**United Tribes Technical College**

**Academic Program Review**

**Nutrition and Foodservice – Culinary Arts and Nutrition**

April 2018

**Academic Program Review Schedule**

An annual timeline for program review rotation will be published on the Office of Institutional Assessment (OIA) website page. Department Chairs, in collaboration with the OIA, are responsible for adhering to the review schedule for their units. Those units with specialized accreditation may incorporate many of those materials into this report but the UTTC Annual Program Review (APR) process and format as described here should be followed.

***Instructions:*** *Please complete all sections of this APR template. If your department offers more than one degree, diploma or certificate, one of these templates will be completed for each degree, diploma or certificate offered. There will be similarities between the reports, particularly as it relates to your department (1 department – multiple programs). If an item is not applicable, and there will be very few that are not, simply indicate “N/A”.*

**Department Chair name and contact information (phone, email):**

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**Part 1 – Program Review**

1. **Program Demand:**

**Include a brief summary below describing the status of your program meeting the following graduation rates for each academic year. Provide rationale for reasons your program is performing above or below the expected criteria.**

**\* Guidelines for graduation completion rates:**

* **Bachelor Programs: Average – 5 per year; 5-year total: 25**
* **Associate Programs: Average – 6 per year; 5-year total: 30**
* **Diploma Programs: Average – 5 per year; 5-year total: 25**
* **Certificate Programs Average – 8 per year; 5-year total: 40**

***(See APPENDIX A for types of programs excluded from review or from meeting the guidelines for completion.)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| UTTC Nutrition and Foodservice  AAS Enrollments | | | | | |
|  | 2013 | 2014 | 2015 | 2016 | 2017 |
| Foodservice/Culinary Arts | 22 | 7 | 16 | 23 | 19 |
| Foodservice Certificate | 0 | 1 | 0 | 0 | 1 |
| Nutrition | 12 | 8 | 6 | 1 | NA |
| Online Nutrition | 6 | 7 | 7 | 4 | NA |
| Community Health | NA | NA | NA | 4 | 2 |
| Total | 40 | 23 | 29 | 32 | 22 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| UTTC Nutrition and Foodservice  AAS Graduates | | | | | |
|  | 2013 | 2014 | 2015 | 2016 | 2017 |
| Foodservice/Culinary Arts | 0 | 3 | 2 | 1 | 3 |
| Foodservice Certificate | 0 | 1 | 0 | 0 | 0 |
| Nutrition | 0 | 5 | 1 | 0 | NA |
| Online Nutrition | 1 | 0 | 1 | 2 | NA |
| Community Health | NA | NA | NA | 0 | 1 |
| Total | 1 | 9 | 4 | 3 | 4 |

We are a small department that has had a certificate, two AAS degrees and an online AAS degree, averaging around 23-40 students per year. Starting the 2018-2019 school year, we are only offering the certificate and AAS degree in Culinary Arts and Nutrition, and have dropped the Nutrition AAS degree and will teach out the Community Health AAS degree by spring 2019. Each semester several students withdraw during the year for the following reasons: not being prepared for college, poor attendance and/or grades, or personal issues. We are not meeting the six graduates per year, but have been averaging four per year. I feel these numbers would be better represented as a ratio or percentage to show a more accurate count of graduates in each department at UTTC instead of using a number. For example, in 2017, we had 22 enrolled and graduated four, which gave is 18% graduation rate. Other departments may have six graduates, but 50 enrolled for a graduation rate of 12%. In addition, the college needs a better recruitment plans to increase the enrollment at UTTC.

1. **Quality of Instruction and Curriculum**

* 1. **Program accreditation** 
     + For programs currently accredited include:
       1. Name of accrediting body/organization
* Higher Learning Commission
  + - 1. Date most recently accredited
* 2011
  + - 1. Next reaccreditation date
* 2021
  + - 1. List recommendations from most recent visit and progress to date.
* There are no direct recommendations for the Nutrition and Foodservice Department.
  + - For programs seeking accreditation include:
      1. Name of accrediting body/organization
* N/A - at this time, there are no programs in the AAS Culinary Arts and Nutrition seeking accreditation
  + - 1. Timeline for seeking accreditation
* N/A – at this time, there are no programs in the AAS Culinary Arts and Nutrition seeking accreditation
  + - For all other programs include:
      1. Date of most recent Academic Program Review (APR)
* N/A
  + - 1. List of recommendations from the most recent APR and progress to date.
* N/A

*(Note: For first-time reviews, include N/A in response.)*

* 1. **Credentials of faculty**

**Annette Broyles**

Female

Caucasian

**Grants Awarded:** USDA Equity Grant 2010-2014, 2014-2018

**Grants Submitted:** UDSA Equity Grant 2014-2018, 2018-2022

* Bachelor’s Degree in Home Economics Education with minor in Child Development and Family Relations – NDSU - 1985
* Bachelor’s Degree in Food and Nutrition and minor in Communications – NDSU – 1982

Professional Development

* National Restaurant Association Food Show 2018 – Chicago, IL
* Defensive Driving Certificate 2017
* ServSafe Certification 2017-2022
* Participated at the Intertribal Food Summit, working with Native American chefs and indigenous foods
* CTE Certificate
* Former ND teaching license with over 30 years of teaching experience
* North Dakota Career and Tech Education Conference (2005-2017) put on a workshop for ND FACS teachers - 2017
* Bismarck Mandan Nutrition Council (2008-2015)
* FALCONS (First American Land –Grant Consortium) Conference (2006, 2008, 2009, 2011, 2012, 2015,2016)
* Johnson and Wales University summer workshops for educators – Denver, CO (2009, 2010, 2014, 2017) and Rhode Island - 2011
* Le Cordon Bleu – Minneapolis, MN - 2008
* UTTC Curriculum Committee (2006-present)
* UTTC Land Grant Extension
* Participated and presented at the Smithsonian Folklife Festival for the “Campus and Community” exhibit
* FENI Conference (Foodservice Educators Network International - 2008

**Elizabeth Beckers**

Female

Caucasian

* Masters of Education - Teaching and Technology - 2012
* Bachelor’s degree in Family Consumer Sciences Education with minors in Child Development and Apparel and Textiles - NDSU - 2008

Professional Development

* National Restaurant Association Food Show 2018 – Chicago, IL
* ServSafe Certification 2017-2022
* USDA Land Grant Extension
* ProStart Advanced training 2016
* ProStart Basic training 2015
* ND CTE Conference 2009-2013
* Johnson and Wales, Certificate of Completion Baking and Pastry Level 1 Educator Forum 2012
  1. **Curriculum** 
     + **Describe the strengths of the curriculum, its quality and rigor, and justification for your response.**
* The main strength of the curriculum is that students learn by doing hands on experiences, in addition to homework and classroom instruction.
* The instructor has blocked classes for the first semester students, which allows them to take the classes in a logical sequence, but they only need to focus on one class at a time. Students start with Introduction to Nutrition and Foodservice where they learn about different careers available to them and listen to guest speakers who work in the field. Students also identify what type a learner they are which helps them to realize their strengths on how they learn best and why they might not always understand instructors or co-workers who have different learning styles, team work is a must in this career. Students also start a career portfolio and develop an academic plan to determine their future graduation date and the importance of completing courses. The next class teaches the importance of food safety and sanitation and at the end of the course students take the National Restaurant Association ServSafe exam, which they must pass with a 75% in order to earn the certification. The last class Food Science and Cooking Skills teaches beginning cooking skills while students learn how science interacts with cooking. Future classes, Managing Foodservice Operations, Culinary Fundamentals, and Quantity Foods, build on the skills learned in the previous classes.
* Nutrition is taught originally in Fundamentals of Nutrition, but is incorporated into the majority of core classes.
* The Mother Earth Food Sovereignty and Health class focuses on the relationship between chronic disease and food system changes and the impact it has on the health and wellness of Native people. The course allows students to look at food in relationships to their culture in ways they hadn’t thought of.
* Students have options through electives to tweak the degree based on their interest areas. Electives are Community Nutrition, Menu Planning, Culinary Baking, Food Exploration, and Lifeskills.
* Both instructors have had experience teaching prior to teaching the curriculum at UTTC.
* Courses and materials are evaluated annually to insure students have the most up to date education. New courses are added based on industry standards or through advice of the Nutrition and Foodservice Advisory Board.
* Each class incorporates a variety of assignments, such as written assignments, group projects, case studies, quizzes and/or tests, projects, oral presentation, research, cooking labs, fieldtrips, and guest speakers.
* Students complete a 100-hour internship in the community toward the end of their degree, which gives them on the job experience. The majority of the students were offered jobs at the end of their internship. The internships are now paid position, in the past the Equity grant supported a small stipend to students upon completion.
* The Nutrition and Foodservice department is part of the USDA Land Grant Program at UTTC and students and faculty have the expertise of the extension personnel to help integrate the subject matter into the curriculum.
* Fieldtrips are used to expose students to possible employment opportunities and to meet professional working in the field. Other experiential learning opportunities are offered to students as they become available, such as working with catering at U of Mary, serving at First Nation’s Day and at the Capitol for the legislature, working with Native American chefs at a Tribal Summit.

