

Instructional Program Review

**Saddleback College**

Family & Consumer Science, Food & Nutrition Department

Submitted: December 2011

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## Program Review Team Members and Approvals

Program Review Team Chair:

Suzanne Hewitt, Department Chair

Program Review Team Members:

Lisa Inlow, Faculty Member

Haley Nguyen, Associate Faculty Member

Don Taylor, Division Dean

Approvals:

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Don Taylor, Division Dean

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Program Review Chair

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Academic Senate President

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Vice President of Instruction

## Program Review Checklist

Completed	Action
XX	Contact Program Review Chair for orientation
XX	Form Program Review Team
XX	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
XX	Solicit input from faculty and students
XX	Determine if additional research is needed
XX	Contact College Research Analyst if necessary
XX	Write Program Review report
XX	Submit report to Dean and EPA Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness

## **Section I: Program Overview**

### **A. The Mission of the Program and its Link to the College's Mission and Goals**

The Family and Consumer Sciences, Foods & Nutrition Department has the following primary mission: To provide quality instruction leading to the Associate Degree, Certificate, or upgraded culinary skills for those already in the workforce. The Family and Consumer Sciences & Foods and Nutrition Program has an additional mission of preparing students for transfer to institutions with baccalaureate degree opportunities. This program mission statement links with the Saddleback College Mission Statement, as well as a number of Saddleback College goals as shown below:

1. Foods & Nutrition courses fulfill one of the college's Core and Breadth requirements "leading to the Associate in Arts & Associate in Sciences degrees," including: the information competency requirement.
2. The Family and Consumer Sciences, Foods & Nutrition Department has a diverse curriculum that helps the college provide a "provide a comprehensive, broad range of high quality courses and programs to enable students to pursue their educational objectives and career goals."
3. Course are offered by the department to "provide a meaningful general education program including baccalaureate-level t transfer and occupational curricula." required by the CSU and UC systems.
4. Provide necessary developmental, remedial, and basic skills instruction so that students may be successful in their chosen course of study.
5. Provide opportunities in continuing education and community services, including courses for skill upgrading, retraining for professionals, and life long learning for adults.

### **B. Historical Background and Unique Characteristics of the Program**

The Family & Consumer Sciences & Food & Nutrition Programs serve the needs of individuals living within the district boundaries. Orange County has long been an area of occupational opportunities in the culinary arts and foods & nutrition fields. Multiple opportunities exist in health care, hospitals, restaurants, hotels and institutions.

In 2006 the Culinary Arts department physically moved facilities to the Village of the Saddleback College campus allowing for installation of industrial equipment and allowing for future program needs for expansion. Prior to this time the culinary laboratory was a homemaker focused facility with individual kitchens and limited access to commercial grade equipment—and therefore limited

commercial production experience for students. The new facilities have allowed for program expansion—utilizing commercial grade equipment. In 2011 additional commercial grade ovens and refrigeration units were added to the instructional area.

The departmental resources include a culinary arts laboratory that includes a computer station for student use and a functioning kitchen for “real world” production.

The food production laboratory is equipped with work tables and commercial grade equipment for industry experience. The room has a limited research and reference area with four computer stations for student use--this area includes textbooks, technical periodicals, journals and resources catalogs related to culinary arts, nutrition, food safety, food production and career resources. We are currently in need of a dedicated classroom adjacent to the laboratory facility. This would allow for lecture for all classes.

The Nutrition classes are housed in shared space in the BGS building, HS, and the Village. These classes meet the needs of transfer and degree, certificate and lifelong learning objectives of the program.

The attached data set indicates positive enrollment statistics, retention, success and certificate awards for the family & consumer science and food & nutrition programs. Let it be noted that of the hundreds of students taking nutrition ( over 800) per semester the majority are taking the course to fulfill a general education or transfer requirement and do not seek a degree in the field. Many are undeclared nutrition majors seeking to transfer to 4 year institutions without earning degrees or certificates at Saddleback College.

The culinary arts program serves more than one population; those who are seeking a career as a culinary professional and those who are taking skill development classes for personal interest. The program offerings reflect this two track interest level.

The department has 2 full-time faculty members, fourteen part-time instructors and no designated full time laboratory support staff. 76% of the program is staffed by part-time faculty members, 40% of culinary arts classes are taught by part-time faculty members. The Saddleback College Food and Nutrition and Family and Consumer Sciences Program is designed to readily allow students to transfer to other programs. Both programs are well established and have decades of productive longevity. Because of this many area employers contact department faculty directly, with job opportunities for students (or recent graduates) in culinary arts and nutrition services employment. These opportunities are posted for students to review and contact employers. Many students are enrolled in internships that lead to full time employment at graduation or before.

### **C. Progress Since the Last Program Review**

The recommendations produced in the 2007 Family, Consumer Science, Foods & Nutrition Program Review were classified into three areas: Faculty and Staff, Equipment, and Course Scheduling and Curriculum Enhancements. The following is a summary of the Department’s progress since the last program review, pertaining directly to those key recommendations.

#### **Faculty and Staff:**

Since the last program review the Family & Consumer Science, Foods & Nutrition Department has added one full time faculty member. This has added a wealth of opportunity for students to connect with a full time faculty member who is committed to their success.

Students are connected with internship (CWE) opportunities and employment opportunities because of the many contacts the faculty member has developed.

**Equipment:**

New equipment in the department has allowed students in the culinary and nutrition areas to develop industry level skills. Conversion of a storage room adjoining the laboratory has been completed this year (2011) and the area accommodates a computer lab for students, culinary library and the culinary faculty staff office. Funding is now allowed for cleaning of hoods and culinary laboratory flooring.

**Curriculum and Course Scheduling:**

New curriculum was developed to meet the needs of the culinary students who struggled with the FN 50 Nutrition course. The fall of 2011 will see the first offering of the course, Nutrition for Culinary Professionals. Saddleback College joins the many four year universities and culinary academies across the country course where this course is being offered.

The first department course offering for distance education, FN 50- Nutrition, was offered in Fall 2011. We are hoping this meets the needs of a unique population of nutrition students.

New culinary curriculum was submitted to the curriculum committee in Fall 2011. These changes in the curriculum will allow for more professional comprehensive course offerings.

**D. Discussion of How SLOs Have Been Utilized by the Program**

The Family, Consumer Science, Foods and Nutrition Department is in full compliance with the WASC accreditation standards for Student Learning Outcomes (SLOs). The Program has 3 program level SLOs that are assessed on a rotating basis. Each course has 3 SLOs and these SLOs have been written so that the Department faculty can track student success.

The department uses the SLO results each year to spark department-wide pedagogical discussions about how to better serve our students. The department faculty members routinely develop supplemental materials for student use based on needs identified in these discussions and observations made while working directly with students. These materials are shared amongst all department faculty members who then use them as appropriate in their classes. In this way the constantly changing needs of students identified through the use of SLOs and faculty observations are addressed. As a result of this process a new course: Nutrition for Culinary Professionals was developed and will be offered in the next academic year.

**E. Current Strengths, Opportunities, and Challenges**

**Strengths:**

The Family, Consumer Science, Foods and Nutrition Department strives to maintain the integrity of Saddleback College academic standards and achieve consistency in instruction amongst courses offered. The methods used to maintain academic integrity include:

- (1) All faculty members follow the course outline approved by the Saddleback College Curriculum Committee. The Department Chair and the Division Dean have the responsibility for insuring that all faculty members follow the course outline.
- (2) Most faculty members use the same assessment tools.

