an allocation of \$20K annually- some of it can be budgeted for professional development.
- d) Faculty Development funds: Allocated every semester by the college through an application process. Full and part-time faculty may apply for funds to attend professional development activities, up to a maximum of \$1000 per person. Prioritization of funding is based on how well the activity supports current DVC goals and objectives. Preference is given to those who are presenting, and those who did not receive development funds in the previous fiscal cycle
- e) 3SP/Equity funds can be allocated for PD in areas that activity specifically to support Equity or 3SP goals.

In addition, there are Career Education (CE) funds for faculty who fit this designation in amounts up to \$2,500 per event or activity. Faculty may also apply for work-related grants to support improvement of technical skills through application in local industry establishments. As has been the case in the past – faculty have participated in events at Pebble Beach Resort, the U.S. Open, the Concours d’Elegance, the AT & T Pro Am Golf Tournament, and sanctioned BBQ Competitions.

Locally, on an annual basis, each full-time faculty member is responsible to participate in “flex” activities equal to their weekly teaching load. These “flex” activities focus specifically on teaching methods and classroom management.

In 2018, through the recommendations of an outside educational consultant, Diablo Valley Culinary Programs began to offer scheduled in-service training sessions for all faculty that focus on teaching effectiveness, curriculum content ideation, communication and team building, and classroom assessment. Thus far faculty have been offered programs that connect with unique services offered through the college library, Canvas training, the value of ACF Accreditation to faculty and students, and how a program can move from Good to Great. Samples of these classes will be made available to the visiting team.

Finally, faculty member who have served as full-time within the District for at least six consecutive years are eligible to apply for sabbatical) one semester or one-full academic year). Although not required, some faculty choose to use this opportunity to complete requirements towards an advanced degree while others may seek opportunities to broaden their exposure to various cultures and styles of cooking that may serve to enhance what Diablo Valley is able to offer its students through creative curriculum change.

*Standard**4.10 Support Services and personnel are provided to meet the needs of the program and to facilitate the work of the culinary faculty.*

EVIDENCE OF COMPLIANCE:

1. Write narrative response describing:
 - a) The administrative support services available to the program.

NARRATIVE:

General, comprehensive support, for the department is provided through various offices within the College. These services include, but are not limited to: support within the Copy Center and Mail Room, IT/Media Services, The Workforce Development Office, The Co-op Career Center and Employment Office, and Library Services.

Following the 2006 ACFEF Accreditation Site Visit, the College supported the hire of a Culinary Arts Program Instructional Assistant. This full-time individual continues to provide a variety of support services for faculty and administration of departmental programs including: addressing email and phone inquiries, coordination of on-campus catering and other special events, serving as a liaison for student needs, coordination of program marketing, managing cash receipts from on campus restaurant operations, assisting faculty with procurement of goods, and maintaining departmental records and files.

Finally, an assigned counselor from the Counseling Department works directly with Culinary, Baking and Restaurant Management Students, holding office hours at a time and location convenient for students. The counselor maintains a website to better assist students with information about course, and certificate/degree requirements at: <http://sites.google.com/site/culinarydvc>



SECTION 5.0 STANDARDS- CURRICULUM

SECTION 5.0 STANDARDS – CURRICULUM

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

Benjamin Franklin

Standard

5.01 The curriculum implements the program mission, goals and objectives.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) How the program fulfills the stated mission and goals and objectives of the program.

NARRATIVE:

As stated earlier in this Self-Study, the following are the representative mission, goals and objectives of the program(s):

“The Diablo Valley College Culinary Arts Program prepares students for careers in the Hospitality and Food Industry. The core values that guide our efforts are:

*Leadership
Professionalism
Ethics
Respect for Diversity*

Students have the opportunity to pursue an A.S. degree in Culinary Arts, Baking and Pastry, or Restaurant Management, in addition to Career Technical Certification in all three areas, and to continue their education to four-year schools.”

The goals and objectives of the Culinary Arts Program are:

- *To provide students with the skills, knowledge and experience necessary to obtain entry and mid-level employment in one of three areas of specialization: Culinary Arts, Baking and Pastry, Restaurant Management.*
- *Provide ongoing training for professionals currently employed in the industry who wish to upgrade their skills in Culinary Arts, Baking and Pastry, or Restaurant Management.*

- *Provide students with the skills and information that prepare them for career ladder opportunities available through Hospitality Management Programs in the areas such as Hospitality, Culinary Arts, and Restaurant Management studies.*

The format for culinary related educational programs in a community college environment creates numerous challenges for those delivering a curriculum, but much greater flexibility for those seeking formal validation of acquired skills and knowledge. The typical student attending a community college program is very likely to maintain part or full-time employment outside of the demands of school. The model is flexible enough to allow students to drop in and out of their program as they try to balance their very busy lives. At the same time, the program must (as it has) maintain a level of progressive continuity of skill development and attainable outcomes.

This is accomplished at Diablo Valley College through a curriculum that is designed to provide nearly instant application of knowledge gained in the classroom as it relates to skills development in real-life settings that involve production, problem-solving, communication, teamwork, and repetition that is so critical in development of an effective culinary repertoire.

On-going contact with Advisory Committee members and active involvement in internal and external food events allows faculty members to understand the real needs of industry and ensure that those needs are addressed in the classroom and kitchen.

The program(s) is able to provide skill validation and enhancement for the novice as well as more mature students with a number of years of industry experience and those career changers who are excited about the opportunity to build a new skills set. This is evidenced through the wide breadth of student ages enrolled in the program(s).

Standard

5.02 Course description and units of instruction follow syllabi and lesson plans which clearly state measureable objectives, student activities, learning resources, time allotment, grading criteria and student evaluation methods.

EVIDENCE OF COMPLIANCE:

1. Exhibit 5A – Sample syllabi and lesson plans for the following courses: Nutrition, Sanitation, and Human Resource Management.

[EXHIBIT -5A.1 Applied Food Sanitation & Safety Hyperlink:](#)

[EXHIBIT –5A.2 Nutritional Guidelines in Food Preparation Hyperlink:](#)
[EXHIBIT – 5A.3 Supervisory Management in Foodservice Hyperlink:](#)

2. Write a narrative response describing:
 - a) How syllabi and lesson plans are developed to contain the following information:
 - Goals and Objectives of the Course
 - Text Reference Materials Required
 - Evaluation Methods
 - Laboratory or Classroom Policies
 - Schedule of Materials to be Covered

NARRATIVE:

Although syllabi may vary in format, once approved as a course (see attached process) all are required to include goals and objectives that connect with those for the curriculum, notation regarding required or recommended texts and resources, uniform and/or tool requirements, how students will be evaluated, any policies that are defined as critical within the department and/or specific to a course, as well as a list, and where possible – schedule of what topics will be covered and when within the course length.

[EXHIBIT – Appendix requesting approval for a course – Hyperlink:](#)

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

Albert Einstein

Standard

5.03 Opportunities are offered through the curriculum to strengthen the student’s competence in communications, critical thinking, problem solving, leadership and human relations skills.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) How the curriculum develops competence in communication, problem solving, leadership, and ability to interact with individuals from varying backgrounds.

NARRATIVE:

Diablo Valley College Culinary Arts Programs employ a role-playing model of hands-on learning in each lab-based class. Students are rotated through various positions from student sous chef, to station cook, expeditor, HACCP manager, and dining room manager. In these roles students are guided through the process of team management, effective communication, creative problem solving, production management, opening and closing procedures, and planning and organizing. A student's effectiveness in these roles is critiqued by not only the instructor of record, but also by lab assistants and peers alike. This is as real as a situation can get realizing that decision-making will have an impact on a student's team as well as the guest buying a meal.

The broad diversity of age and background of the student body provides an even more profound dynamic for students in temporary leadership roles to manage and learn from.

Standard***5.04 Guest speakers and field trips are utilized to provide program enrichment.*****EVIDENCE OF COMPLIANCE:**

1. Write a narrative response describing:
 - a) How the program uses community resources, including field trips and guest speakers.
List specifics from previous year.

NARRATIVE:**Field Trips**

Instructors have the opportunity to participate, with their students, in field trips within the local community. This enables the students to get a much larger vision of the industry, and to expose them to the specifics of certain business. Also, they get a chance to see different aspects of the hospitality industry; i.e. hotels, resorts, and food service companies.

Some examples from the previous academic year:

6-1-17 CULN 110 Orientation to Hospitality, Postino Restaurant, Lafayette, CA

1-28-18 CULN 192 Purchasing, U.S. Foods, Livermore, CA

4-11-18 CULN 110 Orientation to Hospitality, Hilton Hotel, Concord, CA

5-16-18 CULN 192 Purchasing, Wente Vineyards Resort, Livermore, CA

Below is a list of all the field trips undertaken by the Culinary Arts program in the 2017-18 academic years:

EXHIBIT – Field Trips Hyperlink:

Standard

5.05 There is a rationale for the organization of the curriculum.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) What the rationale is for the organization and sequencing of courses.

NARRATIVE:

The Diablo Valley College model for culinary education does parallel, to some degree, a classic apprenticeship. After preliminary coursework in sanitation and safety and foundational skills (knife skills, intro to cooking methods, product identification and terminology) students receive the majority of their skills training in production kitchens that service a fast paced grab and go operation, full table service restaurant, retail bakery space, and in-house catering. Students work in team areas that focus on preparation that is related to specific courses. As an example a team may work in Garde Manger as it relates to the required knowledge and competencies in that course, International class work for another team, etc. Menus reflect the required content for specific coursework.

The rationale for this is driven, to a large degree, by the community college model that allows students to progress through a program at their own pace –allowing them to start and stop at various points through the program.

Standard

5.06 Course requirements are organized and sequenced so that knowledge and skills are developed progressively throughout the program.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) How the course requirements are organized and sequenced.

NARRATIVE:

Because of the unique challenges associated with the flexible nature of the community college model, sequencing of courses must remain fluid. Preliminary introductory courses are strictly required as pre-requisites through the program, but faculty must, after the initial introduction to safety and sanitation as well as foundational skills, be adept at managing students at different levels within any course – specifically those in the kitchen. Effective teaching is accomplished by placing students in teams that reflect skill level and even skill diversity at times, and relying on lab assistants to complement faculty members. This is accomplished, from our perspective, admirably and in essence becomes one of the program strengths.