**ii. Identify the emerging trends in your field and how your program and faculty are poised to address the trends.**

According to the US Bureau of Labor Statistics, the outlook for employment is projected to grow, faster than average. Our program is addressing the need for trained workers in the field, while offering students some unique experiences that other culinary programs may not offer. We are addressing food trends with our connection to the USDA Land Grant Program and the extension agroecology program. Students are able to work with fresh herbs from the gardens and see how to plant, grow and utilize microgreens. The gardens also teach sustainability and transparency as they see where the food comes from. Ethnic cuisine is covered, studying and working with indigenous ingredients used by the Native American people. Nutrition has always been an important part of the degree plan, as we not only teach how to prepare a variety of foods, but also how small changes can make the food healthier to a population of people with health issues. Other culinary schools have just started incorporating nutrition into their degree, while it has been a major focus since the beginning of this degree and needs to remain in the degree.

**6 major food trends to watch in 2018**

Botanicals, transparency, sustainability and ethnic cuisine are among the movements worth watching this year, according to major manufacturers and research firms.

**1. Botanicals:** Plants and flowers are springing up in food and beverage items as more consumers become interested in their potential healing properties. They include [the leaves of the moringa oleifera tree](http://www.wsj.com/articles/the-next-hot-trends-in-food-1476670682?mg=prod/accounts-wsj), [ashwagandha (Indian ginseng), lavender and curcumin](https://www.fooddive.com/news/personalized-beverages-expected-to-be-even-trendier-in-2018/513107/), the active ingredient in turmeric."[The trend is] exciting because it's natural and global, very chef-friendly and clean label, and it has potential for health and wellness.

**2. Transparency:** This trend began with the clean-label movement, driven by consumer demand for more product information, fewer artificial ingredients and more sustainable production and packaging. Recently, it has extended beyond labels to include product traceability, as shoppers grow more interested in where their food comes from and how it was handled along the supply chain.  Shoppers also want to know that companies they buy from reflect their values by embracing missions such as environmental sustainability and ethical treatment of workers and animals.

**3. Ethnic cuisine:** Asian and Middle Eastern flavors have struck a chord with consumers who are seeking new and intriguing items beyond the well-known standbys such as sushi, tempura, hummus, tahini and yogurt. Asian flavors balance the five basic tastes — sweet, salty, sour, bitter, and umami — while Middle Eastern ones range from spice blends with texture — such as [za'atar](https://www.npr.org/sections/thesalt/2013/06/11/190672515/zaatar-a-spice-mix-with-biblical-roots-and-brain-food-reputation) and [dukkah](https://www.thekitchn.com/inside-the-spice-cabinet-dukkah-91659) — to [labna](https://www.thedailymeal.com/best-recipes/labna), a soft and spreadable cheeses made from strained yogurt.Spicy flavors do well in the U.S., and many shoppers are exploring beyond [basic hot sauces](https://www.fooddive.com/news/snack-makers-look-to-ethnic-cuisines-for-the-hottest-new-flavors/447443/) as food makers highlight more authentic, ethnic flavors. It is a wonderful way to travel without having to leave the comfort of your home.

**4. Science-based foods:** Food made from technology — such as cell-cultured meat and highly realistic plant-based meat analogues — is no longer the stuff of science fiction. A few futuristic products are already in stores and restaurants, and more will soon be on the way as companies work to develop and scale up state-of-the-art foods to meet the public's growing appetite for these innovations**.** Sales of plant-based foods [grew 8.1%](http://www.prweb.com/releases/2017/09/prweb14683840.htm) during the past year, according to the Plant Based Foods Association and The Good Food Institute. [Nielsen estimated](http://www.prweb.com/releases/2017/09/prweb14683840.htm) that plant-based meats accounted for 2.1% of sales in refrigerated and frozen meat products sold at retail

**5. Sustainability:** This trend has moved beyond merely producing food in an environmentally conscious ways and selling it in recyclable packaging. Consumers are taking a more active role in the battle against food waste, a mindset that is leading many shoppers to try to use all parts of a plant or animal, rather than cherry picking some and throwing the rest away. Also called "root-to-stem" and "nose-to-tail" eating, this expanded type of sustainability is likely to appear equally in meat and produce departments. A solution is to use the typically tossed-out parts — broccoli stems, watermelon rinds or cantaloupe seeds — in restaurants, prepared foods and at-home recipesto reduce waste and create an interesting eating experience.

**6. Indulgence foods:** Comfort foods containing butter, lard and other fats and oils are back in style. Today's consumers seem more interested in reducing the amount of sugar and sodium they consume than about the amount of fat in their diet. As many large CPG manufacturers limit sugar and sodium levels to meet consumer demand, saturated fats are being added back in to some foods to compensate. Healthier versions of popular comfort foods are making their way on to the marketplace. Some comfort food is [even sporting added vegetables](https://www.fooddive.com/news/vegetable-food-innovation/427108/). Indulgence foods will always fit somewhere within the American diet, since nearly everyone has a tendency to eat food occasionally that is not especially nutritious.

** Bureau of Labor Statistics U.S. Bureau of Labor Statistics**

**Chefs and Head Cooks**

Chefs direct kitchen staff in restaurants.

| **Quick Facts: Chefs and Head Cooks** | |
| --- | --- |
| **2017 Median Pay** | $45,950 per year  $22.09 per hour |
| **Typical Entry-Level Education** | High school diploma or equivalent |
| **Work Experience in a Related Occupation** | 5 years or more |
| **On-the-job Training** | None |
| **Number of Jobs, 2016** | 146,500 |
| **Job Outlook, 2016-26** | 10% (Faster than average) |
| **Employment Change, 2016-26** | 14,100 |

[**What Chefs and Head Cooks Do**](https://www.bls.gov/ooh/food-preparation-and-serving/print/chefs-and-head-cooks.htm#tab-2)

Chefs and head cooks oversee the daily food preparation at restaurants and other places where food is served. They direct kitchen staff and handle any food-related concerns.

[**Work Environment**](https://www.bls.gov/ooh/food-preparation-and-serving/print/chefs-and-head-cooks.htm#tab-3)

Chefs and head cooks work in restaurants, private households, and other establishments where food is served. They often work early mornings, late evenings, weekends, and holidays. The work can be hectic and fast-paced. Most chefs and head cooks work full time.

[**How to Become a Chef or Head Cook**](https://www.bls.gov/ooh/food-preparation-and-serving/print/chefs-and-head-cooks.htm#tab-4)

Most chefs and head cooks learn their skills through work experience. Others receive training at a community college, technical school, culinary arts school, or 4-year college. Some learn through apprenticeship programs.

[**Pay**](https://www.bls.gov/ooh/food-preparation-and-serving/print/chefs-and-head-cooks.htm#tab-5)

The median annual wage for chefs and head cooks was $45,950 in May 2017.

[**Job Outlook**](https://www.bls.gov/ooh/food-preparation-and-serving/print/chefs-and-head-cooks.htm#tab-6)

Employment of chefs and head cooks is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Most job opportunities for chefs and head cooks are expected to be in food services, including restaurants. Job opportunities will result from the need to replace workers who leave the occupation.

1. **Explain the role and function of online and hybrid learning in your programs.**

The Nutrition and Wellness AAS online degree was discontinued spring 2017 after twelve years, due to low enrollment, as well as the elimination of the Nutrition AAS degree on campus. We felt we were not reaching the target audience we intended. In addition, lack of computer or computer skills was often an issue with students and they were not prepared to take online courses. We were lucky to have a wonderful instructor for the online program.