Technology is widely used in the department and faculty members are encouraged to use and experiment with new and innovative teaching methods. Uses of innovation and technology include: Course information such as syllabi, homework problems, review materials, pretests, quiz materials and course supplements can be found on class websites or on Blackboard. The first use of wikispace in a nutrition class was offered in the Fall 2011

- The Department has a strong complement of dedicated faculty-full and part time faculty members. They have strong experience in the fields in which they teach. All nutrition courses are taught by Registered Dietitians with strong field experience.
- The instructional facilities and supplies are of professional quality and provide a proper learning environment for quality higher education to take place.
- The department currently has adequate space-but no room for growth/expansion to include an instructional room with a dining area for the public. This would allow for practical experience for culinary arts and foods students and support the college mission.
- The Department supports the college mission by incorporating student projects that support community events, the college profile and allow students to develop skills:
  - Students have completed the annual Fashion Show refreshments for the past 5 years—offering appetizers, etc. for over 400 participants.
  - Students have completed class projects that host community members for approx. 50-100 participants for the annual Fall Harvest Luncheon and Spring Tea.
  - Students participated in the 2011 Student Culinary Competition in Downey, California—and the Saddleback Student took a first place award for his item. This was completed with a part-time culinary instructor leading the practice events and supported by the Catering class member's attendance at the competition/symposium.
  - One of our department part-time chefs has organized a culinary club for students interested in culinary competitions and they are planning for a competition with multiple students competing in Riverside, California --2011, Fall.
  - The addition of a full time culinary arts instructor is requested by our Advisory Committee. Continued requests for this faculty position will be made by the department. Additional staff would allow for multiple tracks—day & evening, weekend and week day classes.
  - The department offers students a career path with certificates and Associate in Science Degrees. The students are able to use the classes taken in the certificate as a ladder, achieving incremental success in achieving a certificate followed by completion of other certificates within the program, or even an Associate Degree.
  - The programs have several written articulation agreements with local high schools, and ROP programs, as well as with many California universities offering degrees in Foods & Nutrition and Family & Consumer Sciences. There are five different Certificate options available for students, within departmental purview: Culinary Arts, Catering, Food Service

Certificate, Family & Consumer Sciences certificate and Nutrition Certificate. Statistical Data Sets are attached for these.

### **Opportunities:**

Student enrollment statistics continue to be steady and have increased by over 50% over the last five years. Orange County demographic data indicates more student growth is very likely in the years just ahead. This is a positive correlation with continued growth in the hospitality and health care industries of South Orange County. The continued growth should have an ongoing positive impact for the department, as demand for training in the fields of food production, management and foods & nutrition continue to grow.

- Labor market and job availability information is readily available for career opportunities in this field. Occupational Employment Projections 2004-2014 indicate that culinary and related occupations project strong industry growth and job demand through 2014. The projected growth in the State of California (2004-2014) and in Orange County and Los Angeles County are indicative of sustained demand for these programs.

The U.S. Department of Labor, Occupation Outlook Handbook correlates with this data and projects a 19% increase in salary and demand for the same time period, 2004-2014. The National Restaurant Association 2011 Restaurant Industry Forecast projects a growth of 1.3 million jobs over the next 5 years.

### **Challenges:**

Adequate technical support for laboratory classes is an ongoing challenge and the issue of gaining approval for classified technician support must receive serious consideration.

Continue to make curriculum revisions, lesson plans and related curricular materials with industry-specific content, to reflect periodic changes in industry practices. Materials used for instruction and curricular development are a challenge with only one full time faculty member in the programs. Encourage and assist all instructors in the department to keep abreast of evolving changes within their respective areas of teaching expertise. This also includes periodic revisions to course curricula and syllabi, in the ongoing professional effort for high quality and up-to-date instruction.

Continue to maintain solid enrollment trends within all department course offerings over 2011-12. This includes participation in various activities for promoting and marketing the department's instructional programs and courses. The greatest challenge is accounting for the hundreds of students who take courses without seeking degrees or certificates in the program. The major goal is to interest more students in the certificate and degree programs, culminating in a degree being issued and recorded by Admissions and Records.

Continue to maintain both lab/classrooms as highly functional and professional higher education-industry grade facilities. This is a particular challenge in the food production lab, given that it is at maximum space utilization.

Hiring of an additional faculty member to offer additional courses and flexibility to the culinary program is a continuing goal. Please note the majority of culinary programs in California employ 3-4 full time culinary instructors.

Maintain the current level of quality instructional service to students within the District, who seek classes that reflect modern methods and industry level applications in food and nutrition and family and consumer sciences subjects. The current budget does not allow funds for maintenance of the laboratory equipment.

## Section II: Review Report

### A. Faculty and Staff

- a. 2 full-time faculty members
- b. 14 part-time (associate) faculty members
- c. 1 Dean (administrator)

#### **Faculty:**

The department is currently staffed by 2 full-time faculty (1 is tenured) and 14 part time faculty members. These faculty members support program offerings and enrollment that have increased each year ( 20%-3 years).

All full-time faculty members maintain program currency and meet the needs of this burgeoning program. The department offerings are limited by the number of faculty available to help with coordination of student needs. The student population at Saddleback College continues to grow and demand an increasing number of class sections. All class sections offered by the Department are filled to capacity and more full-time faculty is needed to meet this growing demand.

The certificated ratio of 55% full-time to 45% part-time (sections taught) provides full-time instructional loads while securing added instructional expertise from the industry through the assignment of associate faculty; this brings industry professionals into the classroom with current “real-world” professional experience. The desired ratio of sections taught by full-time faculty to sections taught by part-time faculty is not attainable with current 2 full-time faculty, and efforts and reviews should continue to reach toward addition of full-time faculty. An increase in full-time staffing would allow for better fulfillment of departmental program’s mission and goals and allow for program expansion.

Chair duties include scheduling of classes, faculty coordination, program review, oversight of course SLOs development and assessment, program SLOs, curriculum maintenance, review, and development, part-time faculty recruitment and supervision, student outreach, industry/community outreach, advisory committee management, and other duties as assigned. A combination of reassigned time and an increase in the department chair stipend such that chair compensation reflects the level of responsibility required of the position, could serve the program and its development well.

The full-time faculty members participate in staff development through a number of avenues that permit them to maintain program currency, currency in the discipline and to upgrade teaching techniques. Thirty-eight hours of flex activity related to program or instructional improvement are required of and completed by each of the full time faculty members as a minimum. This requirement is regularly exceeded through conference attendance and/or technical training activities. Staff development funds have been utilized for both full and part-time faculty and all faculty members are utilizing student-centered learning techniques in their classroom instruction.

**Staff:**

This department utilizes the services of a part time technical laboratory assistant. We share this position with the fashion design and interior design programs. Because of the sharing of resources there is no one to assist with setting up laboratory facilities or purchasing of laboratory supplies. Every culinary lab requires specific food stuffs that vary from class to class and require man hours to develop.

The Department is currently understaffed for classified assistance. This limits the instruction of students.