Standard

5.07 The allocation of credit for lecture and lab hours is consistent with the expectation of the institution.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) How the allocation of lecture and lab hours are determined.

NARRATIVE:

**California Community Colleges Chancellor's Office
Hours and Units Calculations**

[EXHIBIT 5.07 Allocation of Credit Hyperlink:](#)

Standard

5.08 The program must exhibit evidence of meeting the competencies as specified in the ACFEF "Required Knowledge and Skill Competencies", which are designed to include both hands-on and theoretical culinary instruction.

EVIDENCE OF COMPLIANCE:

1. Exhibit 1D – Completed Required Knowledge and Skills Competencies Template for each program to be reviewed.
(separate document)

[EXHIBIT 1D.1- RKSC Certificates Hyperlink:](#)
[EXHIBIT 1D.2 – RKSC Degree Programs – Hyperlink:](#)

Write a narrative describing:

- a) How instructors document student achievement of the Required Knowledge and Skills Competencies.

NARRATIVE:

It is important to begin this section by stating the recognized and supported policy of academic freedom at Diablo Valley College and all others within the Contra Costa Community College District:

ACADEMIC FREEDOM

The Contra Costa Community College District affirms its belief in the academic freedom of faculty, management and students to teach, study, conduct research, write and challenge viewpoints without undue restriction. Members of the college faculty are citizens, members of a learned profession and representatives of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning with institutional affiliations, they should remember that the public may judge their profession and institution by their statements. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinion of others, and make every effort to indicate that they are not expressing their institution's views.

“DVC is committed to the concept of academic freedom, which guarantees to individual instructors wide latitude in how they structure and conduct their courses. Such matters as the amount of homework, the kind and frequency of testing, the nature of the grading system, the degree of class participation expected, the choice of textbooks, the theoretical perspective, and the emphasized topics are all, within very wide boundaries, at the discretion of the instructor within their commitment to cover material and the college’s approved course outline.”

As defined within the policy of the Contra Costa Community College District and Diablo Valley College – the methods used to evaluate student success in any given class fall under the heading of “Academic Freedom”. To this end, there has not been a standard grading method or rubric used to date within the culinary programs. Faculty members, however, understand the need to more effectively structure grading for the benefit of individual student understanding of progress and a more effective means of ensuring that individual students meet or exceed the Required Knowledge and Skill Competencies as defined by the ACFEF. To accomplish this, faculty within the department are assessing future use of a standardized, competency based grading rubric in lab courses and the adoption of a “Skills Passport” to complement and highlight the most critical skill sets.

Most likely, the competency rubric would resemble the template that follows in some form. The rubric for each class would parallel the RKSC for that particular

class as stated in the syllabi and the ACFEF requirements. The passport (sample below) would be a composite of skills and knowledge that is deemed by the Diablo Faculty and their stakeholders, to be most critical of any graduate. This would be the overall measure of the program’s success and would be measured through the program as a student passes from class to class as well as through the use of practical tests and comprehensive demonstration finals.

**Technical Skills Passport Rubric – Essential skills for culinarians
(sample)**

STUDENT NAME: _____

START DATE: _____ COMPLETION DATE: _____

WORK SITE: _____

EXECUTIVE CHEF OR SOUS CHEF: _____

RUBRIC MEASURES:

- 1 = Unable to perform at an acceptable level
- 2 = Understands the concept and can perform with supervision
- 3 = Can perform with reasonable speed and dexterity, and minimal supervision
- 4 = Fully understands the concept and can perform at a high level without supervision

SKILL	Goal Level	Assessment	Comment	Validation
Able to sharpen knives to expectations	4			
Able to set-up a prep station for organized work	4			
A grasp of product identification for common produce	4			
A grasp of product identification for sub primal cuts of beef, pork, and lamb	4			
A grasp of product	4			

identification for common round and flat fish				
Demonstrates how to identify quality check points for freshness of fish	4			
Can identify and select proper pots and pans for specific cooking methods	4			
Demonstrates the safe handling and proper use of common power equipment such as mixer, blender, stick blender, food processor, slicer, and Buffalo chopper	4			
Understands and practices critical areas of sanitation and food safety to include: use of sanitizer, avoiding cross contamination, food temperature danger zone, and proper use of protective gloves.	4			
Practices proper knife technique and demonstrates proficiency with common knife cuts: Batonnet, Julienne, Allumette, Large Dice, Small Dice, Brunoise, Petite Brunoise, Mince, Concasser, Oblique, Tourne	3			
Demonstrates and practices an understanding of common cooking methods: boil, poach, braise, broil, grill, sauté, pan fry, deep fry, steam.	3			
Demonstrates and practices the proper preparation of stocks: veal, chicken, fish fumet, pork, and vegetable.	3			

Demonstrates the ability to prepare the common foundational sauces: Béchamel, Veloute, Tomatoe, Espagnole, Hollandaise.	2			
Demonstrates the ability to produce common small sauces: Béarnaise, Choron, Demi-Glace, Mornay, Supreme, etc.	2			
Demonstrates proper cooking technique of fresh vegetables to ensure a proper flavor profile, robust color, proper texture, and appropriate nutrition integrity.	3			
Demonstrates proper cooking technique of starches to include: potato, rice, pasta, cous cous, polenta, and ancient grains.	3			
Demonstrates proper technique in preparing vinaigrettes and emulsified salad dressings.	3			
Demonstrates proper technique with more advanced vegetable and fruit preparations: peeling tomatoes, trimming asparagus, fluting mushrooms, preparing fresh artichokes, citrus supremes, parisienne, fleuron, etc.	2			
Able to identify common cheeses	2			
Demonstrate the ability to design and prepare cold platters of cheese, charcuterie, and fruit	2			
Demonstrate the ability to prepare traditional	3			

breakfast items: eggs over, eggs sunny side, scrambled, poached, hard boiled, shirred, omelette, frittata, quiche, pancakes, crepes, French toast.				
Demonstrate the ability to prepare cereals such as oatmeal, cream of wheat, granola, muesli, etc.	3			
Demonstrate the ability to prepare canapés and hors d'oeuvres.	2			
Demonstrate the ability to follow a production sheet and mise en place for line stations.	3			
Can cook a steak or chop to appropriate degrees of doneness.	3			
Demonstrates the proper technique for sauté on a kitchen line.	2			
Can identify various herbs and spices and their use as independent flavoring or in combination with others.	2			
Demonstrates an understanding of portion control and the ability to properly use scales and measuring devices.	3			
Can properly prepare custards and puddings.	2			
Can base ice a cake	2			
Demonstrates and understanding of and ability to produce quick breads and yeast breads.	2			
Demonstrates the ability to prepare a 2-step cake and genoise.	2			
Demonstrates the ability to prepare fruit sauces and reductions.	2			
Understands how to prepare and use various	3			

thickening agents in cooking: roux, slurry, and liaison.				
--	--	--	--	--

2. Have the following supporting documents available during site-visit:
- | | |
|-----------------|--------------------|
| a) Syllabi | d) Quizzes |
| b) Lesson Plans | e) Tests |
| c) Assignments | f) Lab Evaluations |

Standard

5.09 Nutrition, Sanitation, and Human Relations Management competency areas must meet the minimum number of contact hours as listed below:

****Minimum of 30 hours of student effort in combination of theoretical and applied learning instruction, with a minimum of 15 hours directed by an instructor.***

EVIDENCE OF COMPLIANCE:

1. Exhibit 1D – Completed Required Knowledge and Skills Competencies Template for each program to be reviewed.

[EXHIBIT 1D.1- RKSC Certificates Hyperlink:](#)

[EXHIBIT 1D.2 – RKSC Degree Programs – Hyperlink:](#)

Standard

5.10 Program completion requirements are documented and conform to the institution or accrediting body standards.

EVIDENCE OF COMPLIANCE:

1. Write a narrative describing:
- | |
|---|
| a) What are the general requirements for students to receive a diploma, certificate or degree from the institution? |
| b) What are the specific requirements for graduation from the program? |
| c) How students are made aware of these requirements. |

NARRATIVE:

In general, career/technical certificates at Diablo Valley College vary in lengths. Most certificates require less than two-years of full-time study to complete and some may be completed on a part-time basis. At Diablo Valley there are two basic

types of certificates: Certificate of Achievement, and Certificate of Accomplishment. In many cases, courses completed as part of a certificate program can be applied towards a degree program. Only Certificates of Achievement and Associate Degrees are recorded on a student's official transcript.

Upon successful completion of a certificate or degree program a student must apply to the Admissions and Records Office to receive their award. To qualify for a certificate from Diablo Valley a student must complete at least 25% of their work at that campus. Students must also maintain a G.P.A. of 2.0 (C) or higher. ¹

¹ - DVC College Catalog – page 56

The following represents the specific requirements for graduation from the certificate programs within the culinary department:

➤ **CERTIFICATE OF ACHIEVEMENT – BAKING AND PASTRY:**

This program is designed to prepare students for entry-level positions in bakeries or bakeshops of varying size and scope. Diablo Valley Baking and Pastry graduates enter the field in restaurants, hotels and resorts, or private retail bakeries – some go on to own businesses. Students enrolled in the program must have a current record of satisfactory tuberculosis screening on file in the Culinary Department Office by the beginning of classes. Students are required to supply their own equipment and uniforms depending on the class. To earn a Certificate of Achievement, students must complete each of the following courses with a grade of “C” or higher.