1. **Articulate the status of the program core curriculum and if it has been updated and approved by the UTTC Curriculum Committee within the past 3 years. If it has, provide an overview of updates completed. If it hasn’t, what particular areas have you identified as needing to be updated?**

The Nutrition and Foodservice Department had an AAS in Culinary Arts/Foodservice and Nutrition and Wellness. The fall of 2016 the Nutrition and Wellness degree changed to a Community Health degree, both degrees were updated and approved by the UTTC Curriculum Committee in April 2016. After being offered one year the college decided that only a Culinary Arts degree be offered, so the degree plan was changed to Culinary Arts and Nutrition and approved May 2017. The new degree includes electives so students can focus on their interest area. The credits for classes, which included food preparation labs, were increased to reflect the hour’s students were required to attend. A new course was developed to include special topics and give students a lab class during their last semester at UTTC. Currently there are 2 instructors for the department, each teaching 30 credits per year. One instructor has been employed at UTTC for 16 years and the other is in her first year at UTTC. Next time the degree is updated, we will evaluate all the current courses, and make changes to keep aligned with industry standards, and add a new course or two. Students need more time working with food in the lab setting which could be incorporated into existing courses. In addition, the elective classes need to be spread out between fall and spring semester to give more options when registering students.

|  |  |
| --- | --- |
| Supporting Data | |
| *Common data elements (required):* | *Common data elements (for future APR):* |
| * Faculty teaching load * Faculty characteristics * Faculty service * Number and percentage of diverse faculty | * Faculty by full-time/part-time status * Number of faculty with terminal degrees * Online and hybrid programs and courses offered * Number of Community Based Learning (CBL), Capstone, or other community-based courses offered |

* 1. **Program reputation**
     + **Include a brief description of any indicators of program reputation such as demand (e.g. waiting lists or over enrollment) for admission into program, employer data/feedback, etc.**

There is currently no waiting list for enrollment for Culinary Arts and Nutrition at UTTC. We are one of only a handful of tribal colleges that offer a culinary arts degree in the United States and the only program in this part of North Dakota. According to our Advisory Board, there is a need for trained culinary workers that have the training to cook food safely in addition to soft skills. Students who have graduated from the program have been able to become employed if they are willing to work. Several foodservice businesses have been contacting the school about employing graduates or current students wanting employment. Through USDA Tribal Colleges Education Equity Grant, UTTC Nutrition and Foodservice Department has a good reputation for training Native American students in culinary arts and nutrition.

* 1. **Curriculum of major or specialization**
     + **Include a list of core courses by prefix, number, and title (do not include general education course unless required as part of the core requirements.)**

NUT 100 Introduction to Nutrition and Foodservice

NUT 101 Culinary Calculations

NUT 105 Managing Food Protection

NUT 111 Lifeskills

NUT 200 Food Science and Cooking Skills

NUT 210 Quantity Foods

NUT 220 Culinary Fundamentals

NUT 221 Culinary Baking

NUT 240 Fundamentals of Nutrition

NUT 245 Menu Planning

NUT 251 Managing Foodservice Operations

NUT 260 Community Nutrition

NUT 295 Culinary Exploration

NUT 297 Foodservice Internship

HUM 110 Mother Earth, Food Sovereignty and Health

* 1. **Distance delivery of program**
     + **Note if the program is offered online and a brief overview of the online degree status, enrollment trends, and plans for the program.**

The Nutrition and Wellness degree is no longer offered online, it was taught out spring 2017.

* 1. **Quality of Assessment Plan/Data**
     + **Include a brief description of the program assessment plan and how the data are used to inform decisions related to program quality and student learning.**

The program assessment plan is utilized to assist faculty and the department chair in making informed decisions about what areas of instruction, assignments, and coursework are working effectively for students in their courses, and what areas need to be changed or modified to meet the needs of our learners. Students fill out midterm and final exam evaluations and each faculty member assesses what is going well and what changes need to be made to each specific course.

Faculty is also assessing the degree using program learning outcomes for the department using the Academic Affairs Assessment of Student Learning Plan for Academics.

**Department/Program Nutrition and Foodservice: Culinary Arts and Nutrition**

**Program Learning Outcomes**

1. Identify the relationship between cooking skills and nutritional choices.

2. Apply cooking techniques and culinary skills

3. Apply food safety and sanitation principles.

4. Use procedures to manage a foodservice business.

**Assessment Plan**

1. Outline which learning outcomes and where you expect to conduct measures over the next two academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

**Fall 2016**

Program Outcome # 2 – Introduction to Nutrition and Foodservice Employee Success Program Outcomes # 2 & #3 –Managing Food Protection, Food Science and Cooking Skills

**Spring 2017**

Program Outcomes #2 & #3 – Culinary Fundamentals and Culinary Baking

**Fall 2017**

Program Outcomes #1, #2, #3, & #4 – Quantity Foods

**Spring 2018**

Program Outcomes #2, #3, & #4 – Foodservice Internship

**Future Fall Program**

Outcomes #1 & # 4 –and Food Science & Cooking Skills Program Outcome #4 – Managing Food Protection & Introduction to Nutrition and Foodservice Employee Success

**Future Spring Program**

Outcome #1 - Mother Earth, Food Sovereignty & Health, Fundamentals of Nutrition, Medical Nutrition Therapy Through the Life Cycle

Program Outcome #4 – Managing Foodservice Operations and Culinary Calculations

Program Outcomes #1 & #4 – Culinary Fundamentals, Culinary Baking, and Foodservice Internship

* 1. **Department Action Plan**
     + **Include a brief description of any plans for the program that appears in the department action plan (i.e., facilities upgrades, curriculum changes, online delivery, enrichment learning opportunities, etc.), as well as an overview of the summary of progress reported on the action plan.**

**Nutrition and Foodservice Department Goals 2016-2019: Goal #1 - Recruit, retain, students using United Tribes Technical College and Land Grant systems.**

***Strategy 1a: Provide printed materials to UTTC Recruitment Department and Extension Educators***

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| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| * Work with graphic artist to develop marketing materials * Prepare one page Land Grant and department flyer with degree plan on it on | * Department faculty * Department faculty | * + Annually   + Each semester | * + Printed materials   + Materials available |
| **SUMMARY OF PROGRESS** | | | |
| Materials for recruitment were designed and printed for both Culinary Arts/Foodservice and Community Health AAS degrees by Colleen and again the summer of 2017 for the Culinary Arts and Nutrition degree. The materials were distributed to the UTTC recruitment department as well as Land Grant staff and faculty displayed them at events such as the UTTC Wellness Fair, Chamber of Commerce, Food Distribution Training, AIHEC, Tribal Leaders Summit, ServSafe, and Lifeskills training. We also designed and purchased pull up informational banners to advertise the two degrees. We hosted a minimum of 6 high school tours groups and 15 high school counselors to promote the vocation. Jana spoke with the local Family and Consumer Science instructors about the vocation and Annette marketed program during CTE conference in Bismarck. We developed a 1-page flyer that can be printed in house about the vocation. The ND Family and Consumer Science teachers held a workshop at UTTC during the 2017 CTE Conference to learn more about the Nutrition and Foodservice program and Land Grant at a Tribal College. | | | |

***Strategy 1b: Encourage students to take advantage of academic advising, disability services and other student service assistance.***

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| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| * All students complete Accuplacer prior to registration and prior to graduation. * Students are informed of financial aid scholarship opportunities and funding deadlines. * Students meet with their advisors | * Disabilities Services Coordinator * Financial Aid Office personnel * Academic Advisors and Guidance Counselor | * Annually – semester start and semester end * On-going * Twice a year or as needed | * Checklist in each department student file |
| **SUMMARY OF PROGRESS** | | | |
| All students complete the Accuplacer test at the beginning and end of their degree. The guidance counselor, Anita Charging, attends each monthly pre-professional club meeting and referrals and follow up were provided to students identified as being in need of academic or personal advisement. Department scholarships are awarded spring and fall semester and students are encouraged to apply for other appropriate scholarships and internships, including working off student loans. Each syllabi addresses the disability service on campus and advisors encourage students to use it. Advisor talks with students about midterm grades, and helps students to register for classes each semester. | | | |