**B. Curriculum and Instruction****Educational Path**

1. Family & Consumer Sciences Program: Associate degree, Certificate, Transfer 27.5-30 units:  
FCS – 115, 142, FN 50, FN 110, ID 110, ID121, FASH 31, FASH 110
2. Consumer Services: Certificate, Skills Upgrade 23-24 units:  
BUS125, BUS 160, CIM 112, FCS 115, FCS 142 and CWE 168-169  
Specialty areas: Foods & Nutrition, Interior Design, Fashion
3. Culinary Arts: Associate degree, Certificate, Skills Upgrade 21-25 units:  
FN 50, FN 110, FN 142, FN 171, FN 172, FN 240, FN 242, FN 244 and  
CWE 168/9
4. Foods & Catering: Associate degree, Certificates, Skills Upgrade 25-28 units:
5. Foods Certificate  
FN 50, FN 110, FN 120, FN 140, FN 142, FN 171, FN 189/2889, and CWE 168/9  
26 units: Catering Certificate  
BUS 160, FN 50, FN 110, FN 120, FN 142, FN 171, FN 172, FN 173 & CWE 168
6. Food Service: Associate degree, Certificate, Skills Upgrade 21 units  
FN 50, BUS 125, FN 110, FN 120, FN 171, FN 240
6. Nutrition: Associate degree, Certificate, Skills upgrade 27 units  
FCS 115 or FCS 142, FN 50, FN 64, FN 110, FN 120, FN 160, FN 164, FN 171, FN 230 or FN 232, & CWE 168/9

Faculty members within the department have been using written objectives in their courses. The current instruction is focused on Student Learning Outcomes (SLOs). All instructors within the department have been directed to review, and revise as needed, their curricular content, so as to better reflect current SLO format and wording content. This process is on-going and will further improve program delivery at the course level. Towards this effort, the department chair gives all instructors copies of the college curriculum committee review and revision documents, as well as related references like Bloom's Taxonomy. The department chairperson has completed technical review of all courses in the last two years.

## **Curriculum Assessment**

The faculty members within the department annually review our curriculum and revisions are regularly proposed to the college's Curriculum Committee.

There is currently one distance education course within the department, the FN 50 Nutrition course which was offered for the first time online the fall of 2011. The face to face class offerings for FN 50—a general education offering with CSU transferability enrollment has increased to the point that 6 large lecture classes are offered and 3 regular enrollment size classes are offered each semester. This accommodates the over 800 students/semester seeking these classes.

The course offerings have proven to meet the needs of students looking for general education coursework and specific industry skill development. The programs have evolved into industry-quality instruction in culinary arts and are generally well funded and supported by the college and administration.

### **C. Student Success**

Department faculty have developed three student learning outcomes for each course of instruction. The data collected from the assessment of the SLO-based instruction allow us to explore correlations and success rates for specific competency attainment. Thus, we are better able to measure and document objective indicators of student success. There are many current confirming indicators of student success in department programs and courses of instruction.

The data sets found in the Appendices of this report reveal the following positive indications. The 5-year historical statistics show an average course Success Rate of 81% for the Family & Consumer Science Program. The Food & Nutrition Program Success rate is 70% for all courses. The Retention rate for our programs was a high 88% --far exceeding college averages. There were an average of 23 individual classes offered over the course of each semester over the past 3 years. These statistics are both positive and indicative of positive outcomes and reflect accomplishment of the mission and goals.

An important index of instructional department productivity is WSCH/FTE. The data set average over 4 years shows above college average numbers: all Food and Nutrition and Family and Consumer Science courses were 698 WSCH/FTE and the mean for all Foods & Nutrition Technology courses was 630 WSCH/FTE. This reflects a mean of 630 WSCH/FTE for the entire department, which is above average for the entire ATAS Division. These numbers also compare favorably with the college at large. It is recognized, however, that continuing efforts can and will be taken towards enhancing student retention and success rates.

Gender breakdown for all course offerings (over the 4-year period) was 70% female to 30% male in Foods and Nutrition and 68 % female to 32% male in Family and Consumer Sciences. The gender diversity in these programs is reflective of greater diversity than

industry. In the Food and Nutrition profession females outnumber males—94% to 6%. In the culinary arts profession males continue to outnumber females with a 70/30 ratio—our current class statistics reflect the opposite in our classrooms.

Ethnicity patterns over the 4-year period show diversity in each program. Headcount: 9% of our student population is listed as Hispanic and about 3% as Asian ancestry with 9% unknown.

Average class size has remained nearly constant over the review period. Several large classes (75+) are offered to meet the division and college goals. Total census enrollment has steadily increased over the past three years. More sections have been offered with a corresponding increase in the productivity and enrollments. The data reflect an increase in headcount of over 20% in the past three years. Our vocational classes (offered primarily in the afternoons and evening) are very successful, usually at or exceeding maximum capacity enrollment. The general education nutrition classes are offered morning, afternoon and evening. Enrollment capacity is generally 30-32 students per class.

The department data reflects that 25.5% of students seek a degree or transfer; 8% transfer without a degree; 1.3 % achieve a degree without transfer; 4.5% desire a 2 year vocational degree without transfer; 16 % seek job skills, only; 3 % seek to update job skills; 14 % seek educational development. Many of these students do not get their AA/AS or Certificate from Saddleback College, The majority of students in this category are primarily interested in professional skills training or upgrading for job advancement. Many of these students already have college degrees and/or are not intending to get an AA/AS or Certificate at Saddleback College.

The following actions are key faculty efforts accomplished to continue to improve student success, retention and program completion rates:

- Instructors develop and implement Student Learning Outcomes (SLO's) for each class
- SLO's are reviewed by the faculty members and updated as needed.
- Students participate in “real world” course work such as the annual Gala for Saddleback College—with service for 300 guests and real world challenges for off- site catering. This allows students the opportunity for skill development, public contact, and program promotion. Students are so enthused by these events they literally “buzz” with positive energy and promote the college to other students and the community.
- In-class surveys and questionnaires are distributed by instructors to allow for enrichment of course content to meet the student's interests and needs.
- Instructors individually counsel students, as needed (person-to-person, email and phone communication).
- Instructors have classroom presentations on the intrinsic and enhanced salary values of college degree completion—comparing high school graduates to college graduates
- Success and retention rates are forwarded to each instructor for individual review.

- Success and retention rates are reviewed by the Division Dean and Program Review Committee, where areas of concern may be identified and addressed..

#### **D. Facilities, Technical Infrastructure, and Resources**

The Family & Consumer Sciences and Food & Nutrition Department has a primary production/instructional lab rooms (Village 3-01-02) and must rely on the availability of other rooms to house lecture classes. Funding for instructional supplies and equipment comes from the department's instructional supply budgets. The ATAS Division, as well as the college equipment and technology committees, provides funds (in a competitive process) for purchase of major resources.

Technology utilized by the department includes 5 computers for research and restaurant assimilation exercises in culinary and food and nutrition classes, a printer, and computer projection equipment in the laboratory. These accommodate 4-6 students at a time—to allow for completion of dietary analysis projects and small group work in menu development and cost analysis.

In summary, the departmental facilities and resources are currently adequate for completion of the instructional mission of providing a high quality teaching environment for the study of food, nutrition and family & consumer science. The two full-time faculty members have individual offices and modest storage space within the Village 3 building and BGS 102 of Saddleback College. Faculty members within the department also recognize the stability, support and quality leadership afforded our programs by the Division Dean.

## Section III: Needs Assessment

### A. Human Resource Needs

The department has two full time faculty member. Sixty six percent (66%) of all course offerings are taught by part-time faculty, 34% of culinary arts classes are taught by part-time faculty. This creates some challenges with student advisement, contact and follow-up.