REQUIRED COURSES:

COURSE NUMBER	COURSE TITLE	UNITS/CREDITS
CULN-105	Introduction to the Kitchen	.5
CULN-110	Orientation to Hospitality	3.0
CULN-115	Culinary Mathematics	1.5
CULN-120	Fundamentals of Cuisine	5.0
CULN-153	Safety and Sanitation	2.0
CULN-181	Fundamental Techniques of Baking and Pastry	6.5
CULN-185	Nutritional Guidelines in Food Preparation	2.0
CULN-192	Purchasing Operations and Systems Laboratory	2.5
CULN-193	Inventory and Ordering Systems Laboratory	.3
CULN-195	Supervisory Management in Food Service	3.0
CULN-224	Catering Business and Operations	2.0
CULN-281	Advanced Techniques of Baking and Pastry	6.5
At least 2 units from the following electives		
CULN-129	Introduction to Urban Farming: Farm-to-Table	1.0
CULN-186	Sustainable Hospitality – Energy, Waste and Water	1.0
CULN-210	Artisan Bread	1.0
CULN-212	Candies, Chocolate and Truffles	1.0
CULN-213	Seasonal Spring Desserts	1.0

CULN-214	Seasonal Fall Desserts	1.0
CULN-215	Decorative Confectionary Showpieces	1.0
Plus at least 1 unit from the following electives		
CULN-230A	Culinary Competition I	.5
CULN-230B	Culinary Competition II	.5
CULN-235A	On-campus Catering I	.5-1.0
CULN-235B	On-campus Catering II	.5-1.0
Plus at least 1.5 units from the following electives		
CULN-240A	On-campus Catering I	.5-1.0
CULN-240B	On-campus Catering II	.5-1.0
CULN-240C	On-campus Catering III	.5-1.0
Plus at least 2 units from one of the following courses		
CULN-295	Occupational Work Experience Education in CULN	2.0-4.0
CULN-296	Internship in Occupational Work Experience Education in CULN	2.0-4.0
CULN-298	Independent Study	2.0-3.0
CULN-299	Student Instructional Assistant	2.0-3.0
TOTAL MINIMUM		41.3 units

➤ **CERTIFICATE OF ACHIEVEMENT – CULINARY ARTS:**

The Culinary Arts Certificate of Achievement program provides hands-on training leading to a professional career in the field of food. Diablo Valley College graduates enter the field as entry-level cooks with the opportunity to progress towards positions of sous chef, chef de partie, chef des cuisine, and executive chef.

Culinary students must have a current record of satisfactory tuberculosis screening on file in the Culinary Department Office by the beginning of classes. Students are required to supply their own equipment and uniforms depending on the class. To earn a Certificate of Achievement, students must complete each of the following courses with a grade of “C” or higher.

Required Courses:

COURSE CODE	COURSE TITLE	UNITS/CREDITS
CULN - 105	Introduction to the Kitchen	.5
CULN - 110	Orientation to Hospitality	3.0
CULN - 115	Culinary Mathematics	1.5
CULN - 120	Fundamentals of Cuisine	5.0
CULN - 127	Garde Manger	2.0
CULN - 153	Safety and Sanitation	2.0

CULN - 154	Menu Development and Planning	2.0
CULN - 167	Restaurant Operations in the Dining Room	3.0
CULN - 175	Meat, Poultry, and Fish Fabrication	2.0
CULN - 185	Nutrition Guidelines in Food Preparation	2.0
CULN - 192	Purchasing Operations and Systems Lab	2.5
CULN - 193	Inventory and Ordering Systems Lab	.3
CULN - 195	Supervisory Management in Food Service	3.0
CULN - 220	Advanced Cuisine	5.0
CULN - 224	Catering Business and Operations	2.0
Plus at least 1.5 units from these electives:		
CULN - 161	Baking for Culinary Students	1.5
CULN - 181	Fundamental Techniques of Baking and Pastry	6.5
Plus at least 2 units from the following electives:		
CULN - 129	Introduction to Urban Farming: Farm-to-Table	1.0
CULN - 160	Fundamentals of Beverage - Wines and Spirits	3.0
CULN - 186	Sustainable Hospitality - Energy, Water, Waste	1.0
Plus - at least 1 unit from the following electives:		
CULN - 230A	Culinary Competition I	.5
CULN - 230B	Culinary Competition II	.5
CULN - 235A	On-campus Catering I	.5 - 1.0
CULN - 235B	On-campus Catering II	.5 - 1.0
Plus at least 1.5 units from the following electives:		
CULN - 240A	On-campus Catering I	.5 - 1.0
CULN - 240B	On-campus Catering II	.5 - 1.0
CULN - 240C	On-campus Catering III	.5 - 1.0
Plus at least 2 units from the following electives:		
CULN - 295	Occupational Work Experience Education in CULN	2.0 - 4.0
CULN - 296	Internship in Occupational Work Experience Education in CULN	2.0 - 4.0
CULN - 298	Independent Study	2.0 - 4.0
CULN - 299	Student Instructional Assistant	2.0 - 3.0
TOTAL		43.8 units

➤ **CERTIFICATE OF ACHIEVEMENT – RESTAURANT MANAGEMENT**

This certificate, hands-on training program prepares students to begin their careers in restaurant management. Our graduates enter the hospitality industry and many progress to positions of management.

Restaurant Management students must have a current record of satisfactory tuberculosis screening on file in the Culinary Department Office by the beginning of classes. Students are required to supply their own equipment and uniforms depending on the class. To earn a Certificate of Achievement, students must complete each of the following courses with a grade of “C” or higher.

COURSE CODE	COURSE TITLE	UNITS/CREDITS
BUSAC – 181	Applied Accounting	3.0
CULN-105	Introduction to the Kitchen	.5
CULN-110	Orientation to Hospitality	3.0
CULN-115	Culinary Mathematics	1.5
CULN-120	Fundamentals of Cuisine	5.0
CULN-153	Safety and Sanitation	2.0
CULN-154	Menu Development and Planning	2.0
CULN-160	Fundamentals of Beverage: Wine and Spirits	3.0
CULN-167	Restaurant Operations in the Dining Room	3.0
CULN-185	Nutritional Guidelines in Food Preparation	2.0
CULN-192	Purchasing Operations and Systems Lab	2.5
CULN-193	Inventory and Ordering Systems Lab	.3
CULN-195	Supervisory Management in Food Service	3.0
CULN-201	Principles of Food, Beverage and Cost Controls	3.0
CULN-216	Food and Wine Pairing	1.5
CULN-224	Catering Business and Operations	2.0
Plus at least 1.5 units from the following electives:		
CULN-161	Baking for Culinary Students	1.5
CULN-181	Fundamental Techniques of Baking and Pastry	6.5
Plus – at least 1 unit from the following electives:		
CULN – 230A	Culinary Competition I	.5
CULN – 230B	Culinary Competition II	.5
CULN – 235A	On-campus Catering I	.5 – 1.0
CULN – 235B	On-campus Catering II	.5 – 1.0
Plus at least 1.5 units from the following electives:		
CULN – 240A	On-campus Catering I	.5 - 1.0
CULN – 240B	On-campus Catering II	.5 - 1.0
CULN – 240C	On-campus Catering III	.5 - 1.0

Plus at least 2 units from the following electives:		
CULN - 295	Occupational Work Experience Education in CULN	2.0 - 4.0
CULN - 296	Internship in Occupational Work Experience Education in CULN	2.0 - 4.0
CULN - 298	Independent Study	2.0 - 4.0
CULN - 299	Student Instructional Assistant	2.0 - 3.0
TOTAL		43.3 units

➤ **ASSOCIATE IN SCIENCE DEGREE – Hospitality Studies –**
(concentrations) Culinary Arts/Baking and Pastry/Restaurant Management:

Diablo Valley College's culinary arts program offers an in-depth, hands-on learning curriculum where students gain both knowledge and experience in the hotel and restaurant management program's technical facilities. In addition to training at the DVC facilities, students gain experience working outside the college through a required internship program. DVC's associate degree in hospitality studies with a specialization in culinary arts is designed primarily for those students who desire to complete a two-year degree. General Education Option 1 (DVC General Education) is appropriate for students who do not intend to transfer. Students who are interested in pursuing a management-focused program in hospitality should see a counselor and consider the General Education Options 2 or 3.

PROGRAM COLOR KEY:

BLACK = Culinary Arts Concentration
RED = Baking and Pastry Concentration
BLUE = Restaurant Management Concentration

Culinary Arts Concentration:

COURSE CODE	COURSE TITLE	UNITS/ CREDITS
CULN - 105	Introduction to the Kitchen	0.5
CULN - 110	Orientation to Hospitality	3
CULN - 115	Culinary Mathematics	1.5
CULN - 120	Fundamentals of Cuisine	5
CULN - 153	Safety and Sanitation	2
CULN - 185	Nutritional Guidelines for Food Preparation	2
CULN - 192	Purchasing Operations and Systems Laboratory	2.5
CULN - 193	Inventory and Ordering Systems Laboratory	0.3
CULN - 195	Supervisory Management in Food Service	3
CULN - 224	Catering Business and Operations	2
Plus at least 2 units from one of the		

following courses:		
CULN - 295	Occupational Work Experience - Education in CULN	2-4
CULN - 296	Internship in Occupational Work Experience Education in CULN	2-4
CULN - 298	Independent Study	2-3
CULN - 299	Student Instructional Assistant	2-3
For culinary specialization:		
CULN - 127	Garde Manger	2
CULN - 154	Menu Development and Planning	2
CULN - 167	Restaurant Operations in the Dining Room	3
CULN - 175	Meat, Poultry, and Fish Fabrication	2
CULN - 220	Advanced Cuisine	5
Plus at least 1.5 units from the following:		
CULN - 161	Baking for Culinary Students	1.5
CULN - 181	Fundamental techniques of Baking and Pastry	6.5
Plus at least 2 units from the following:		
CULN - 129	Introduction to Urban Farming	1
CULN - 160	Fundamentals of Beverage, Wine and Spirits	3
CULN - 186	Sustainable Hospitality - Energy, Water, Waste	1
Plus at least 1 unit from the following:		
CULN - 230A	Culinary Competition I	0.5
CULN - 230B	Culinary Competition II	0.5
CULN - 235A	On-Campus Catering I	0.5-1
CULN - 235B	On-Campus Catering II	0.5-1
Plus at least 1.5 units from the following:		
CULN - 240A	On-campus Catering I	0.5-1
CULN - 240B	On-campus Catering II	0.5-1
CULN - 240C	On-campus Catering III	0.5-1
For Baking and Pastry Concentration:		
Required courses:		
CULN - 181	Fundamental Techniques of Baking and Pastry	6.5
CULN - 281	Advanced Techniques of Baking and Pastry	6.5
Plus at least 2 units from the following:		
CULN - 129	Introduction to Urban Farming	1
CULN - 186	Sustainable Hospitality - Energy, Water, and Waste	1
CULN - 210	Artisan Bread	1
CULN - 212	Candies, Chocolate, and Truffles	1
CULN - 213	Seasonal Spring Desserts	1
CULN - 214	Seasonal Fall Desserts	1
CULN - 215	Decorative Confectionary Showpieces	1
For Restaurant Management		