***Strategy 1c: Encourage students to develop effective study skills and academic success strategies.***

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| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| * Increase percentage of students using tutoring services. | * Department Chair * Department Faculty | * Fall and spring semester | * Tutoring Sign-in logs |
| **SUMMARY OF PROGRESS** | | | |
| We encourage study groups at midterms and at the end of semester to do after class study groups. The study group was led by the president of the FANS (Food and Nutrition Students) group. Students are advised to schedule their life to have equal or more time studying as they have in classrooms. Instructors in the department spend on the average an hour a day providing individualized instruction for students having difficulties with classes are needing help with make-up work. | | | |

**Nutrition and Foodservice Department Goals 2016-2019: Goal #2 - Build degree programs related to food, health, and wellness that support industry standards and cultural diversity.**

***Strategy 2a: Evaluate and revise degree plans to align with potential employment opportunities***

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| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| * Meet with Advisory Board to identify needed training * Add most current topics to degree plans | * Department Faculty * Department Faculty | * Annually * Annually | * Meeting Minutes * Updated degree plans |
| **SUMMARY OF PROGRESS** | | | |
| We built two degrees last fall, but even though one degree was identified as terminal, we continue teaching out that degree plan through the 2017-2018 school year. The advisory board was highly supportive of the two degree plans as they identified a need for (softskills) lifeskills, wellness and food preparation as necessary for successful employment. Following administrative directive, the degrees were revised to form one degree Culinary Arts and Nutrition. The new degree plan allows electives so students can chose career and potential employment options. A new class Culinary Exploration lab was developed to allow students in their last semester to have a lab class, which was previously missing. | | | |

***Strategy 2b:* *Summarize assessment data using program assessment reporting measures.***

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| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| * Refine department goals * Refine program goals * Complete curriculum mapping * Implement program assessment plan * Implement program assessment report * Implement schedule for assessing program goals over a 3 year period | * Department Chair * Department Faculty * Community-Based Faculty (Adjunct) * TED Administrative Assistant * Institutional Assessment Director | * Annually | * Reports |
| **SUMMARY OF PROGRESS** | | | |
| Department goals, curriculum mapping and assessment plans were worked on during professional development and put in the IE Portal. | | | |

**Nutrition and Foodservice Department Goals 2016-2019: Goal #3 – Deliver curricula and advise students in achieving high standards of academics leading to graduation.**

***Strategy 3a: Provide current training materials and resources***

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| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| * Purchase and reproduce materials for coursework * Locate and assess materials for appropriateness | * Department Faculty * Department Faculty | * Annually * Department Faculty | * Available for classes * Utilized in classes |
| **SUMMARY OF PROGRESS** | | | |
| For kitchen equipment two new 10 quart mixers were purchased for the department. For cultural relevance the Diabetes education materials (Strong in Body and Spirit) was updated, along with the Lifeskills curriculum being developed, printed, pilot tested, and published for use on the website as well as the classroom. Local foodway calendars and family meals cookbooks were produced to promote food sovereignty. A new textbook was chosen for Managing Foodservice Operations as the previous book focused more on Nursing Home foodservice. A new textbook was chosen for Fundamentals of Nutrition which will also be used in Menu Planning to reduce cost of textbook. Other textbooks are updated as new editions become available. | | | |

***Strategy 3b: Ensure classes are offered to students in the best sequential order***

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| --- | --- | --- | --- |
| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| * Set up organized template * Students meet with advisor * Develop Individual Academic Plan | * Annette * Annette * Students | * Each semester * Each semester * Intro. class | * Documentation folders |
| **SUMMARY OF PROGRESS** | | | |
| The advisor helps students to register their first semester using a template. During the Introduction to Nutrition and Foodservice class, the instructor provides information about the core courses and each student develops an academic plan. Students recognize that courses have pre-requisites and need to be taken in a sequential order in order to graduate. They also identify a potential graduation date. The academic plan is used to register students for the future semesters. | | | |

**Strategy 3c: Provide monthly opportunity to participate in pre-professional student organization**

|  |  |  |  |
| --- | --- | --- | --- |
| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| Facilitate leadership roles  Assist in setting up business meetings  Facilitate non-business team building opportunities | * Faculty * Wanda | * Each semester * Monthly | * Minutes and agenda |
| **SUMMARY OF PROGRESS** | | | |
| This department has a student group called FANS (Food and Nutrition Students). A business meeting and activity are held each month. Officers and student senate representatives are voted on by the group. Advisors help the students set up meetings and activities related to the department. Students participate in a fine dining experience in December and hold a tree planting and meal for the NUT spring graduates. One student attended AIHEC in 2017. | | | |

**Strategy 3d: Provide experiential learning opportunities**

|  |  |  |  |
| --- | --- | --- | --- |
| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| * Fieldtrip to reservation community * Fieldtrip to Healthcare Kitchen * First Nation’s Day * Practicum * Community Service * Research Opportunities | * Faculty * Faculty * Faculty * Faculty * Faculty * PI of grant | * Spring semester * Spring semester * Fall semester * Each semester * On-going * 2016-2018 | * In Syllabus * Student follow up reports * Paperwork & presentation * Completed poster & presentation |
| **SUMMARY OF PROGRESS** | | | |
| Two students applied for and were awarded research assistant status in a student lead research project (Nutrition and Health Needs Survey) funded by USDA. One student was awarded a paid research internship (SURP) at NDSU for 2 weeks during summer 2017. One student participated in a job shadowing opportunity at an assisted living unit. Two students attended the Red Lake Tribal Foods Summit and assisted with food preparation using indigenous ingredients. Two students attended the UND research symposium at CCC. First year students participated in a community service project during the pow wow helping in the food vendor court. Students attended a fieldtrip to a nursing home kitchen, U of Mary and Basin Electric foodservice as well as the UTTC cafeteria. Students experienced fine dining at Kobe’s and the Bistro as a pre-professional club activity. Students in their last year complete a 100-hour internship in a foodservice establishment, and are usually offered employment upon completion. One student helped serve a traditional meal at First Nation’s Day at the Heritage Center in Bismarck. | | | |

**Nutrition and Foodservice Department Goals 2016-2019: Goal #4 –Employ and retain highly qualified faculty.**

***4a: Include funding in Equity Grant to support professional development for faculty.***

|  |  |  |  |
| --- | --- | --- | --- |
| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| * Ensure travel & registration is in Equity budget | * Grant PI | * Annual continuation application | * Final report |
| **SUMMARY OF PROGRESS** | | | |
| Equity grant continuation includes funds for registration and travel. Two faculty attended NDAND (North Dakota Academy of Nutrition and Dietetics). One faculty attended the ND Public Health Association Conference as a member of the community health nutrition section. One faculty served as a presenter for the national Food Distribution Program. One faculty member attended CTE conference in Bismarck. Two faculty members attended the Red Lake Tribal Foods Summit to learn more about indigenous foods and how to prepare them. One faculty member attended FALCONS in Albuquerque, NM as well as attending a pre-conference workshop at SIPI College working with indigenous foods. One instructor attended Culinary training for educators at Johnson and Wales University in Denver. Two instructors will attend the National Restaurant Association Food Show in Chicago the summer of 2018. | | | |

***4b: Search out industry standard professional development opportunities.***

|  |  |  |  |
| --- | --- | --- | --- |
| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| * Network, read social media and printed newsletter | * Faculty | * On-going | * Registration |
| **SUMMARY OF PROGRESS** | | | |
| The NUT department meets weekly with UTTC Land Grant Extension. We hosted the Food Distribution Conference, training for the judicial system for tribal youth (Youth Correctional Center, Charles Hall and MHA satellite system, and the Ruth Myer Homeless Shelter) and were at the table for a World View Intelligence Training. Made connections with possible employment for students with the Bismarck Larks and Basin Electric. | | | |

***4c: Participate in annual UTTC in-service training for faculty in assessment and professional development.***

|  |  |  |  |
| --- | --- | --- | --- |
| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| * Put on calendar and syllabus | * Faculty | * Each semester | * Attendance sign in sheets |
| **SUMMARY OF PROGRESS** | | | |
| Attended UTTC Tribal Summit, Pow Wow, Wellness Fair, Bismarck Mandan Chamber of Commerce, and CARE events. Provided food for All Hands Meetings. Attended Department Chair, IRB, Curriculum Committee, CTE and All Hands meetings throughout the year. Attended professional development at the beginning of Fall and Spring semester and completed projects by deadlines. | | | |

***4d: Consider replacement of faculty prior to retirement***

|  |  |  |  |
| --- | --- | --- | --- |
| **PERFORMANCE MEASURE** | **RESPONSIBLE PARTY** | **TIMELINE** | **EVALUATION** |
| * Discuss staff plans * Investigate employment needs * Develop job description | * Department chair | * Annually | * Letters of intent |
| **SUMMARY OF PROGRESS** | | | |
| The budget included salaries for an additional faculty member to shadow teach in spring 2017, we Interviewed two people and offered the position, but it wasn’t accomplished. Due to the retirement of faculty, a new job description was developed for a culinary arts instructor and the position advertised to get a new faculty member starting fall 2017, Elizabeth Beckers. | | | |

**Other:**

1. **Mission Centrality**

* 1. **Describe how the program supports the mission and strategic goals of UTTC.**

The mission of United Tribes Technical College is as follows:

“United Tribes Technical College provides quality post-secondary education and training to enhance knowledge, diversity, and leadership for all indigenous nations.”