#### NEED:

- A full time laboratory technician is needed for professional support of **safe** culinary arts instruction. A part-time technical assistant currently is shared between three departments. The current 10-15 hour per week senior laboratory technician slot is inadequate. Because of the lack of support in this area—less efficiency, productivity and reduced safety for students are realized in this program. The current staff person is shared with the fashion design, & interior design departments and is also occasionally utilized by the Division Dean for legitimate technical assistance. Most community colleges offer culinary arts laboratory classes with 18-25 maximum enrollment and full time laboratory support personnel to allow for safe instruction, equipment maintenance, cost-effective purchasing of supplies and facilities coordination. As so much of the culinary arts program is skills development—one instructor cannot adequately review each student's skill development and insure safety.
- An additional faculty member to offer sufficient support and advisement in the culinary area is needed. Please note culinary arts programs at California Community Colleges average 3-4 full time chefs/program—many exceed this—ex. Orange Coast College with 8 full time faculty members in this area.
- A full time faculty member for nutrition & foods classes is needed to allow for current program offerings and future program expansion. 76% of these offerings are taught by part time faculty.
- The current staffing of the culinary arts labs translates into a program that is not as competitive with other culinary arts programs in California.

It is strongly recommended that the staff position be increased to full-time (40 hours per week), as soon as possible. We have oftentimes asked part time faculty to shop for class supplies (all food supplies), spending 2-3 hours per week, without any compensation for this time. We have been fortunate in our staffing---as faculty have completed the purchasing of all class supplies with minimal negative effect on the classroom.

## **B. Instructional Needs**

The past 3 years have seen excellent institutional support for institutional equipment utilized for instructional purposes. The Village 3-01 classroom/laboratory was designed to include industry equipment to support quality industry standard instruction. The facilities are utilized 5 days a week for morning, afternoon and evening classes.

- FN 50 discussion regarding distance education course offering resulted in the development of the curriculum guide to meet this need and offer the course in the fall of 2011. The dept. is now planning on offering a culinary arts course as a hybrid.

## **C. Research Needs**

The department is currently involved in the following instructional program research and development areas. There is a desire and need to continue and expand these fundamentally important aspects:

- Continue with ongoing institutional evaluation and improvement efforts
- Continue departmental efforts with the program review process
- Maintain and further develop Student Learning Outcomes

At the department level, instructors have prepared and currently utilize SLO's. The faculty is striving to improve these and each instructor will continue to construct, identify and evaluate SLO's that seem relevant to the class being taught. By fall 2008 all scheduled class offerings will be accompanied by SLO's.

- Expand efforts to promote and market instructional programs, with special attention to finding the best venues to focus efforts.
- Investigate and implement the use of the college website and internet for enhancing enrollments

## **D. Technical, Equipment and Other Resource Needs**

The Advisory Committee for this program has recommended the following equipment to maintain program currency:

- Installation of refrigeration units, combi-oven and additional computer workstations for student use, DVDs for instructional use (many are out of date and in a non-friendly format—no captions).
- The culinary arts program would benefit from a student-run café to allow for hands-on experience.
- A café would need additional production and service space—at least another classroom size. This could be accommodated in the Village area if another classroom was dedicated to the laboratory.
- Maintain currency of equipment and space to meet industry standards and currency of instruction.

## **E. Facilities Needs**

The current program needs are being met by utilizing the Village 3-01-02 for laboratory classes. Lecture space is shared with all other disciplines.

- There is no space dedicated to lectures for these programs. Space is shared with other divisions and programs.
- Future needs will require space for expansion to provide lecture/practical courses in food presentation, sales and restaurant operations. This could be met with a simple removal of walls between the laboratory space and classrooms adjacent to the laboratory in Village 3 or development of facilities elsewhere on campus.

## **F. Marketing and Outreach Needs**

The programs in Family & Consumer Sciences and Food & Nutrition are marketed in numerous ways. Many department students are recent high school graduates. Data indicate that the programs also draw a large number of returning students who have general interest. Many are seeking to change careers or upgrade their skills in their existing careers or professions.

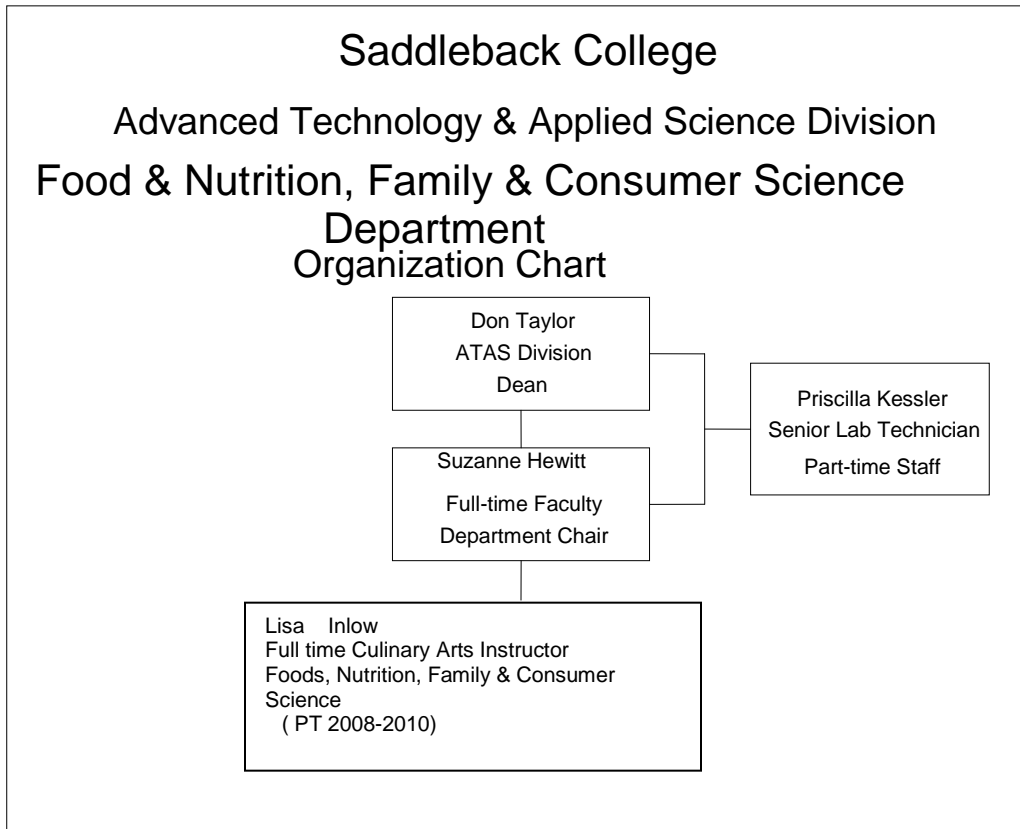
Our current and future marketing efforts include:

- the Saddleback College schedule of classes
- department brochures produced by the ATAS division
- department pages linked to the college internet website
- advertising on Channel 39, KSBR, and college marquees
- promotional paper fliers posted on various college bulletin boards
- participation in Senior Day, Career Day, and Counselors' Day and Career & Technical Education Nights and tours of facilities
- a departmental website
- faculty participation as guest speakers at area high schools or ROP
- participation in Tech Prep events and maintaining articulation agreements
- participation in Family Night
- participation in Tech. Night
- posting departmental achievements in the ATAS Division "Good Stuff" newsletter
- email and phone communication with area employers and part time faculty and advisory committee members
- active participation in helping advise students of job openings with local companies and organizations, that directly relate to the subjects being taught
- tours of the department's facilities to various groups, students and visiting officials
- presentations to Saddleback College Counselors
- active Advisory Committees, which allow for direct evaluation and input from community professionals