Concentration:		
Required courses:		
BUSAC - 181	Applied Accounting	3
CULN - 154	Menu Development and Planning	2
CULN - 160	Fundamentals of Beverage, Wine and Spirits	3
CULN - 167	Restaurant Operations in the Dining Room	3
CULN - 201	Principles of Food, Beverage, and Cost Controls	3
CULN - 216	Food and Wine Pairing	1.5
Plus at least 1.5 units from the following:		
CULN - 161	Baking for Culinary Students	1.5
CULN - 181	Fundamental Techniques of Baking and Pastry	6.5
From DVC General Education Core #1:		
English 122	English Composition (requires a grade of "C" or higher)	3
	Communications and Analytical Thinking Elective	3-5
	Mathematics Comprehension Elective or comparable waiver	0-5
	Natural Sciences Elective	3-5
	Arts and Humanities Elective	3-5
	Social and Behavioral Sciences Elective	3
	MINIMUM REQUIREMENT IN GENERAL EDUCATION	18 units
	TOTAL UNITS REQUIRED FOR ASSOCIATE IN ARTS or ASSOCIATE IN SCIENCE DEGREE	60

Standard

5.11 There are well defined, verifiable, and consistent measurement strategies utilized in the grading procedures in both lecture and lab courses.

EVIDENCE OF COMPLIANCE:

1. Exhibit 5B – Lab Evaluation Form:

Currently, each lab course utilizes individual methods of student assessment. As previously stated – the College’s commitment to Academic Freedom allows individual faculty members the right to determine how students will be assessed in any given course. The college has adopted a “Fairness in Grading” policy with the following minimum guidelines:

- Evaluation of students within the first quarter of the course and notifying students of the results
- Counting a final exam for no more than one-half of the course grade
- Basing final grades on at least three students tests and/or reports

All students do receive a course syllabus that points to the grading criteria. Students are able to review their grades with instructors by request knowing that all such information is confidential by law.

Through recommendations by the contracted outside consultant and discussions driven by the ACFEF Self-Study, the faculty within the department are giving consideration to a more standardized, competency based rubric template with content that is specific to each class. Additionally, the department has acquired tablet computers for eventual digital conversion of lab grading. The Culinary Arts Department will investigate software available for use in this regard through companies such as LiveText.

EXHIBIT 5B – Student Evaluation Form.- Hyperlink: (This link is empty since currently each instructor is allowed to develop his or her own method of assessment as stated above. Instructors are aware that the visiting team may ask them to show examples of the method used in specific classes.

2. Have the following supporting documents available during the site visit:
 - a) Syllabi
 - b) Lesson Plans
 - c) Assignments
 - d) Quizzes
 - e) Tests
 - f) Lab Evaluations
 - g) Grade Books and/or access to on-line grading system

“Feedback is the breakfast of champions.”

Ken Blanchard

5.12 Students are kept informed of their performance and progress in both lecture and lab courses.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) The grading procedures in both lecture and lab courses. Include a description of how students are kept informed of their progress.

NARRATIVE:

Under the heading of college support for academic freedom – faculty members are currently allowed to develop their own methods assessment in lecture and lab courses. Faculty members are aware that this can lead to some confusion among students who tend to appreciate a level of consistency in measurement from course to course. With this in mind – faculty members have begun discussions on adoption of a standardized, outcomes based rubric to be used in lab classes. This has been discussed in previous sections of this report.

Even with the current, open-ended model, faculty members are required to build a measurement system that aligns with the ACFEF Required Knowledge and Skill Competencies assigned to a particular class. Students have access to their course status at anytime during the semester. Faculty members maintain daily office time that will allow for this personal approach towards progress review.

The intent is that the fall term – 2018 will yield an agreed upon rubric to be implemented in 2019.

Standard***5.13 The curriculum provides for correlation of theoretical and practical learning experiences.*****EVIDENCE OF COMPLIANCE:**

1. Write a narrative response describing:
 - a) How your courses correlate theory and actual practice in the lab.

NARRATIVE:

Every laboratory class within the culinary curriculum includes a lecture component. This dedicated time provides ample opportunity for faculty members to address the theory and process behind concepts that will be applied in the lab. The configuration of operational kitchens and the support systems provided by instructional assistants allows for in-the-moment dialogue and problem solving, requiring a connection between theory and practice. To this end the labs and classes become fluid and immediately connected.

Students are encouraged, in this environment, to continue the application dialogue among their peer groups as a way to build true learning and connect the “why” and “how”.

Although the diversity of student backgrounds in each kitchen class can be viewed by some as “challenging”, faculty members find that this environment is actually ideal for creating “learning teams” and effective knowledge workers.

As an example – understanding the anatomy of a round or flat fish can be presented and reviewed in the classroom using videos, slides, chart references and even demonstrations, but when all of these preliminary tools are used in conjunction with hands on fish fabrication and a small team working together to meet the quantity demands within a production environment then students are more inclined to “get it”, build a level of competence, and even more important – a level of confidence. Tell me, show me, engage me – then true learning takes place.

Standard

5.14 The lab experience and dining facilities, if applicable, reflect high standards of professional appearance by instructors and students to ensure sanitation and safety policies are being met.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) The institutions lab uniform policy. Include where this policy is visible to students.
 - b) The institutions dining room uniform policy, if applicable. Include where this policy is visible to students.
 - c) If the students are responsible for providing the required uniforms or if the uniforms are provided by the school.
 - d) How the uniform policies are enforced.

NARRATIVE:

The following policy outlines the uniform and grooming requirements as well as how the policy is enforced. Students are required to purchase and maintain their own uniforms in accordance with the stated standards and vendor:

[EXHIBIT: Uniforms and Grooming - Hyperlink:](#)

Standard

5.15 The lab experiences reflect high standards to ensure sanitation and safety policies are being met.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) How safety and sanitation practices are included in the lesson plans.

- b) How safety and sanitation practices are monitored and enforced in the labs.

NARRATIVE RESPONSE:

Sanitation and Food Safety are of the highest concern at Diablo Valley College. In addition to the content offered through an initial Sanitation course, every instructor re-emphasizes the core requirements for sanitation and safety at the beginning of each new lab course and monitor sanitation practices daily. This includes: focus on time and temperature (HACCP monitoring), proper warewashing techniques, using color coded cutting boards to minimize any chance of product cross contamination, requiring sani-buckets and their proper use at all work stations, and enforcing personal hygiene processes. There is a zero tolerance protocol for any ignorance of acceptable procedures.

Standard

5.16 Employees and students are trained in the correct handling and use of hazardous materials, substances, or wastes. Safety Data Sheets (SDS) or comparable international guidelines are available in each of the labs and are reflective of current inventory.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) How students are trained in the correct handling and use of hazardous materials, substances or wastes.
 - b) Where Safety Data Sheets (SDS) or comparable international guidelines are available in each lab.
 - c) The process for keeping the Safety Data Sheets (SDS) or comparable international guidelines updated based on corresponding current inventory of chemicals.

NARRATIVE:

MSDS Sheets are bound and available in each kitchen. The forms for each chemical are inserted in triplicate and available to students and faculty if needed. When students are acclimated to the kitchen and equipment at the beginning of each course, the use and access to MSDS sheets is reviewed. Vendors supply any information sheet updates on the chemicals purchased for use in the kitchen.

Standard

5.17 Students are trained in the proper use of lab equipment with documentation and evidence of training available for review and kept on file (Equipment Safety Check Sheet).

EVIDENCE OF COMPLIANCE:

1. Exhibit 5C – Copy of Equipment Safety Check Sheet

[EXHIBIT 5C – Equipment Safety – Hyperlink:](#)

Standard

5.18 The program and curriculum are sufficiently flexible to provide for individual differences among students.

“Every student can learn. Just not on the same day or in the same way.”

George Evans

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) How the program provides flexibility to adapt to individual differences among students (i.e. honors program, remedial instruction, peer tutoring, disabilities, etc.)

NARRATIVE:

An area where Diablo Valley College truly shines is through its support of students who are deemed in need of accommodations or extra attention. An informal code among the faculty within the Department is to “meet the student where they are”. Academically challenged students may find themselves in need of assistance for a variety of reasons – sometimes it is overcoming the fear of returning to school after many years working outside of an academic environment. To this end, the faculty members within the Department are committed to “treating everyone the same, and everyone differently” – investing in individual education initiatives that can help to bring students to the outcomes that are required.

Group activities help students learn to work together and play off each other’s strengths and weaknesses, creating a symbiotic learning environment. For students with defined learning challenges, the College offers stellar support, peer tutoring, and access to learning specialists. Additionally, the team environment that is created within a kitchen lends itself to a strong “buddy system” that never leaves a student behind.

Standard

5.19 The curriculum provides for a variety of instructional techniques, strategies, and a variety of media with emphasis on student involvement in the teaching/learning process.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) What instructional techniques and strategies are used in the program?
 - b) How audio-visuals and other resources are used to support the teaching program.

NARRATIVE:

As is typically the case in culinary programs, a variety of instructional delivery techniques are used throughout the programs at Diablo Valley. The new facility is designed to accommodate a variety of delivery methods including: product demonstration, use of audio/visual delivery, small work along group settings, guiding students through hands-on application of skills, traditional lectures, and team environments where real learning takes place while students interact with each other and role play their position within the team.

All classrooms are equipped with digital projectors and computers, a computer lab is adjacent to training kitchens, a demonstration space is fully equipped for presentations by chefs, and kitchens are designed to create small, interactive team environments for group learning.