The focus of the strategic plan is:

* + - 1. Commitment to Student Learning
      2. Student Success and Completion
      3. Recruitment and Retention of Students and Employees
      4. Institutional Research, Culture, and Effectiveness
      5. Infrastructure Improvement
      6. Renovation and New Construction
      7. Expanded Funding Self-Sustainability

The Nutrition and Foodservice Department ensures that the mission is supported and the strategic plan is followed in the following ways. The program is committed to helping students learn the skills to become trained in the field so that they can earn their degree and become employed. Instructors pursue professional development to keep up what is happening in the industry and be able to teach new techniques as they become available. Even students who may not be prepared for college are given opportunities to succeed. Fieldtrips, guest speakers, and internships help students connect with the work world and how they can use their degree to find their future career.

Recruitment has also been a concern, so we have been working this past year to market the program to let people know that anyone can enroll in the program. We brought the ND Family and Consumer Science High School Teachers to campus during the Career and Technical Education Conference in August 2017 and this year will showcase our program to the ND High School Career Counselors during the conference in August. We are always available to give tours of the department. This year we hosted the ND State FCCLA Culinary Arts competition for high school students in the Culinary Arts kitchen and classroom. In order to retain students, both instructors along with the guidance counselor advise students and track their academic progress. Some of the lab classes have been blocked to help with the retention of students. In this format, material is covered quicker, it emerges the student in the degree plan, it gets students to bond as a class, and allows the instructor to keep track of the students’ performance easier.

An instructor and two students participated in an extension research project the past two years looking at Tribal College Health Survey. Culture is incorporated into each core course.

The Culinary Arts classroom was just enlarge the summer of 2017 to better accommodate classes and to have the space to run the Quantity Foods meals where 40 people are served. A few years prior to this a clean storage area was built for foodservice supplies and equipment.

This program is funded by the USDA Equity grant, which is written by the Land Grant Director and Department Chair to help fund the program. Other grant funded sources through Land Grant are used to run the program.

* 1. **Describe how the program contributes to other programs across campus (i.e., general education courses, interdisciplinary program, etc.)**

The UTTC Nutrition and Foodservice Department is part of the strategically planned UTTC Land Grant Program of Equity, Extension, and Research. The programs are intertwined so faculty and extension personnel work together on putting on programs, writing materials, and sharing spaces. . Instructors or Land Grant staff have also used the Lifeskills materials to teach students enrolled in the First Year Experience and Healthy Living class, which is on all of UTTC’s degree plans.

Students from other degree programs have enrolled in the Fundamentals of Nutrition and/or Mother Earth, Food Sovereignty, and Health class, which are offered in our department

* 1. **Include placement data for graduates and indicate if graduates are working in the field or not.**

Following is information I have on Nutrition and Foodservice graduates for the past 5 years.

|  |  |  |
| --- | --- | --- |
| year | degree | job |
| 2017-2018 | Culinary  Culinary | \*Basin Electric Intern – interviewing for school foodservice, Bismarck  \*Working as a cook at U of Mary Foodservice, Bismarck |
| 2016-2017 | Culinary | \*Mid Shift Cook at Augusta Place in Bismarck |
| 2015-2016 | Culinary  Culinary | \*Caribou Coffee, Bismarck  \*Cook at Touchmark, Bismarck |
| 2013-2014 | Culinary  Culinary certificate  Culinary  Nutrition & Wellness  Nutrition & Wellness  Nutrition & Wellness | \*Pow Wow Dancer  Enrolled @ Johnson & Wales University for a BS in Culinary Nutrition  \*Complete AAS @ Le Cordon Bleu  \*Lucky 13 cook, Bismarck, other cook positions  \*Enrolled in dietetics at SDSU  Working in tribal offices  \*Earned BS @ UTTC in Business  \*Worked at St. A’s Foodservice, Bismarck |

* 1. **Other:**

1. **Program Productivity**
   1. **Ratio of student credit hours per full-time faculty (FTE)**

It is currently expected that full-time faculty (including the department chair) teach 15 credit hours a semester for 30 credits per year. The ratio is 30:1 per academic year.

* 1. **Ratio of student enrollment in core program courses per full-time faculty (FTE)**

The enrollment ratio of student per faculty for 2017-2018 is 28-38 students per instructor for fall and 14-18 students per instructor for spring.

* 1. **Ratio of student enrollment in courses outside of the program (Gen. Ed.) per full-time faculty (FTE)**

The current full time faculty do not teach any courses outside of the program (general education) classes at this time.

* 1. **Course enrollment**
     + **Number of classes exceeding UTTC minimum (7 for 100-200 level, 5 for 300-400 level), as well as number of classes underperforming in enrollment**

Fall/Spring 2017-2018 Culinary Arts and Nutrition AAS Course Enrollment Numbers

|  |  |
| --- | --- |
| Course | Student Enrollment Number |
| Fall | |
| NUT 100 Intro to Nutrition & Food Service | 11 |
| NUT 105 Managing Food Protection | 12 |
| NUT 111 Lifeskills | 2\* |
| NUT 200 Food Science & Cooking Skills | 11 |
| NUT 210 Quantity Foods | 4\* |
| CHN 212 Worksite Wellness | 2\* |
| NUT 240 Fundamentals of Nutrition | 17 |
| NUT 297 Food Service Internship | 3\* |
| Spring | |
| NUT 101 Culinary Calculations | 3\* |
| HUM 110 Mother Earth, Food Sovereignty, Health | 6\* |
| NUT 220 Culinary Fundamentals | 5\* |
| NUT 221 Culinary Baking | 4\* |
| NUT 245 Menu Planning | 3\* |
| NUT 251 Managing Food Service Operations | 6\* |
| NUT 260 Community Nutrition | 3\* |
| CHN 296 Community Health Practicum | 2\* |

\*= Classes not exceeding UTTC minimum of seven for AAS 100-200 level course.

* 1. **Other:**

1. **Student Advising**
2. **Describe your department philosophy for advising students. Who serves as the primary advisor and how do you view the role of the advisor? Include discussion about your position on proactive advising (formerly referred to as intrusive advising) and if it is implemented in your department.**

The Nutrition and Foodservice department has an open door policy and students are encouraged to ask questions pertaining to their college success at UTTC. Currently the department chair is the primary advisor as the other instructor is currently in her first year at UTTC, but she is getting trained to register students and handle early alerts. If the chair is unavailable, students are aware that they can go to her for advice. I felt that my college advisor was not very helpful, so I try to be proactive in my advising techniques.

1. **Explain your department’s approach to advising, including the inclusion of practices used to advise students on general education requirements and degree completion pathways.**

For the first semester student, the courses are usually chosen by the advisor based on their degree plan. Students are given options for what time they take general education classes. During the class, Introduction to Nutrition and Foodservice, students develop their academic plan, picking which courses to take each semester and determining a tentative graduation date. Number of credits, pre-requisites, what semester courses are offered are all discussed to help them make intelligent decisions. The majority of our students need prep classes, so they are advised to take them within the first two semesters. A file is kept for each student, which includes a degree plan template (below), as well as schedules, scholarships, ServSafe certificate, grade reports, etc.

The advisor meets with students when they find attendance or grades are not up to par or they receive early alerts from other instructors. The advisor discusses student’s grades at midterm, during registration for the next semester or at the beginning of the school year to help the student evaluate why they were or were not successful.