- Faculty organized tours of industry leaders in our district
- One of our most successful recruitment tools is “word-of-mouth” between students who are satisfied with their coursework in Family & Consumer Studies and Foods & Nutrition and those seeking information.
- Use of facilities for community directed culinary activities with students, faculty and community members collaborating efforts.
- Increased dialogue & exposure of highlights of programs with community culinary activities and student participation

- Section IV: Appendices

A. Program Organizational Chart



**Foods & Nutrition, Family & Consumer Sciences**  
**December 2011**  
**B. Data Sets**

**Food & Nutrition, Family & Consumer Sciences**  
**Program Review Data Set**

The following pages include:

1. Course Section Count
2. C1 & End of Term Headcount
3. Overview of Courses, Grades, Success/Retention
4. Course Grades, Success/Retention
5. Food & Nutrition Students' Duplicated Headcount
  - a. Gender
  - b. Zip Code
  - c. Ethnicity
  - d. Educational Goal
6. Foods & Nutrition Students' Duplicated Headcount
  - a. Gender
  - b. Zip Code
  - c. Ethnicity
  - d. Educational Goal
7. Awards – 2008-11 A.A. and Certificates

Data Source: SOCCCD Management Information System (MIS) Data Warehouse April 2011  
Prepared by Shouka Torabi, Research and Planning Analyst, Saddleback College

### Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2007	2008	2009	2010	2011	
Administration						
Bargaining Classified Staff FT						
Bargaining Classified Staff PT	.5	.5	.5	.5	.5	0%
Non-bargaining Classified Staff FT						
Non-bargaining Classified Staff PT						
Student Workers						
Faculty FT	1	1	1	1	2	100
Faculty PT	9	12	12	14	14	

## C. SLO Assessments Attachments

### STUDENT LEARNING OUTCOMES

SADDLEBACK COLLEGE

Semester: \_Fall 2010

Submitted by: \_ *Suzanne Hewitt*

Course ID	Course Title	SLO	Assessment Method	Assessment Results	Use of Results
FN 50	Fundamentals of Nutrition	<p>1. Students will be able to identify the basic components of nutrition by analyzing a record of 3 day dietary intake.</p> <p>2. Students will be able to identify credible research on nutrition.</p> <p>3. Students will be able to complete a one day diet plan for good nutrition.</p>	<p>80 % of students will be able to complete a 3 day diet analysis, utilizing dietary analysis software.</p> <p>Students will be able to search and find credible research articles on nutrition and complete a research paper.</p> <p>Students will be able to utilize the Mypyramid software to analyze and plan a one day diet.</p>	<p>83% of students completed the 3 day diet analysis with a grade of 75% or more. The instructor used a rubric to assess the assignments.</p> <p>The instructor will use a rubric to assess the assignment.</p>	<p>The SLO was successful—students utilized technology and analytical skills to complete the SLO.</p> <p>2010 &amp; 2011 SLOs will include the same SLO.</p>

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**STUDENT LEARNING OUTCOMES**  
SADDLEBACK COLLEGE

Semester: \_Spring 2010

Submitted by: \_ *Lisa Hesse*

Course ID	Course Title	SLO	Assessment Method	Assessment Results	Use of Results
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FN 64	Nutrition Issues	<p>1. <u>Students will be able to identify &amp; summarize current regulations monitoring the sale and marketing of dietary supplements.</u></p> <p>2. <u>Students will be able to evaluate a nutrition facts panel on food products.</u></p> <p>3. Students will be able to evaluate the benefits and contraindications of dietary supplements.</p>	<p>Students will be able to define supplements &amp; distinguish between Supplement Facts &amp; Nutrition Facts panels according to the Dietary Supplement Health Education Act by scoring 80% on the embedded questions on the final.</p> <p>2. Students will be able to evaluate a nutrition facts panel on food products by scoring 80% or better on the embedded questions on the midterm.</p> <p>3. Students will be able to evaluate the benefits and contraindications of specific dietary supplements by scoring a 80% or better on the embedded questions on the final exam.</p>	81% of students scored 80% on the embedded questions on the course final.	The SLO was successful and will be continued for the next academic year.
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**STUDENT LEARNING OUTCOMES**  
SADDLEBACK COLLEGE

Semester: \_\_\_ Spring 2011

Submitted by: Suzanne Hewitt \_\_\_\_\_

Course ID	Course Title	SLO	Assessment Method	Assessment Results	Use of Results
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FN 110	Food Preparation Essentials	<p>1. <u>Students will be able to produce a food product demonstrating knowledge of food preparation methods &amp; ingredients.</u></p> <p>2. <u>Students will be able to modify a recipe to meet healthy guidelines.</u></p> <p>3. <u>Students will be able to successfully organize their food production area.</u></p>	<p>80% of students will score 75% or better on the product preparation. Faculty will use a score sheet to evaluate the product.</p> <p>2. Students will be able to demonstrate a successful modification of a recipe. 75% or better will be considered successful completion on this project. Assessment will be by the instructor, utilizing a rubric.</p> <p>3. Students will successfully (75% or better) organize their food production area—assessment by instructor utilizing a rubric.</p>	<p>77% of students scored better than SLO</p> <p>86% of students successfully completed this SLO</p> <p>93 % of students completed this SLO successfully.</p>	Continue these SLOs as measures for each semester in the coming year.
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**STUDENT LEARNING OUTCOMES**  
SADDLEBACK COLLEGE

Semester: \_\_\_ Spring 2011

Submitted by: \_ Suzanne Hewitt \_\_\_\_\_

Course ID	Course Title	SLO	Assessment Method	Assessment Results	Use of Results
FN 120	Contemporary Meals	<p>1. <u>Students will be able to manage others and the production and preparation of a meal.</u></p> <p>2. Students will be able to employ kitchen sanitation protocol.</p> <p>3. Students will be able to demonstrate beginning culinary skills and techniques</p>	<p>1. Students will score 75% or better on the final product preparation. Faculty will use a score sheet to evaluate the product.</p> <p>2. Students will score 75% or better on a rubric designed to assess kitchen sanitation protocols.</p> <p>3. Students will utilize basic culinary skills and techniques with a score of 75% or better on the rubric utilized by the instructor to assess skills.</p>	<p>1. 78% of students completely this SLO successfully.</p> <p>2. 98% of students completed this SLO successfully.</p> <p>3. 90% of students completed this SLO successfully</p>	We will continue these SLOs they are important measures of student success.