The College now uses Canvas as an on-line learning platform that can be adopted by faculty for use in their individual classes. One of the most beneficial series of in-service training sessions in 2018/2019 was Canvas Training I and II that pointed culinary faculty in this direction. This platform allows for real-time interaction with students, posting of support materials, submission of assignments, confidential electronic posting of grades, and even chat rooms for discussion with other students and faculty members.

Currently, faculty are adept at using PowerPoint, incorporating videos as a complement to subject matter, training students on our current Point of Sale technology, and demonstrating the use of programmable equipment in our kitchens.

Standard

5.20 Externships, internships, co-op, or apprenticeship training programs must include a written agreement that meets the objectives of the total program. Documentation on file must include

documented and signed training agreements, employer evaluations of students, instructor evaluations of students, and students' evaluations of workstations and experience.

EVIDENCE OF COMPLIANCE:

1. Exhibit 5D – Sample of required documents used in the supervised work experience portion of the curriculum, if applicable.

[EXHIBIT 5D – Supervised Work Experience Documents Hyperlink:](#)

2. Write a narrative response describing:
 - a) How career related employment and/or experience (i.e. on-the-job training, externships, cooperative training) provide the opportunity to practice at the professional level and how the experience is monitored so as to provide a valuable part of the curriculum.

NARRATIVE:

Diablo Valley College Culinary Arts offers a full array of opportunities for students to apply what they are learning in more traditional classroom settings. Internally, the program, through various classes, services the Express Line that emulates a cafeteria style operation; the Norseman provides opportunities for a variety of white tablecloth a 'la carte and price fix options for both front and back-of-the-house training, and a full portfolio of on-campus catering options provides opportunities for students to plan, produce, execute, and evaluate events from simple coffee breaks to complex buffets and plated meals.

Additionally, Diablo Valley College Culinary continues to take pride in extended opportunities for students to work prominent California events from Pebble Beach to food festivals and sporting events. Students engage in work experiences are able to earn WEU (work experience units) to meet the specific requirements of the program. As an example work hours can be earned as follows:

Fall/Spring Semesters:

PAID			UNPAID		
Units	WRKX-160 Avg. Hours per week	WRKX 170 & 180 Avg. Hours per week	Total Semester Hours	WRKX – 180 Avg. Hours per week	Total Semester Hours
2	10	10	150	7	120
3	15	15	225	10	180
4	n/a	20	300	13.5	240

Internships, although not required of all students, can be arranged through an ancillary college office and wherever possible, work sites are aligned to support student needs for added skill development. Oftentimes, these internships turn into full-time employment opportunities once students complete their educational program.

In fitting with the Community College model, many students have already secured employment before they begin their education at Diablo Valley. These employers benefit from professionally trained students and at the same time – students have an opportunity to apply what they are learning in real-time.



SECTION 6.0 STANDARDS – FACILITIES

SECTION 6.0 STANDARDS – FACILITIES

“The Kitchen is the heart and soul of a restaurant and of a culinary program. Plan it well, treat it well, respect the space and the equipment, and relish the opportunities that it provides.”

Chef Paul Sorgule

Standard

6.01 The facilities and equipment of the institution are adequate for the needs of the program.

EVIDENCE OF COMPLIANCE:

1. Exhibit 6A – List of major lab equipment

[EXHIBIT 6A – Major Equipment - Hyperlink:](#)

2. Exhibit 6B – Diagram or floor plan of the labs, lecture classrooms and dining space, if applicable.

[EXHIBIT 6B – Facilities layout Hyperlink:](#)

3. Write a narrative response describing:
 - a) Procedures for the maintenance and replacement of equipment.

NARRATIVE:

Although individual department budgets do not include a line item for capital purchases – there is a process that faculty can follow to request new or replacement equipment providing they can adequately demonstrate need. Since the culinary facility is quite new, this is not currently a priority issue, but with foresight in mind, the department has negotiated a preventative maintenance initiative that clearly defines what is needed for each major piece of equipment to ensure optimum performance. This maintenance program is managed by the campus facilities department and outside contractors where a specific level of expertise is required. Requests for any repairs are generated by individual faculty members through the Department Chair and then through the normal system for service.

*Standard**6.02 Classroom space is available to support the program objectives.*

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) If available classroom space is adequate to support the objectives of the program.

NARRATIVE:

The modern facility that houses the culinary related programs offers state-of-the-art classroom and kitchen space for the delivery of all courses. Bakeshop, Savory Kitchen, Restaurant a 'la Carte Line, Formal Dining Room (The Norseman), The Express Line, Purchasing Receiving Area, Computer Labs, and Traditional Classrooms are all well suited for their designated purpose.

*Standard**6.03 Office space is provided for the program coordinator, faculty members and staff to adequately meet the program needs.*

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) The office space available to program coordinator, faculty and staff.

NARRATIVE:

All faculty members have access to adequate office space complete with lockable file cabinets, campus phones, computer, desk and chairs, access to copying machine, scanner and fax.

*Standard**6.04 Program coordinator and other faculty members who are closely involved with student advising have access to offices that provide privacy.*

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) The office space available to program coordinator and other faculty that allow privacy when needed (i.e. counseling students).

NARRATIVE:

All full-time faculty members, including the department chair, are assigned an office that provides ample privacy for discussions with students. There is an additional office space available, to be shared by part-time faculty members. This space also provides ample privacy for discussions with students.

Standard

6.05 All lab experiences are in facilities that meet federal, state, and local codes.

EVIDENCE OF COMPLIANCE:

1. Exhibit 6C – Current sanitation report, if required by federal, state or local code.

[EXHIBIT 6C.1 BAKERY SANITATION Hyperlink:](#)

[EXHIBIT 6C.2 NORSEMAN SANITATION Hyperlink:](#)

[EXHIBIT 6C.3 EXPRESS SANITATION Hyperlink:](#)

Standard

6.06 There is access to a Resource Center with adequate and accessible materials, in print or online, which supports the objectives of the program.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) The resources available at the Resource Center and methods used to encourage students to utilize the resources available to them regarding the objectives of the program.

NARRATIVE:

The College Library is a wonderful space that provides knowledgeable support staff, hard copy and digital copies of appropriate resource material, computer space, breakout study rooms and conference facilities, and training services that can assist students and faculty alike as they search for the right balance of research, resource, study, and work generation.

Note the following example (EXHIBIT) of resource materials applicable to the Culinary Arts area:

EXHIBIT – Library Holdings – Hyperlink:

Standard

6.07 United States Territory and International programs must meet or exceed safety and sanitation guidelines as established through the United States Department of Labor’s Occupational Health and Safety Administration (OSHA) and United States FDA Food Code and/or guidelines established by International Government Agencies to monitor safety and sanitation.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) The institution’s policy for first aid and emergency services.

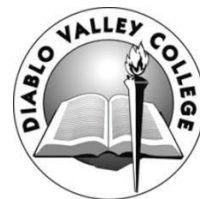
NARRATIVE:

The procedures for first aid and emergency services in kitchen and lecture classes at DVC are as follows:

- In case of emergency dial 9-911 on college phones strategically located throughout the building.
- In case of emergency, classroom safety communication buttons provide direct line access to the police dispatch and police personnel.
- In case of fire or earthquake – All students, faculty, and staff are to report to the area surrounding the Diablo Valley Campus Pond
- Any injuries must be reported immediately to the instructor in charge. This will then require completion of an accident form as soon as possible after immediate attention to first aid.
- MSDS (Material Data Safety Sheets) are available in each kitchen and are updated as chemical inventory is changed. All sheets are provided by the appropriate vendor.
- In the case of a loss of power – students and/or faculty are to shut off ovens and wait for further instruction.

Anything beyond very elementary first aid (washing out a cut, or offering burn cream, etc.) is not the purview of a faculty member. In case of injury, campus Police Services are called in to access and evaluate the level of need. Students who are injured are responsible for making arrangements to be transferred to a clinic or hospital with through their own means of transportation, taxi, campus security, or ambulance.

EXHIBIT – First Aid Procedures in Labs – Hyperlink:



SECTION 7.0 STANDARDS – STUDENT SERVICES

SECTION 7.0 STANDARDS – STUDENT SERVICES

“Customer service is just a day-in, day-out, ongoing, never-ending, unremitting, persevering, compassionate type of activity.”

Leon Gorman

Standard

7.01 The following program information is accurate and publically available: mission, goals, requirement for entrance, advancement requirements, description of courses, kitchen/lab experiences, withdrawal and refund of fees.

EVIDENCE OF COMPLIANCE;

1. Exhibit 7A – Copy of Program Catalog (hardcopy and/or on-line)

EXHIBIT 7A - catalog –weblink:

<file:///Users/paulsorgule/Downloads/catalog%202017-18-final%20for%20web.pdf>

2. Write a narrative response describing:
 - a) How the program goals and objectives are kept current with the industry’s requirements. Include the frequency and methods of your review in your answer.
 - b) Where the program information is made evident to students and perspective students.
 - c) What objectives and measures are used to achieve the goals within the program?
 - d) What other hospitality or foodservice programs are available at the institution that are not being reviewed during the site visit.

NARRATIVE:

Within an industry that seems to change at a progressively rapid pace – staying current with the curriculum offered is a daunting task. Certainly, Diablo Valley College’s interaction with its Advisory Committee is of paramount importance. For the culinary department, this feedback loop is complemented by the ongoing review of content through the ACFEF annual reports and periodic self-studies, periodic surveys of various stakeholders such as alumni and employers, participation in a variety of off-site events such as Pebble Beach where faculty members are able to interact first-hand with chefs and operators, and the most recent commitment to

contract an outside consultant (Harvest America Ventures, LLC) for a thorough Operational Assessment.

What is most important is a commitment to maintaining focus on those core skills and aptitudes that employers deem as essential. The department and the college have found these core skills and aptitudes to be:

□ **PROFESSIONALISM – ALWAYS**

Students, from day one, should be shown - through example, how important it is to look and act as consummate professionals. This must become the standard everywhere, everyday.

□ **ANYTHING WORTH DOING IS WORTH DOING WELL**

Excellence begins on day one. How the student sets up a workstation, how he or she sharpens knives, the manner with which they organize a pan of food, how they store food products, label an item in storage, dice an onion or peel a mushroom, or stack dishes in a rack are all important examples of an attitude of excellence.