**UTTC Culinary Arts/Foodservice AAS Degree** Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fall Semester First Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Credit(s)** | **Semester** | **Grade** |
| FND 106– First Year Experience & Healthy Living | 2 |  |  |
| NUT 100 - Intro to Nut. and FS Employment Success (F) | 2 |  |  |
| NUT 105 - Managing Food Protection (F) | 3 |  |  |
| NUT 200 -Food Science & Cooking Skills (F) | 4 |  |  |
| NUT 240 - Fundamentals of Nutrition (F) | 3 |  |  |
| CSC 101 - Intro to Computers | 3 |  |  |
| TOTAL | 17 |  |  |

**Spring Semester First Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Credit(s)** | **Semester** | **Grade** |
| NUT 220 – Culinary Fundamentals (S/prereq.) | 4 |  |  |
| NUT 251 - Managing Foodservice Operation (S) | 4 |  |  |
| GPE 102 – Intro. to Fitness | 1 |  |  |
| ENG 110 - Composition | 3 |  |  |
| Elective | 3-4 |  |  |
| TOTAL | 15-16 |  |  |

**Fall Semester Second Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Credit(s)** | **Semester** | **Grade** |
| NUT 210 - Quantity Food Production (F/prereq.) | 5 |  |  |
| COM 110 - Speech | 3 |  |  |
| GPE 101 - First Aid/CPR | 1 |  |  |
| HUM 101 – Humanities, HUM 106 – Readings in NA Lit. | 3 |  |  |
| MTH 101 – Introduction to Algebra | 3 |  |  |
| TOTAL | 15 |  |  |

**Spring Semester Second Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Credit(s)** | **Semester** | **Grade** |
| NUT 297 - Foodservice Internship (F or S/prereq.) | 3 |  |  |
| HUM 110 - Mother Earth, Food Sovereignty and Health (S) | 3 |  |  |
| PSY 111 – Intro to Psychology or SOC 110 Intro to Soc. | 3 |  |  |
| Elective | 3 |  |  |
| Elective | 2-3 |  |  |
| TOTAL | 14-15 |  |  |

**TOTAL CREDITS = 62 credits**

**Spring ELECTIVES** **Fall ELECTIVES**

BUS 170 – Entrepreneurship BAD 201 – Marketing

NUT 221 – Culinary Baking (S/prereq.) NUT 111 – Life Skills (F)

NUT 101 –Culinary Calculations (S)

NUT 245 Menu Planning (S/prereq.)

NUT 260 – Community Nutrition (S/prereq.)

NUT 295 – Culinary Exploration (S/prereq.)

F = Offered only fall semester S = Offered only spring semester

Prereq. = Requires prerequisite class (es) prior to taking

START DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GRADUATION DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Have you ever advised a student to pursue a different field of study at UTTC or another institution? If so, what were the circumstances?**

We have found that it is important to get students into the kitchen the first semester to help them determine if they are in the correct degree program and keep them interested. I had one student who could not see himself wearing a hairnet, so decided to change his career. Students who miss a majority of cooking labs is usually indicates that they are not in the right field and have been advised to switch. I also had a student who after earning the certificate in Culinary Arts at UTTC was encouraged to attend Le Cordon Bleu in Oregon as she had the skills necessary to complete the AAS degree at a larger culinary school.

1. **Describe how you evaluate the effectiveness of your advising practices, including the impact of your advising techniques on retention and degree completion.**

We are here to help the students succeed and give every attempt to advise them. Through course evaluations and writing assignments, students have mentioned how the advisors helped them to achieve their degree. Students map out their personal academic plan in the Introduction to Nutrition and Foodservice class, which helps them to determine their tentative graduation date. Keeping close tabs on students and monitoring their progress has helped us to graduate students each year.

1. **Persistence and Completion**
2. **Identify and describe any barriers to student persistence and degree completion in your program/department (for example bottleneck courses or courses with significant D, W, F rates), and what efforts are being undertaken by the department to alleviate those barriers.**

I have blocked three courses the first semester as I found that when students could focus on one class at a time they did better than taking all three at once. The first class is finished in the about 3 ½ weeks which is a good indication to whether they will do well or not. If they do struggle, they either drop out of college realizing they are not ready, or they understand how important class attendance is and do well in the next two courses. Problems are resolved much earlier in the semester with this format.

The capstone class Quantity Foods is sometimes overwhelming to students, as it requires them to do the paperwork for the class required for the meal. Past students have recommended an additional time to work on the paperwork with an instructor, so we have added in an additional hour for the fall 2018 class.

1. **Specifically address how students are being supported and how that will lead to improved rates of persistence and degree completion. Are there any supports that specifically address the needs of students from diverse backgrounds? Please describe.**

The college has wrap around services for students providing on campus housing, day care, elementary school, tutoring, disabilities service, counselors, etc. The advisors open door policies allow students to stop in for help or to discuss problems. Fieldtrips are planned to a reservation to meet Native Americans working in a variety of foodservice careers such as school foodservice, IHS Hospital kitchen, commodity food program and casino foodservice. Fall 2016 students attended a tribal summit to learn how to cook with indigenous foods by Native American chefs. Successful graduates visit with current students to discuss what to expect after graduation. Student scholarships are offered to students at the end of fall and spring semester based on grades, attendance, and participation in the student group (FANS). Students complete a 100-hour internship and this year the hours were paid at a rate above minimum wage due to connections made through the UTTC Career Counselor and Internship Instructor. Previous semester students received small stipends funded through the Equity grant upon completion of the practicum. The introduction of fully paid internship hours for students allows them to pay bills and visualize what employment will look like after they graduate.

|  |  |
| --- | --- |
| Supporting Data | |
| *Common data elements (required):* | *Common data elements (for future APR):* |
| * Classes with high DFW rates * Course sequence * Degree plan * Time to Completion * Retention and persistence rate | * Enrollment demographic data * Number of degrees awarded, include diplomas and certificates * Number/proportion of diverse students * Gainful employment information (certificates) |

1. **Assessment of Student Achievement**
2. **Evidence of Student Learning**
3. **List and number the expected student learning outcomes for your program. Outcomes should explicitly describe what students know, understand, or are able to do. Include the performance indicators for each program learning outcome. Identify the UTTC institutional learner outcome(s) (ILO) that have been assessed in the program courses – which ILOs, in which courses, and how was it assessed.**

**Program: Nutrition and Foodservice: Culinary Arts/Foodservice**

**Associate of Applied Science Degree**

**Program Outcomes:**

1. Identify the relationship between cooking skills and nutritional choices.
2. Apply cooking techniques and culinary skills
3. Apply food safety and sanitation principles.
4. Use procedures to manage a foodservice business.

**Graduates of the Culinary Arts/Foodservice AAS degree program will:**

1. Identify the relationship between cooking skills and nutritional choices.

a. Identify foodservice resources (ex. equipment, food supplies, employees, money)

b. Connect food to wellness and health

c. Demonstrate foodservice skills in a professional manner

1. Apply cooking techniques and culinary skills

a. Explain culinary terms and techniques

b. Demonstrate industry standards skills in foodservice

1. Apply food safety and sanitation principles.

a. Describe the terms and standards for food protection

b. Demonstrate techniques in labs while cooking and serving food

c. Pass National ServSafe Exam

1. Use procedures to manage a foodservice business.

a. Organize the variety of tasks in relationship to food preparation

b. Demonstrate teamwork and collaboration skills

c. Communicate in a confident manner in the workforce

Culinary Arts/Foodservice

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Goals | HUM  110 | NUT  100 | NUT  101 | NUT  105 | NUT  200 | NUT  210 | NUT  220 | NUT  221 | NUT  240 | NUT  245 | NUT  251 | NUT  297 |
| Identify the relationships between culinary skills and nutritional choices | I |  |  |  | R | R | R | I | I | R |  | I |
| Apply cooking techniques and culinary skills. |  | I |  | I | R | P | P | P |  |  |  | P |
| Apply food safety and sanitation principles. |  |  |  | P | P | P | P | P |  |  |  | P |
| Use procedures to manage a foodservice business. |  |  | I | R | R | P | R | R |  |  | R | R |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| Communication | R | I |  | I | R | P | R | R | R | R | R | P |
| Critical Thinking | I | I | I | R | R | P | R | R | R | R | R | P |
| Quantitative & Scientific Reasoning |  | I | R | R | R | R | R | R | R | R | R | P |
| Personal & Social Responsibility | I | I |  | R | R | R | R | R | R | R | R | P |

I= Introduced R= Reinforced P= Proficient

**Communication: Exhibit effective oral and written communication.**

The Spring 2018 students in NUT 297 – Foodservice Internship and CHN 296 – Community Health Practicum were asked to write a paper on “College Experience at United Tribes Technical College”, which was graded by the instructor using a rubric. The class also writes resumes and cover letters and completes a job interview. At the end of the course, students give an oral presentation to a group on what they learned during their practicum or internship.