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**STUDENT LEARNING OUTCOMES**  
SADDLEBACK COLLEGE

Semester: \_\_\_ Spring 2011

Submitted by: \_Suzanne Hewitt\_ \_\_\_\_\_

Course ID	Course Title	SLO	Assessment Method	Assessment Results	Use of Results
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FN 140	Cultural Foods	<p><u>1. Students will be able to differentiate ethnic cuisines through cultural understanding and food preparation.</u></p> <p><u>2. Students will be able to utilize sanitary food handling techniques in food preparation.</u></p> <p>3. Students will be able to identify proper equipment to utilize in preparation of ethnic cuisines.</p>	<p>1. Students will score 75% or better on questions embedded in a multiple choice exam.</p> <p>2. Students will score 75% or better on a rubric utilized by the instructor to evaluate food handling techniques.</p> <p>3. Students will score 75% or better on a rubric utilized by the instructor to evaluate equipment used in preparation of ethnic cuisines.</p>	<p>1. 81% of students were successful.</p> <p>2. 92% of students were successful at this SLO.</p> <p>3. 95% of students successfully completed this SLO.</p>	To continue SLOs to measure student success in these valuable areas.
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**STUDENT LEARNING OUTCOMES**

SADDLEBACK COLLEGE

Semester: \_\_\_Spring 2011

Submitted by: \_Janet Shannon \_\_\_\_\_

Course ID	Course Title	SLO	Assessment Method	Assessment Results	Use of Results
FN 161	Nutrition for Health Occupations	<p>1. <u>Students will be able to identify the nutritional needs and potential problems at various stages of the life cycle.</u></p> <p>2. <u>Students will be able to identify diet-related diseases.</u></p> <p>3. Students will be able to plan a dietary intervention for a disease.</p>	<p>On questions embedded in the final examination , 80% of students will score 75% or better on the questions.</p> <p>2. In questions embedded in the midterm exam, students will successfully identify—with a score of 75% or better--diet related diseases.</p> <p>3. Students will successfully--with a score of 75% or better—complete a plan for a specific</p>	<p>1. 76% of students successfully completed this SLO.</p> <p>2. 84% of students successfully completed this SLO.</p> <p>3. 89% of students successfully completed this SLO.</p>	Continue each of these SLOs as they are a good measure of student success in this class.

			disease. Instructor will utilize a rubric for scoring.		
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## **STUDENT LEARNING OUTCOMES**

SADDLEBACK COLLEGE

Semester: \_\_\_ Spring 2011

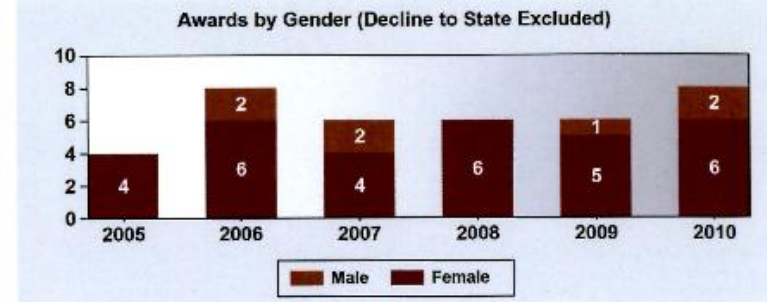
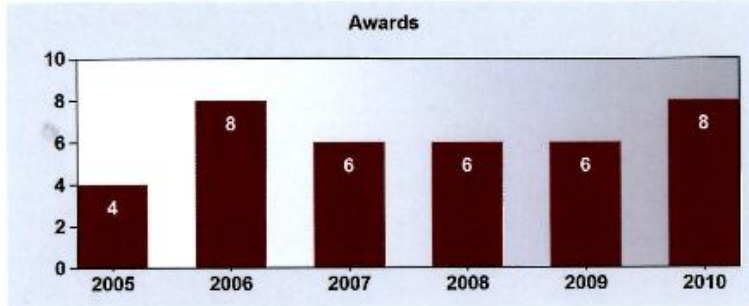
Submitted by: \_Lisa Hesse\_\_\_\_\_

<b>Course ID</b>	<b>Course Title</b>	<b>SLO</b>	<b>Assessment Method</b>	<b>Assessment Results</b>	<b>Use of Results</b>
FN 164	Sports Nutrition	<u>Students will be able to correlate nutritional needs relating to athletic performance.</u>	On questions embedded in the final examination , 80% of students will score 75% or better on the questions.	1. 81% of students successfully completed this SLO.	Continue to evaluate student success with this SLO.

D. Data Sets: Nutrition



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Awards by Age Group	2005	2006	2007	2008	2009	2010
2.18-21		2	2	3	1	
3.22-29	1	2	1		5	5
4.30-39	3			3		1
5.40-49		2	1			1
6.50-59		2	2			1
<b>Total Awards</b>	4	8	6	6	6	8
Awards by Major	2005	2006	2007	2008	2009	2010
FOODS		1	1			1
NUTRITION	4	7	5	6	6	7
<b>Total Awards</b>	4	8	6	6	6	8
Award Type	2005	2006	2007	2008	2009	2010
Associate in Arts	1	4	1	3	2	3
Associate in Science			1		1	2
Certificate of Achievement	3	4	4	3	3	3
<b>Total Awards</b>	4	8	6	6	6	8



**Saddleback College**  
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**Student Counts by Educational Goal**

<b>Educational Goal</b>	<b>FA 2005</b>	<b>FA 2006</b>	<b>FA 2007</b>	<b>FA 2008</b>	<b>FA 2009</b>	<b>FA 2010</b>
Obtain a Bachelor's degree after Assoc.	165	195	193	205	257	296
Undecided on goal	41	58	78	90	97	81
Obtain a Bachelor's degree w/o Assoc.	32	44	51	48	61	80
Prepare for a new career	71	60	29	41	32	62
Obtain a voc certificate and transfer	50	35	35	47	22	25
Obtain two-year voc. degree w/o transfer	39	18	13	18	18	20
Discover/develop career interests	18	9	12	15	14	19
Personal Development	14	13	7	6	8	21
Advance in current job/career	18	6	6	16	8	14
Obtain a voc certificate w/o transfer	10	14	9	10	10	13
4 yr col std taking crs to meet 4 yr requirements					22	44
Obtain a non-voc degree w/o transfer	4	8	11	4	17	15
Maintain license	9	9	3	2	7	5
Improve basic skills	4	5	3	9	4	8
Complete credits for HS diploma or GED	4	2	3	1	6	4
<b>Total Students</b>	<b>479</b>	<b>476</b>	<b>453</b>	<b>512</b>	<b>583</b>	<b>707</b>



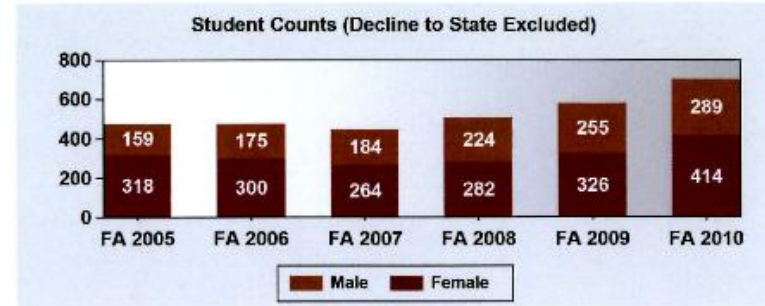
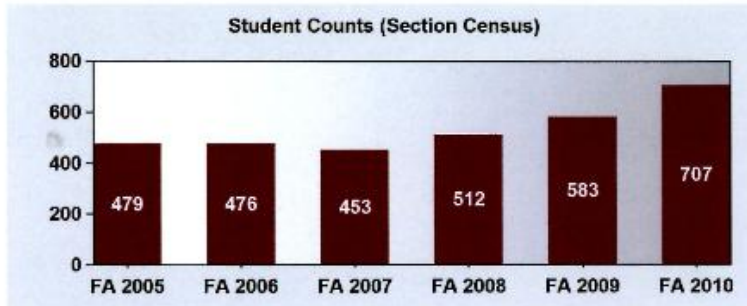
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Student Counts by Ethnicity