□ **BE THE EXAMPLE**

Let your students know, if they don't already, that there are far too many examples of poor work conditions or work attitudes in kitchens – they cannot emulate mediocrity – they must always be the example of excellence for others to follow even if it means being the exception to the rule of mediocrity in an operation.

□ **LEADERSHIP**

A culinary program, by design is focused on building a skill set that allows a person to function in the kitchen with a level of competence and confidence. Schools have an additional responsibility to prepare these same individuals for eventual positions of responsibility that require the ability to listen, set an example of excellence, be a beacon of hope, assess and help those around him or her to solve problems, define a strategy for the future, and unite people around a common goal. In the classroom this is accomplished through setting examples and helping others to emulate the traits of leadership.

*“A good leader takes a little more than his share of the blame, a little less than his share of the credit.”
-Arnold H. Glasow*

□ **TEAM FIRST**

Each and every day, point to the fact that kitchen work is always about “we”, not “me”.

□ **ETHICAL STANDARDS**

“Ethics or simple honesty is the building blocks upon which our whole society is based, and business is a part of our society, and it's integral to the practice of being able to conduct business, that you have a set of honest standards.”

-Kerry Stokes

In all situations, it is the intent of the faculty within the Culinary Arts Department to demonstrate and expect the highest level of honest behavior and adherence to acceptable ethical standards. It is this example that will help to mold the actions of graduates and tomorrow's leaders.

□ **EMBRACE AND RESPECT DIVERSITY**

"Diversity requires commitment. Achieving the superior performance diversity can produce needs further action - most notably, a commitment to develop a culture of inclusion. People do not just need to be different, they need to be fully involved and feel their voices are heard."

-Alain Dehaze

The food business is, by far, one of the most diverse industries in the country. Understanding, respecting, and engaging with people of different cultures, race, gender, and beliefs is as important as the skill it takes to function effectively in a kitchen. To this end – appreciation for what makes us different and what makes us the same will be of prominent importance in all classes and opportunities for interaction.

□ **WORK CLEAN, WORK ORGANIZED**

Cleanliness is our responsibility and as such must always be the standard. Make this your number one expectation of students. Close behind will be a commitment to solid mise en place in everything they do.

□ **HISTORY IS IMPORTANT**

As important as it is to look forward, the food business has a proud heritage of superior contributions, tradition, and rules of thumb that have, and will continue to serve anyone who ties on an apron. Respecting this helps to keep us all on a solid path while setting the stage for positive movement forward.

□ **KEEP AN OPEN MIND AND AN OPEN PALATE**

Students will come to us with different levels of experience and exposure. If they are to gain as much as possible over the next period of time in your program they should tuck those experiences away and be willing to listen, experience, learn, and even discard in some cases – new ways of preparing food, new flavors, new ingredients, and new techniques that can set them up for success.

□ **TAKE CARE OF YOUR TOOLS**

Whether a student's personal knives or the equipment that belongs to the kitchen - these tools allow cooks to perform at a certain level and accomplish tasks that would be difficult or impossible without them. It is every student cook's and chef's responsibility to care for them.

□ **TAKE CARE OF YOUR INGREDIENTS**

We are all caretakers of the ingredients that we are privileged to use. Show your students that ingredients are not simply commodities; they have unique personalities

that are a result of where and how they were grown and how caretakers approached them.

□ RESPECT THE SOURCE, RESPECT THOSE AROUND YOU

Cooks are only one part of the chain of people who invest in ingredients, process, and presentation. We are of little importance without the farmer, fisherman, rancher, processor, and vendor. Teach your students to respect the work of all who are part of that chain.

□ EVERYTHING COSTS MONEY

Waste is a habit – habits can be broken and re-established. Show students from the beginning that there is a use for nearly every part of an ingredient. Their goal should never be to fill up the garbage can. Even composting, as important a process as it is, should not be the goal. The goal should be to find a use for everything before it finds a home in the compost pile.

□ BE DEPENDABLE

Dependability is one of the first traits that an employer looks for. Teach students how essential it is to be where you need to be, a little bit early, and always ready to work at 100% capacity.

□ BE YOUR OWN WORST CRITIC

Once they graduate student work will continue to be scrutinized by chefs, employers, and customers. All this being said, the most important critique will come from the graduate him or herself. Students should always ask: “How can I make this dish, vegetable cut, homework assignment, or team exercise – better.”

□ LEARN TO ACCEPT AND LEARN FROM CRITIQUE

No one likes to have his or her work assessed. When criticism is replaced with honest critique that points to what can be improved with the caveat of demonstrating how that can be accomplished, then the student needs to learn how to take a deep breath, put pride aside for a moment, and relish the opportunity to improve.

□ WORK ETHIC FIRST

Put simply – work ethic is to always approach the situation as “giving a good days work for good pay.” Even when pay is not a factor – people with a strong work ethic know only one approach: give it the best I have to give.

□ LEARN SOMETHING NEW EVERY DAY

Finally, if every student, and for that matter – every faculty member and chef, were to approach every day as an opportunity to learn something new and improve in the process then real education will result.

Specific technical skill sets may change occasionally based on input from various stakeholders, but it is our intent to stay true to this core and integrate attention to these aptitudes wherever and whenever possible throughout the curriculum.

Standard

7.02 Additional costs of the program beyond basic fees of the institution, are clearly stated (i.e. liability insurance, facility use fees, transportation)

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) What additional costs students may incur beyond the basic fees of the institution.
 - b) Where the additional costs, if applicable, are listed and available for public viewing.

NARRATIVE:

Uniforms, tools, and textbooks are additional cost incurred by students. Notice of these requirements is listed in the first day handouts for specific courses along with the source or suggested source.

[EXHIBIT - Appendix Uniform Requirements Hyperlink:](#)*Standard*

7.03 Announcements, advertising, and student recruitment practices accurately reflect the program offered.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) Student recruitment practices and the advertising practices of the program.
 - b) Where announcements are listed and available for public viewing.

NARRATIVE:

The community college system in the State of California promotes an open enrollment policy that affords any person within the state the opportunity to attempt a certificate or degree without boundaries. To this end, recruitment is non-traditional. Faculty members do occasionally work with regional high schools and Vo-tech centers to promote the opportunities that exist for a career in food. A strong percentage of Advisory Committee members are from the secondary school system and serve as ambassadors and feeders to the program. There are

programmatic brochures that help to relay the highlights associated with the three majors within the Culinary Arts Department (see exhibits):

[EXHIBIT – brochure Culinary Arts - hyperlink:](#)

[EXHIBIT – brochure Baking and Pastry - hyperlink:](#)

[EXHIBIT – brochure Management - hyperlink:](#)

Standard

7.04 Criteria and procedures for the selection of students for the program are publically available.

EVIDENCE OF COMPLIANCE:

1. Exhibit 7A – Copy of Program catalog (hardcopy and/or on-line)

EXHIBIT 7A- Catalog - weblink:

<file:///Users/paulsorgule/Downloads/catalog%202017-18-final%20for%20web.pdf>

2. Exhibit 7B – Copy of Student Handbook

[EXHIBIT 7B –Student Handbook Hyperlink:](#)

3. Write a narrative response describing:
 - a) Where the criteria and procedures for selecting students is publically located.
 - b) The criteria and procedures for the selection of students.

NARRATIVE:

The Contra Costa Community College District of the State of California Higher Education System uses an open enrollment model and as such there is no specific criteria for acceptance into the culinary programs.

Standard

7.05 There is an established and documented method for improving retention of students in the program.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) Retention policies and procedures.
 - b) The attrition and retention of students for the last three years or since the inception of the program – whichever is less.
 - c) The trends.

- d) Methods utilized to increase retention.
- e) The advising services available to students.

NARRATIVE:

Department Retention Rates

Measure	2013/14	2014/15	2015/16	2016/17
IU/not online	94.19%	94.59%	95.12%	94.53%
IU/all courses	94.19%	94.59%	95.12%	94.53%
Department – all courses	94.19%	94.59%	95.12%	94.53%
Division – all courses	87.28%	86.59%	87.18%	87.99%
College- all courses	85.54%	85.92%	85.98%	86.54%

Retention is the responsibility of all who work within the College. Once a student enrolls it must be the intent for all involved in providing the environment and delivering the curriculum to help that student succeed. To this end, Diablo Valley takes retention and completion very seriously and views its role in student success as a primary responsibility. This must include a faculty members observation of any warning signs of student drift (attendance problems, incomplete work, struggles to grasp material) as an opportunity to provide support or to recommend that a student seek additional help through another college department.

Every student learns differently and at varying rates, so a faculty member is most important as a portal for help. The culinary programs at Diablo Valley College are proud of the much higher than normal retention statistics within the department. This is a result of a group effort: faculty, administrators, lab assistants, and support staff.

Standard

7.06 There are current signed agreements or an institutional policy in place that allows student credits to be awarded and accepted for previous educational experiences.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) The institutions written policy allowing student credits to be awarded and accepted for previous educational experiences.

NARRATIVE:

The faculty members within the Diablo Valley College Culinary Programs determine course substitutions for program requirements from accredited college coursework completed elsewhere. As of 2009, two courses within the curriculum have been approved for high school articulation and a “credit by exam” option. These courses are CULN 105 and CULN 153 are available for credit after students have successfully completed these courses at a level of “B” or higher from a school that maintains an articulation agreement with DVC. Earning these credits will result in Advanced Placement and no charge for the credits involved.

Standard

7.07 Students and graduates have access to files maintained by the program relating to their performance.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) The policy and procedures of how students and graduates are apprised of their performance throughout the program including graduation.

NARRATIVE:

The College Academic Senate provides advice and judgment to the College President on the following matters:

- 1. Curriculum, including establishing prerequisites and placing courses within disciplines;**
- 2. Degree and certificate requirements; and**
- 3. Grading policies.**

How grades are assigned is described in Diablo Valley College Procedure 4001.02 (pages 72-73):

[EXHIBIT – DVC Procedures – Grades – Hyperlink:](#)

Standard

7.08 Services for placement, program and industry advisement, and guidance are available for students.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) The services available to students regarding: placement (if applicable), program and industry advisement and guidance.