1. **Describe the kinds of experiences you expect students to have inside and outside of the classroom to meet these learning outcomes.**

Students need hands on experiences such as time in the kitchen using their cooking skills, doing food promotions to others, and networking with others in the field. Fieldtrips and internships provide students with meaningful experiences so they can connect their education to their futures career. Our department also has a student group (FANS – Food and Nutrition students) which helps students to network and work with each other in a less formal setting and learn leadership skills. Softskills are stressed, such as, positive attitude, approachable personality, good communication, attention to detail, and being on time which will help students transition from being a student to a good employee.

1. **Evaluation of Student Academic Performance**
2. **Present justification that students graduating from your program are meeting the expected level of proficiency for the Institutional Learner Outcomes. Are they all being met? If so, explain. If not, what is your plan to increase your students’ knowledge and skills so they meet the expected criteria for the ILOs?**

We still see that some of our students struggle with written and verbal communication in our courses and have difficulties doing a job interview. In order to help, we have incorporated a videotaped mock interview with an instructor the first semester. Second semester students participate in an activity being both the interviewer and interviewee, and their last semester in the internship class, do a mock interview with a panel of people. At the end of each foods lab, students have to talk about the food they prepared to a group of people, usually Land Grant Staff. Since they are still struggle to discuss key facts, the other instructor comes in during the lab to ask the students questions to give them more practice and confidence describing the food.

Our students also struggle with math, which is used daily in the foodservice industry. We are still looking for new methods to help students gain confidence. The class Culinary Calculations does help students practice concepts, but we need to keep incorporating it in all classes so they are practicing it on a daily basis.

Even though students struggle with some ILO’s they have been offered job opportunity upon completion of their internships. Students who really wish to work in the field have found employment in their field of study.

1. **Specify which direct measures you are using to assess student learning. Direct assessment includes students’ demonstration of knowledge, skills and abilities.**

The Quantity Foods class is the capstone class, which helps to determine whether students can put what they learned into action. Students plan a menu, procure food, manage staff, market and prepare a meal, work on budgets and food costs, practice time management, and learn teamwork. Final binder materials and kitchen performance assess all this.

Upon completion of the 100-hour internship, the preceptor fills out the competency form and evaluation for the student indicating how they did. Students write resumes, cover letters, and apply for jobs in the internship class. Students give a presentation in front of their peers and faculty about their internship experience. Students are often offered a job after completing the 100 hours. All of this is used to assess what they have learned in the class.

1. **Analysis of the Results of Assessing Student Academic Performance**
2. **Report and discuss the findings from each learning outcome assessment activity.**

Which learning outcomes did you measure this past year? [Please indicate whether any of these measures were conducted as follow-up to a previous year’s issues or in response to Program Review. Be specific.] What we looked at

1. Apply cooking techniques and culinary skills

2. Apply food safety and sanitation principles – The ServSafe class is taught in the fall first semester and they earn the national certification. Students are expected to use this information in all future courses working with food; however, it wasn’t formally assessed in the past in the remaining semesters at UTTC.

* In which course(s) were assessments conducted?

NUT 220 – Culinary Fundamentals

NUT 221 – Culinary Baking

* + How did you assess the learning outcomes (s)? (i.e., tool, e.g., rubric, national norms, item analysis, sampling; and object, e.g., student projects, presentations, exams, etc.) How we assessed it

In Culinary Fundamentals, students do a lab production report indicating what culinary techniques they learned in class and how they applied it to each lab. This semester I added to that report and students had to state what safety and sanitation principles applied specifically to that lab. In the past I used observation that they were using the techniques during labs, but having students write about the principles gave me documentation that they knew which principles were important in the various labs. I did not do the written assessment for safety and sanitation with the Culinary Baking class as the principles used each lab would have been similar.

Students also keep a binder for both of these classes, which includes chapter study guides, PowerPoints, recipes and lab production reports. The binder is a way to see what they have learned throughout the course. The other method to assess if what they have learned is to bring in an audience to come sample the food. Prior to the tasting, students need to verbally present to the audience what they have learned that day

* + Who analyzed results and how were they analyzed? (Committee, assessment liaison, department faculty, statistical review vs. benchmark, Live Text, etc.)

Students write the lab production reports, and as the instructor for this, I analyzed and graded the reports, binders, and student presentations. The audience, which is, usually members of Land Grant help during presentations by asking questions and giving feedback to the students.

1. **Review Assessment Plan to see if any changes or modifications will create a more meaningful process.** 
   * Summarize results/findings/conclusions. (Data analysis) What we found and what it means

Students in the Culinary Fundamentals class took the lab production reports seriously and I was able to read what they thought was important for the day and what they had learned. I was surprised by the new safety and sanitation component, as they were able to apply what they had learned and sometimes notice principles I had not thought of.

The two classes we looked at the semester are my blocked classes and I found that when we got to the second class, Culinary Baking, that students didn’t feel the reports were necessary so didn’t turn them in. This resulted in less data. I am unsure why this particular class felt these were unimportant, but it did affect their grades as they are also included as part of the grade for the binder.

* + What are next steps? (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

Looking at applying culinary techniques in the classes is naturally happening during a lab class, students get a grade if they are participating in lab. In the future, I might grade based on how well they complete the lab and whether they can follow directions, however due to the different levels of experience between students this is often difficult. The food safety and sanitation will need to continuously be addressed. To solve the problem with turning in the lab production reports, I might need to collect them at the end of each lab before they leave. However, some students need extra time to do a written assignment since it is assessed as their written communication.

1. **Post-Graduate Outcomes for the Program**
2. **Articulate how you prepare students for successful careers, meaningful lives, and where appropriate, further education.**

The majority of students enter college with very little job experience in the culinary field. The degree plan is set up to start at the beginning and work their way up. Along the way, building confidence is a huge factor. Soft skills are what the majority of employers are looking for, according to our advisory board, so we encourage students to attend class, practice time management, communication skills, etc. Students start building their career portfolio the first semester and opportunities are given to students to gain job experiences, volunteer, certifications, and other items to add to their resumes. We have articulation agreements with UND and NDSU and so students who would like to pursue further education can, which would lead to a BS degree in dietetics or community nutrition.

1. **Collect and provide data about whether you are meeting these goals.**

Upon graduating, one class made a Facebook page to keep connected with their classmates and other graduates of the program, including the instructors. The Facebook page has made it a little easier to track what students are doing after graduation. Students do come back to UTTC to visit and share where their career has taken them. They also come back to renew their ServSafe certificates as they expire after 5 years. Most of the students have indicated that their education and degree have been invaluable to them. I am hoping upon my retirement that one of the former students will have the experience to continue what we have started.

1. **Incorporate Changes Based on Assessment Evidence of Student Learning Outcomes**
2. **Describe how the assessment findings are used to improve student learning and classroom instruction. How are the assessment findings used to assist in department action planning?**

The instructors use the information from the student course evaluations and assessment pieces to make changes to individual courses. If students feel they need more practice, additional activities have been incorporated into classes to give them additional practice. More time in the kitchen or serving food is always a priority so students are asked to volunteer to prepare FANS lunches, help with extension cooking projects or workshops, or serve at off campus events. Fieldtrips and experiential learning are used to reinforce what they have learned in the classroom and are important components of this departments action plan.