Ethnicity	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
White, Non-Hispanic	270	262	261	301	367	420
Decline to state	63	68	41	57	58	53
Mexican, Chicano, Mexican-American	34	44	44	40	48	62
Mixed Ethnicity	12	13	19	17	38	78
Filipino	30	18	10	17	13	19
Other Hispanic	10	10	11	22	19	14
Black, African-American	9	10	8	6	10	8
Other Non-White	4	8	9	14	1	6
Japanese	10	6	7	6	4	5
Vietnamese	3	4	9	4	5	5
South American	6	5	4	5	3	6
Central American	4	5	3	4	1	7
Korean	5	4	4	3	3	4
Chinese	1	6	4	2	6	2
Middle Eastern	5	5	8	1		1
Other Asian	4	2	2	5	1	6
Indian Sub-Continent	4	4	4	2		6
American Indian, Alaskan Native	3		2	3	5	3
Pacific Islander; Hawaiian	1	1		1	1	
Pacific Islander; Guamanian		1	1			1
Other Pacific Islander	1		1			
Loatian				1		1
Cambodian			1			
Pacific Islander; Samoan				1		
<b>Total Students</b>	<b>479</b>	<b>476</b>	<b>453</b>	<b>512</b>	<b>583</b>	<b>707</b>



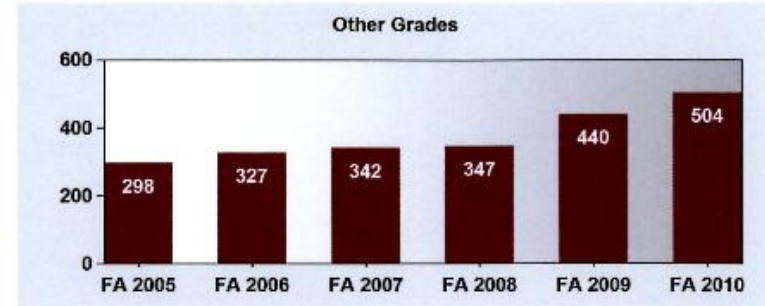
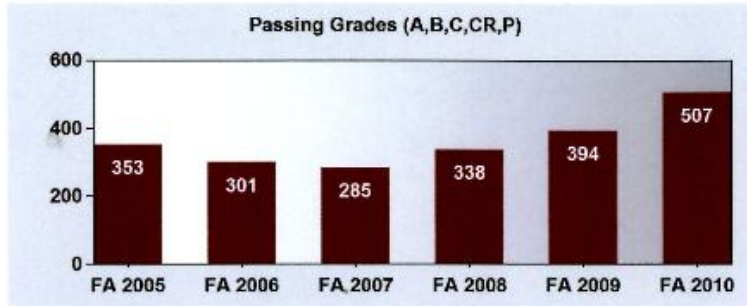
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Age Group	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
1. Below 18	25	18	21	28	41	15
2. 18-21	221	272	279	317	357	409
3. 22-29	126	96	98	114	125	182
4. 30-39	59	41	31	26	28	42
5. 40-49	40	37	15	20	19	47
6. 50-59	8	11	9	3	12	12
7. Over 59		1		4	1	
<b>Total Students</b>	479	476	453	512	583	707



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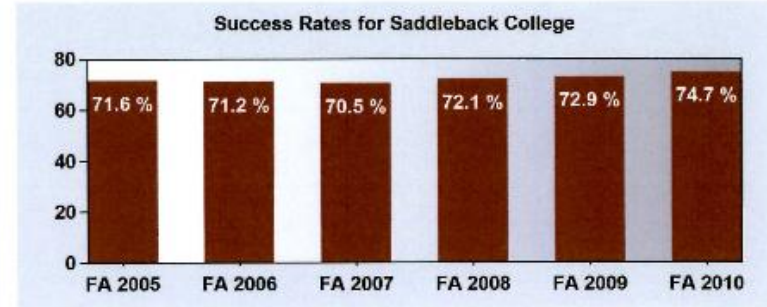
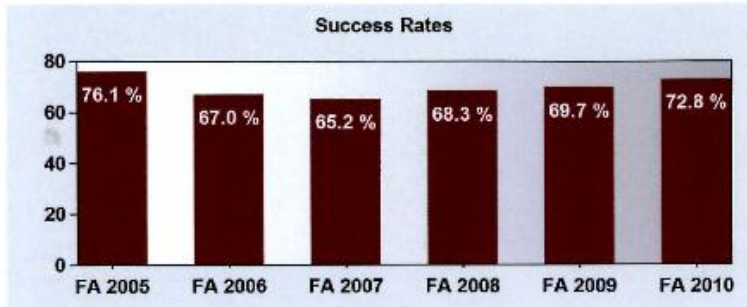


Passing Grades	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
A	169	139	153	122	177	245
B	111	92	66	131	122	139
C	72	67	63	81	91	121
CR	1	3	3	4		
P					4	2
<b>Total</b>	<b>353</b>	<b>301</b>	<b>285</b>	<b>338</b>	<b>394</b>	<b>507</b>

Other Grades	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
D	20	19	21	26	29	38
DR	187	179	190	190	269	315
F	41	55	74	63	73	75
IF						1
NC	1	2		3		
NP					2	3
W	49	72	57	65	67	72
<b>Total</b>	<b>298</b>	<b>327</b>	<b>342</b>	<b>347</b>	<b>440</b>	<b>504</b>



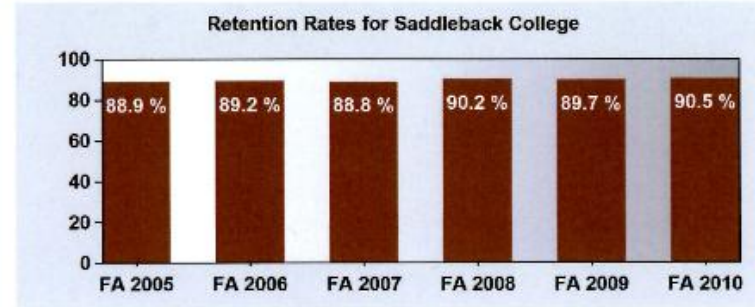
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Course ID	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
FN 50	77.9	69.2	64.8	70.8	71.0	73.0
FN 64	73.9	70.6	81.5	50.0	58.8	71.8
FN 161	82.9	42.9	78.6	73.3	70.0	71.4
FN 164	48.4	57.1	50.0	50.0	63.2	72.7
<b>Success Rate</b>	76.1	67.0	65.2	68.3	69.7	72.8



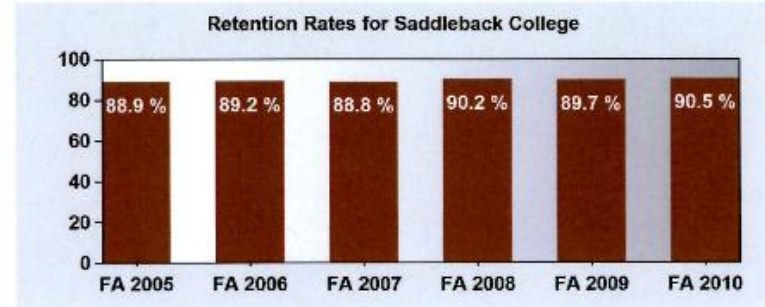
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Course ID	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
FN 50	89.1	85.4	87.4	88.5	87.1	88.6
FN 64	100	70.6	92.6	79.4	94.1	92.3
FN 161	94.3	67.9	85.7	80	100	100
FN 164	80.6	90.5	76.7	75	89.5	100
<b>Retention Rate</b>	89.4	84.0	87.0	86.9	88.1	89.7