NARRATIVE:

Diablo Valley College provides a dedicated Counseling Department liaison. This Counselor provides academic and career counseling for all students within the program. The college's principal responsibilities in the areas of counseling and guidance are:

- To assist students in assessment, evaluation, and selection of studies and classes
- Assist students in the process of defining and attaining their individual educational goals and objectives
- Provide career counseling services
- To provide personal counseling services
- To coordinate with high schools and four-year colleges and universities for the smooth transition of students from high school through college

Diablo Valley College also presents an annual Job and Internship Expo to assist students in making important connections with potential employers.

Individual faculty members are also commonly involved in helping students make important connections with possible employers.

*Standard**7.09 Scholarship information is available to students.*

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) What scholarship information is available to students.
 - b) Where is the information available for students to view?

NARRATIVE:

A variety of scholarships are available for students to apply for. The College catalog directs students to the sub link on the college website.

*Standard**7.10 There is a published grievance procedure that students may use to address concerns and needs.*

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) The published student grievance procedures. Include how students have access to the grievance policy and procedures.

EXHIBIT – Student Grievance Procedure – Hyperlink:

NARRATIVE: See the link above

Standard

7.11 There is a written plan that states emergency procedures for student and faculty safety and security.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) Emergency policies and procedures.
 - b) Consistent postings available throughout the facility.

EXHIBIT – Appendix Emergency Procedures Hyperlink:

NARRATIVE: See weblink above – Emergency Procedures are reviewed annually with faculty members and discussed with all new students at the beginning of the academic year.



SECTION 8.0 ASSESSMENT – PROGRAM ASSESSMENT

SECTION 8.0 ASSESSMENT – PROGRAM ASSESSMENT

“Every line is the perfect length if you don't measure it.”

Marty Rubin

Standard

8.01 The program is involved in an ongoing process of assessing its effectiveness.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) The system used (provide dates) sample forms, and results for assessment of program's:
 - Faculty
 - Curriculum
 - Effectiveness

NOTE: Have supporting documentation available for the evaluators at the Site visit.

- b) The most recent evaluation of the program.
- c) What changes were effected as a result of the evaluation?

NARRATIVE:

Programs at Diablo Valley College must undergo periodic self reviews that help to define each programs alignment with the College mission and goals, define their compliance with internal and external assessment criteria, demonstrate connections with the industries they service, promote open communication and dialogue with stakeholder groups, and set a course for future growth and relevance.

Additionally, the Culinary Arts Programs at Diablo Valley have chosen to seek outside Operational Assessment and a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of current offerings and how they are delivered.

Faculty members are reviewed, using the College standard process that is aligned with faculty governance, a collective bargaining agreement, and departmental bylaws.

- **FACULTY:** “Full-time probationary faculty are evaluated for four-years after which time they may be granted tenure. During this four-year period, probationary faculty are evaluated during their first, second, third, fifth, and seventh semesters by an EVALUATION COMMITTEE of two faculty members and one administrator. During those semesters, the evaluators observe three classes and conduct student evaluations in at least two classes. The probationary faculty member writes a self-assessment. The evaluators discuss their classroom observations, student evaluations, and the self-assessment with the faculty member, write an evaluation of teaching performance and submit the results to the Vice President of Instruction.”
- “ After receiving tenure, full-time faculty members are evaluated every three years. During these evaluations, two faculty members evaluate a full-time instructor. The evaluators observe two classes and conduct student evaluations in two classes. The faculty member being evaluated completes a self-assessment. The evaluators discuss the classroom observations, student evaluations and self-assessment with the faculty member. The evaluators write a summary of teaching and submit it to the Vice President of Instruction. Probationary and full-time faculty evaluators use the same timeline. “
- “Part-time faculty members are evaluated during their first, fourth, and seventh semesters and every three years following. Part-time faculty members are initially evaluated by one full-time faculty member and by two in their seventh semester evaluation. The evaluator observes one class and conducts student evaluations. The faculty member being evaluated completes a self-assessment. The evaluators discuss the classroom observations, student evaluations and self-assessment with the faculty member. The evaluators write a summary of teaching and submit it to the Vice President of Instruction.”
- **CURRICULUM:** California Code of Regulations – Title V mandates that course rewrites are mandated for all courses in the curriculum at least every five years. Course rewrites are extensive changes that would need to be made to instructional materials in order for them to meet the content standards, curriculum framework, evaluation criteria or social content standards at Diablo Valley College.
- Title V rewrites are distributed over the five years so that approximately 20% of the course outlines are rewritten per academic year and so that NO course outline is out of Title V compliance (approval date within five years). The College’s Curriculum Committee is the body that reviews and approves the rewrites.

- **PROGRAM EFFECTIVENESS:** All Diablo Valley College programs are required to complete a full review every three years and are invited to submit annual reports. All Career Education programs are expected to submit annual program reviews. The Review includes a “program effectiveness” analysis required of technical/career programs as defined by California State Law (Education Code Section 78016). Two of the most significant measures used are completion rates and employment success. The Culinary Arts Programs, as previously demonstrated in this document, have consistently exceeded the accountability benchmarks as established by the Chancellor of California Community Colleges. As examples:

MEASUREMENT	Culinary Department Performance	Benchmark for Diablo College
Completion Rates	87.28%	75.56%
Retention Rates	94.53%	86.54%

[EXHIBIT 8A – Student Evaluation faculty form – Hyperlink:](#)

Standard

8.02 There is a process for collecting programmatic assessment data from a variety of sources.

EVIDENCE OF COMPLIANCE:

1. Exhibit 8A – Evaluations and Surveys: Provide dates, sample forms, and results from the most recent:
 - Current Student Evaluations of courses and faculty
 - Graduate surveys
 - Employer surveys

NOTE: Remove all student identification information from documentation submitted in exhibits.

[EXHIBIT 8A.1 – survey data - student – Hyperlink:](#)

[EXHIBIT 8A.2 – survey data - graduates – Hyperlink:](#)

[EXHIBIT 8A.3 – survey data - employer – Hyperlink:](#)

Standard

8.03 There is an ongoing system for assessing faculty performance.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) The policies and procedures for assessing faculty performance.

NOTE: Do not include faculty personnel files.

NARRATIVE:

EXHIBIT 8.03 – faculty evaluation Hyperlink:*Standard*

8.04 There is an ongoing and documented system for assessing validity of curriculum by students, faculty, and Advisory Committee.

EVIDENCE OF COMPLIANCE:

1. Exhibit 8B – Evaluations and Surveys: Summary of graduate placement data (college, workforce, and military), student retention and educational achievements for students in verifiable and consistent ways including:
 - a) Employer surveys
 - b) Graduate follow-up surveys
 - c) Job placement rates

NOTE: Remove all student identification information from documentation submitted in exhibits.

EXHIBIT 8A.3 - Employer Survey - Hyperlink:**EXHIBIT 8A.2 – Graduate Survey – Hyperlink:***Standard*

8.06 The assessed data findings specific to each accredited program are publicly available and used in the program planning involving: administration, faculty, students, Advisory Committee, employers and graduates affiliated with the program.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) How assessed data findings are used in the program planning involving:
 - Administration, faculty
 - Students
 - Advisory Committee
 - Employers
 - Graduates affiliated with the program

- b) How/where your institution offers the public information on student performance: link to website, brochure, annual report, etc.

NARRATIVE:

All findings and data accumulated through the Self-Study process for ACFEF Accreditation as well as results from surveys and meetings involving student input, graduate responses, advisory panel input, and employer feedback are presented as topics of discussion and consideration beginning at the faculty level. Diablo Valley College believes in a bottom up process for program review and modification that begins with faculty interaction. Any suggested changes as a result of the aforementioned feedback are discussed and driven by faculty research and involvement, through to the Academic Dean, on to the College Curriculum Committee, and onward through internal College approval, Board of Trustees, and in some cases the State of California Department of Education if changes are significant enough.

Student learning data is central to the program's mission with measurable Student Learning Outcomes (SLOs) and assessments in process for all existing courses and programs. Faculty develop all curriculum and SLOs and the Academic Senate's Curriculum Committee, SLO Assessment Committee, and the VP of Instruction ensure academic standards are met. Students are informed of course level SLOs in all classes on course syllabi and can also learn SLOs for other courses on the college website. Student earn credit by achieving the course SLOs in all courses, no matter what instructional delivery method is used in the course.

Feedback from the aforementioned stakeholders is available in a transparent fashion to all faculty members. Any changes to curriculum or programmatic policy are presented in a timely fashion through the College Catalog, Course Syllabi, Class Outlines, and where appropriate, the Student Handbook.

Standard

8.07 The plans developed, based on the assessment of data, are implemented for programmatic change.

EVIDENCE OF COMPLIANCE:

1. Write a narrative response describing:
 - a) How plans developed, based on the assessment of data, are implemented for programmatic change. List specific changes that have been implemented.

NARRATIVE:

As previously mentioned all changes to curriculum, course content, departmental procedures, and methods of communication typically begin with the faculty. During faculty meetings and annual retreats, topics for change are addressed and a strategy, where appropriate, is determined. These topics may come directly from faculty, or as is inferred in this section of the Self-Study, can come from other sources such as results from stakeholder surveys and advisory committee recommendations.

If the topic results in a proposal for change to curriculum, course content, process and procedure, or long-term changes to methods of communication, then a formal proposal is developed and sent through proper college channels for approval.

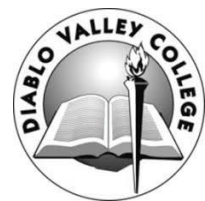
In recent years – advisory panel recommendations have resulted in a new initiative to partner with regional restaurants, and operational improvements within the restaurants and catering services offered as part of the culinary program.

A most recent review of a student feedback survey will drive discussions at future faculty meetings regarding student perceptions and noted areas of needed improvement within the curriculum and regarding methods of delivery.