1. **Provide examples that show how the program has closed the feedback loop and used assessment findings to review, evaluate, and modify the curriculum.**

Even though Quantity Foods is a capstone class, students have had problems completing the paperwork as it is not collected each class because the class builds on itself. The instructors have started incorporating more activities in beginning courses that align with the expectations of this class. Through the years, deadlines for strategic paperwork are incorporated throughout the semester of Quantity Foods which was based on student feedback. Because students in the past Quantity Foods class feel they need more time with an instructor, an additional hour of class has been added to the schedule for fall 2018. We hope that this will motivate the student who procrastinates on putting the project together. This course changes each year based on student feedback, who is in the class and the number of students.

|  |  |
| --- | --- |
| Supporting Data | |
| *Common data elements (required):* | *Common data elements (for future APR):* |
| * Program level learning outcomes * Assessment plan * Measures and indicators used to assess student learning * Number of students assessed | * Learning outcomes alignment with workforce or post-graduate goals * Metrics used to determine long-term outcomes of student’s experiences * Baseline and trend information of student learning and progress * Alignment of program level learning outcomes with campus wide learning outcomes |

**Part II – Summary Narrative**

**Programs and departments should include a summary narrative that addresses issues that have emerged from the previous seven sections.**

**In particular, discuss where the department:**

* **Has excelled in providing quality education and the key contributors to the department’s achievements.**

In 2000, UTTC completed an initial Land Grant strategic plan to build an educational program that would improve life for Native American people, support the vision of the stakeholders, and serve as a resource offered in a manner that is non-competitive to other tribal colleges. Using that information, UTTC requested USDA Equity funds to create an AAS degree in Nutrition and Foodservice. It is just one of few degrees in Indian country and has since enrolled close to 300 students, with several pursuing various bachelor’s degrees, a couple pursuing additional culinary training and countless numbers offering success stories with employment on and off the reservation. Each Equity grant cycle since has strengthened the educational component and prides itself in how USDA Equity funds have supported an impressive teaching kitchen lab, classroom/dining room, offices, student resource room, and storage, where food safety, food sovereignty, nutrition education, and healthy communities are promoted within an AAS degree in Culinary Arts and Nutrition.

The kitchen features industrial foodservice equipment allowing students to experience the latest equipment used in the industry. An advisory board reinforces the need for cooks in the industry and what skills are needed. The curriculum is developed based on advisory board recommendations and assessment findings. The degree has morphed from a foodservice degree to a Culinary Arts degree with the inclusion of nutrition over the past few years, incorporating more hands on cooking classes and changing with the times. With changing to one degree this past year, electives were added to allow a student to focus on their interest area within the realm of culinary arts, as some students are interested in cooking techniques, while others are interested in the nutritional aspects of their cooking. We still have articulation agreements with NDSU and UND if a student wants to pursue the nutrition route.

The current faculty members come from teaching backgrounds prior to working at UTTC and use a variety of teaching techniques in classes, and realize the importance of hands on experiences and real life experiences for culinary arts students. Fieldtrips, experiential learning opportunities, and guest speakers all play an important part in student success. Faculty are willing to attend professional development, and appreciate the ability to use Equity funds to attend Culinary trainings, Food Shows, FALCONS conference, ND Career and Tech. Conferences, etc. Professional development is invaluable to keeping up with industry standards and helps faculty to network with tribal colleges, family and consumer science teachers, and those working in the field. Working with the UTTC Land Grant Extension Team also helps support faculty and students.

**Has identified challenges and what might alleviate those barriers to academic quality.**

The program has morphed from two degrees, Culinary Arts/Foodservice and Nutrition then to Culinary Arts and Community Health in the past couple of years. We are now just one degree, Culinary Arts and Nutrition. Looking back, the students in the nutrition degree were usually a little more prepared for college academically and had leadership skills. In this current batch of students, we are missing the academic and leadership components. This concerns me as based on this review the department falls short of the 6 recommended graduates from each program per year, however; I would like to see how the numbers looked if we used a percentage of enrollees for each program instead of a number across the board. Recruitment at UTTC remains a problem, the smaller departments are not as well publicized as the larger departments and often times the students that do enroll are not always college material. Some of our classes are smaller than the seven students recommended per class. We usually have a higher enrollment in the fall, and meet the requirements. However, by the spring semester we lose students due to them being unprepared, not willing to work on projects outside of class time, poor class attendance, concerns with children, health problems, lack of finances, or the realization that cooking is not like the TV food network shows, but is hard work! The faculty and guidance counselor work hard to retain students and spend time every day trying to give students opportunities to succeed.

Even though the department is funded through the USDA Equity grant, it is not enough to cover 100 percent of the expenses of faculty, supplies and equipment necessary to run the program. Prior to this year one faculty member, fringe and food supplies were covered by Carl Perkins funds. Because of the hands on nature of the classes and the number of classes, it is necessary to have two instructors to run the department. Lab classes do take a lot of preparation time with the purchasing of groceries, new equipment, kitchen maintenance (organizing and cleaning), and gardening, and require more time than regular classroom instruction. Experiential learning is a great tool, but it also takes time to get it lined up so students have the best experience possible. Another challenge is trying to get needed materials for classes in a short time frame through UTTC finance. The use of an open PO for groceries is a necessity, but it would be advantageous to have the ability for petty cash or credit card for small items that may need to be replaced or purchased for the department.

**Part III - Recommendations**

***Instructions:*** *After the review is completed, the Director of Institutional Assessment, in consultation with the Department Chair, will select one of the following recommendations. In the justification, address each of the items associated with the recommendation. At the conclusion of the program review, the completed Academic Program Review report, accompanied by one of the following recommendations, is shared with the Vice President of Academic Affairs on or before the deadline identified on the APR rotation schedule*

1. **Retain Due to Critical Need**
   1. A recommendation may be that a degree program will be retained due to its ability to fulfill a critical workforce need or shortage area for the region or tribal communities.
   2. Justification for retaining due to critical need must include:
      1. Explanation of why the program is important to the region or tribal communities.
      2. Description of specific steps (already taken and/or planned) to increase enrollment and graduate production;
      3. Preliminary outcomes of steps taken.
2. **Retain with Further Review Required**
   1. A recommendation may be that a program will be retained for further review for those degree programs that serve a specific function central to the mission of the college.
   2. Justification for retain due to further review must include:
      1. Explanation for how the program is central to UTTC’s mission and the benefit to the system;
      2. Description of specific steps (already taken and/or planned) to increase enrollment and graduate production;
      3. Preliminary outcomes of steps taken.
3. **Consolidate with Another Program within College** 
   1. A recommendation may be that a program will be consolidated with a similar program on campus that achieves similar degree requirements.
   2. Justification to consolidate with another program on campus must include:
      1. Explanation for how the degree requirements for the two programs warrant consolidation;
      2. Evidence that the consolidation will meet graduate production thresholds, or specific steps to increase enrollment to meet production thresholds;
      3. Preliminary outcomes of steps taken.
4. **Terminate**
   1. A recommendation may be that a program will be terminated due to limited graduate production, lack of student interest, shifts in a given field of study, or continued declines in major enrollments.
   2. If the exigency for termination results from the program productivity review process, then a brief justification to terminate a program should be included. Such a justification must include:
      1. Explanation for the decline in graduate production in the degree program;
      2. Intended timeframe for submitting a program termination request to the UTTC Curriculum Committee for their consideration;
      3. Expected timeline to meet teach-out requirements established through the regional accrediting body.

**APPENDIX A**

**Special Considerations for Programs Excluded from Review**

**or Meeting the Guidelines for Completion Criteria**

1. **Program Specializations**
   1. Degree programs that have one or more specializations that reduce the total number of graduates.
   2. Program specializations include degree programs that require specific criteria on standardized tests for inclusion in the program. Examples are Nursing (NCLEX) and Elementary Ed BS (Praxis). These programs will participate in the APR process but will be exempt from meeting the graduation rate criteria due to program (testing) requirements.
   3. Other program specializations include the pre-engineering degree program. This program will participate in the APR process but will be exempt from meeting the graduation rate criteria due to the specialized enrollment classification for engineering (Arbeit & Horn, 2017).

*Arbeit, C.A. & Horn, L. (2017). A Profile of the Enrollment Patterns and Demographic Characteristics of Undergraduates at For-Profit Institutions. (NCES 2017-416). U.S. Department of Education. Washington, DC: National Center for Education Statistics.*

1. **Terminated Programs** 
   1. Degree programs that have been suspended, or discontinued, during the reporting period and are in “teach out” status until all students have either graduated or stopped out.
   2. Terminated programs will not be reviewed.
2. **New Programs**
   1. Degree programs that have been activated within the past 7 years will be exempt from meeting the graduation rate criteria due to program implementation.
   2. New programs will participate in the APR process during the 7 year period but graduation rates will not be a consideration until after the 7 year period concludes.