Recommendations received from the Operational Assessment prepared by an outside consultant in the spring of 2018 will shape discussions in 2018/2019 pertaining to the following topics:

- Structure and responsibilities of the culinary advisory committee
- Adoption of a structured student assessment rubric model in all culinary lab courses
- Continued enhancement of a scheduled in-service training program for faculty (topics to be determined)
- Gradual integration of instructional communication portal (Canvas)
- Brand development for the program including an enhanced and more structured internship model for culinary students

If any or all of these initiatives are deemed essential to the effective delivery of a quality education at Diablo Valley – then more formal proposals will be developed and processed through the normal channels for approval.



SELF-STUDY SUMMARY
Diablo Valley College Culinary Arts

SELF-STUDY SUMMARY

Diablo Valley College Culinary Arts

- 1. Summarize the major strengths of your program(s), as well as identified areas for improvement in comparison to the ACFEF Accrediting Commission Standards identified through this Self-Study.*

NARRATIVE:

Situating a culinary program within an hour of San Francisco and equal distance from California's Napa Valley would be considered ideal by most accounts. This is "home" to Diablo Valley College Culinary Arts. Add a state-of-the-art, LEED Certified facility and accomplished faculty and the opportunities for students expand exponentially.

Diablo Valley College Culinary Arts Programs are well established in the region and continue to enjoy a strong relationship with the culinary community. The Department enjoys a strong, supportive relationship with the administration of the Division and the College and has become, over the decades, an integral part of Diablo's educational community.

The hospitality building boasts a significant inventory of the most current kitchen equipment on the market and is reflective of the best food service environments that students and graduates will encounter. The faculty: both full-time and adjuncts bring to the table - significant backgrounds in the industry and a variety of specializations that make the program unique and exciting.

The College is situated in an environment that provides connections to rich farmlands, the Pacific Ocean and the bounty that it provides, world-class restaurants and chefs in the Bay area, and of course one of the most respected wine regions in the world today. All of these resources are within reach of the program and help to create a profound environment for teaching and living the culinary arts.

Finally, the population of students participating in various programs at Diablo Valley is quite diverse - representing robust cultural backgrounds, a wide array of races, ages, gender, and experience. All of this combines to build an exceptional platform for learning and growing.

At the same time, Diablo Valley Culinary Arts Department faculty are aware that more can be done to enhance the reputation of the program, the quality of education, and the success rate of their students. The ACFEF Self-Study provides a

platform for defining what those opportunities are and how the College and its faculty can use the Self-Study to address the challenges ahead and build a strategy for moving from “Good to Great”. As a result of the Self-Study and interaction with the contracted educational consultant, Diablo Valley College Culinary Department is committed to discussion, development, and action with regard to the following opportunities:

- **ADVISORY PANEL:**
Creating a more formal structure and taking full advantage of the diverse industry background of the current and future panel membership.
- **PROFESSIONAL DEVELOPMENT:**
Designing a program that will provide internal and external opportunities for faculty to add to their technical skill proficiency and enhance their classroom methodology and delivery.
- **CURRICULUM SEQUENCING:**
Is the current “drop in-drop out” model that parallels the community college flexibility mandate the best approach for DVC Culinary Arts, or is there a better way?
- **THE RIGHT BALANCE OF THEORY AND APPLICATION:**
Students learn differently today and it behooves us to deliver where they are. Application without theory is shallow and theory without application rarely works. A balance of both is critical if the model is to work. How should DVC approach this?
- **TAKING FULL ADVANTAGE OF WHAT CALIFORNIA HAS TO OFFER:**
How does DVC Culinary Arts tap effectively into the great harvest of opportunity that California provides?
- **DEVELOPMENT OF A STRONGER PROGRAM MARKETING STRATEGY:**
Given the history of success, the dynamic location, a first-class physical plant, and highly competent faculty – enrollment should never be an issue at Diablo Valley. How does the Culinary Department at DVC work with our areas of the College to get the message out there and drive increased interest?
- **ENHANCEMENT OF AN INTERNSHIP PROGRAM:**
Should a more formal internship program and requirement for participation become a part of the curriculum? The opportunities are immense, but the challenges are always there.
- **CONTINUING TO GROW THE PROGRAMS SUSTAINABILITY CORE VALUES:**
With a program urban garden and LEED Certified facility, how can DVC Culinary take the next steps at full integration of a sustainable culture?

➤ ENSURING THAT A VARIETY OF AUDIENCES ARE SERVED BY THE PROGRAMS OFFERED:

Part of the community college directive is to be of service to all constituencies within a community. This involves late bloomers, traditional high school graduates, and career changers. Is DVC Culinary doing enough in this regard? Are there untapped opportunities to broaden the reach of involvement through a more diverse inventory of programs?

2. *How do you plan to use the results of the Self Study to maximize the strengths of the program(s) and to minimize any identified areas for improvement?*

NARRATIVE:

The faculty members within the Culinary Department are fully aware that the greatest value derived from Accreditation is the process of conducting the Self-Study Assessment and taking an objective view of the content, processes, interactions, objectives, and scope of all programs. Knowing this is never enough – it is the application of this knowledge as a strategy that transitions the Study into an effective action plan. To this end, the intent of the faculty and program administration is to develop, implement, and measure such an action plan in the months ahead. With regard to the areas of opportunity stated in the previous question, it is the intent of the department to integrate all of the stakeholders (faculty, administrators, Advisory Panel, students, employers, and alumni) in a process of building an Action Plan that coincides with the mission and goals of the department as well as the Strategic Plan for Diablo Valley College.

Over the next academic year, the program leadership will work with all constituencies to develop this Action Plan and address the following opportunities:

- Build a stronger, more focused and mutually beneficial Advisory Committee model that is designed to truly help the program improve, meet and exceed standards, and grow in its role as a servant of the community.
- Discuss with faculty members how effective, mutually beneficial Professional Development activities can be integrated into the bylaws for the Department.
- Discuss through various forums how the sequencing of courses, training, and teaching can be designed for the most effective student outcomes. These forums would include faculty meetings, student forums, Advisory Panel meetings, and Ideation facilitated by an outside consultant.

- At the same time bring serious discussions to the table regarding what is the right balance of theory, traditional paced laboratory classes, and production environments. These discussions should be based on accumulated data that includes comparisons to other successful programs, and surveys of all stakeholder groups.
- The Department will seek ideas from all stakeholder groups on how the program can gain greater benefit from integration of California's resources: chefs, farmers, restaurants, wine, etc. This can, and likely should be, the greatest advantage to a balanced educational program at Diablo Valley College.
- Working with other administrative departments within the College, the leadership and faculty will investigate more effective ways to strategically build on the brand of DVC Culinary Arts, promote the unique advantages to seeking a certificate or degree from the program, and creating various vehicles for the delivery of this message.
- Working with the Office for Career Development, the Department faculty and leadership will investigate the value of a more structured internship program as a requirement of completion in certificates and degrees.

"The secret of change is to focus all your energy not on fighting the old, but on building the new."

Socrates

Overall, this Action Plan will likely look at incremental changes over a period of years, but with a goal of moving from "Good to Great".

EXHIBIT: Good to Great In-Service: [Hyperlink](#):

3. *Describe the process by which this Self-Study was prepared including:*
 - a) *Who was involved in reviewing the program(s) in preparation for the Self-Study?*
 - b) *Who compiled the document and identified strengths and areas for improvement?*
 - c) *Who reviewed the Self-Study once it was completed prior to submission to the ACFEF Accrediting Commission?*

NARRATIVE:

As is typically the case with a Self-Study, there were many individuals involved, at varying levels, in the preparation of this document. Materials and reflections from faculty members, administrators, ancillary college departments, staff, and students were collected in the process of taking a hard and clear look at how the culinary programs operated, the relevance of the curriculum, the systems by which the department conducts business, and the effectiveness of delivery. This, we are well aware, is the real value of ACFEF Accreditation – the opportunity to take a hard look at a program through the eyes of all the stakeholders.

In an effort to build a non-bias Self-Study document using all of the collected materials Diablo Valley College undertook a different approach after many years of accreditation renewals – the department contracted with an outside consultant with considerable background in the field of culinary arts and three decades of culinary education experience to pull all of the information together, visit the school on three different occasions for a few days of observation, interview all stakeholder groups, and interact with numerous College departments. Paul Sorgule, MS, AAC of Harvest America Ventures, LLC then took five months to write the Self-Study for Diablo Valley College.

The formal draft of the Self-Study was reviewed by Despina Prapavessi, Ph.D - Dean, Chef Brian McGlynn – exiting Department Chair, and Chef Chris Draa – New Department Chair as of 2018 Fall term, of Diablo Valley College. Copies of the final report were made available to all of the program faculty members and a summary of the document was discussed in a general meeting during Paul Sorgule’s September visit to the campus in preparation for the ACFEF Team Visit.

4. How will the Accreditation/Certification by the Accrediting Commission of the ACFEF affect your program(s)?

“Ideas are easy, implementation is hard.”
Guy Kawasaki

NARRATIVE:

There are numerous, from our perspective, points of value derived from ACFEF Accreditation. As mentioned, the greatest value, by far, comes from the Self-Study process that in our case will lead to a Departmental Action Plan for the near future. It is our belief and goal that implementation of this Action Plan (once developed and

approved) will lead to a longer accreditation cycle, maybe even a program with distinction.

The Departmental Action Plan will address curriculum, program brand significance, community relations, impact on the regional food industry, student assessment and outcomes, faculty development, and a fresh look at potential educational products for the future.

Secondly, ACFEF Accreditation can provide a core marketing advantage as Diablo Valley sets it's sights on building a more pronounced brand and the ability to increase enrollment, retention, and completion rates. As Diablo Valley Culinary Department looks towards building stronger relationships with California industry partners, we feel confident that ACFEF Accreditation will help to set the stage for various forms of partnerships: internships, guest chef presentations, symposia, grants and in-kind equipment donations.

Finally, there is a real benefit in the pride that accompanies validation of the program by a significant outside body. ACFEF accreditation builds pride among students, alumni, and faculty and gives real credibility to the program in the eyes of employers and the College administration.

We know we still have work to do, but the faculty and leadership are energized and committed to take the program to the next level.

*

"I started in the restaurant business at the age of 19 as a waitress. I loved the atmosphere and the camaraderie of the restaurant business. I loved not having to go to an office. I loved making people happy".

-Anne Burrell



Diablo Valley College
Culinary Arts Department
2018