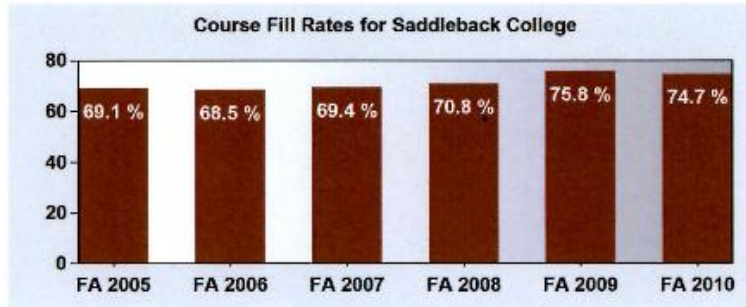
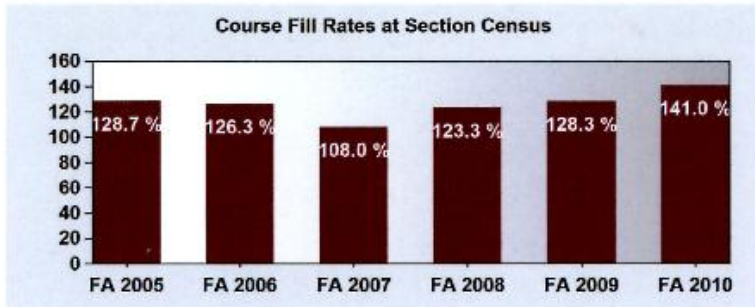
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Course ID	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
FN 50	89.1	85.4	87.4	88.5	87.1	88.6
FN 64	100	70.6	92.6	79.4	94.1	92.3
FN 161	94.3	67.9	85.7	80	100	100
FN 164	80.6	90.5	76.7	75	89.5	100
<b>Retention Rate</b>	89.4	84.0	87.0	86.9	88.1	89.7



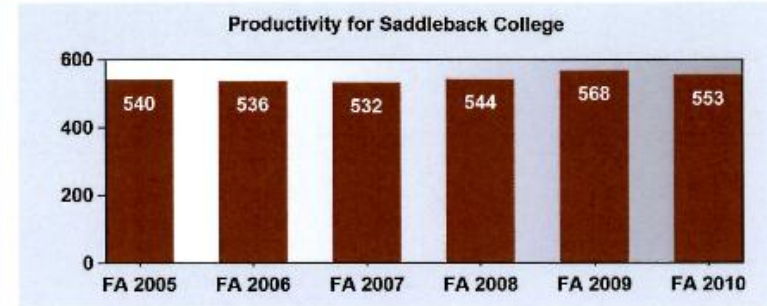
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Course ID	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
FN 50	145.6	149.6	121	138.7	139.7	155.3
FN 64	80	63.3	90	120	123.3	133.3
FN 161	86.7	73.3	40	40	51.1	53.3
FN 164	94.3	68.6	94.3	94.3	114.3	94.3
<b>Course Fill Rates</b>	128.7	126.3	108.0	123.3	128.3	141.0



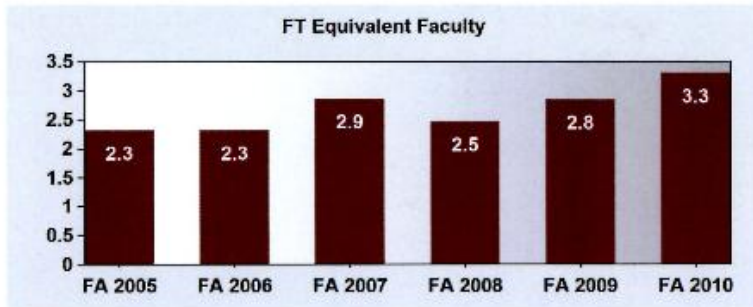
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Course ID	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
FN 50	634	652	476	656	634	664
FN 64	360	285	405	540	555	600
FN 161	600	508	277	277	354	369
FN 164	508	369	508	508	615	508
<b>Productivity</b>	<b>601</b>	<b>596</b>	<b>464</b>	<b>618</b>	<b>615</b>	<b>643</b>



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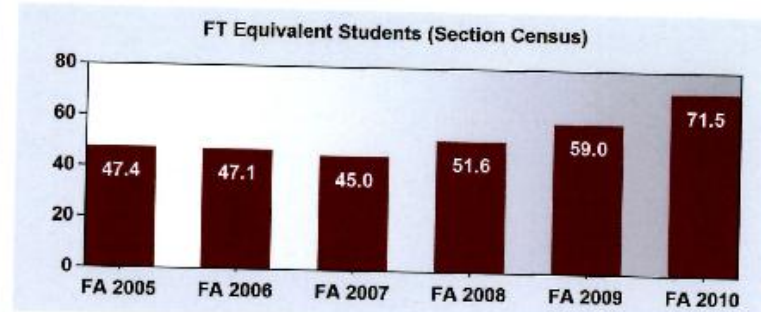
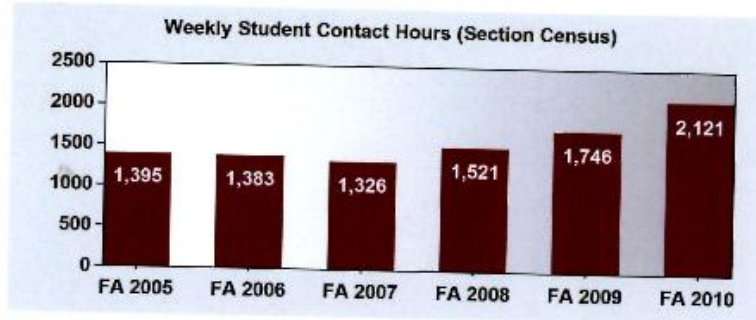


Course ID	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
FN 50	1.86	1.86	2.4	2	2.38	2.84
FN 64	.2	.2	.2	.2	.2	.2
FN 161	.13	.13	.13	.13	.13	.13
FN 164	.13	.13	.13	.13	.13	.13
<b>Total FTEF</b>	2.32	2.32	2.86	2.46	2.84	3.30

Course ID	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
FN 50	19	19	27	21	27	31
FN 64	3	3	3	3	3	3
FN 161		2	2	2	2	2
FN 164	2	2	2	2	2	2
<b>Total OSH</b>	24	26	34	28	34	38



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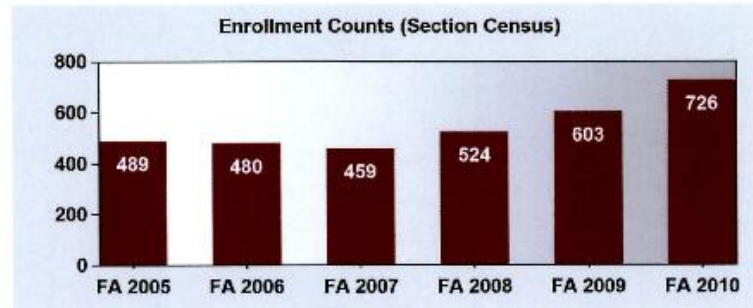
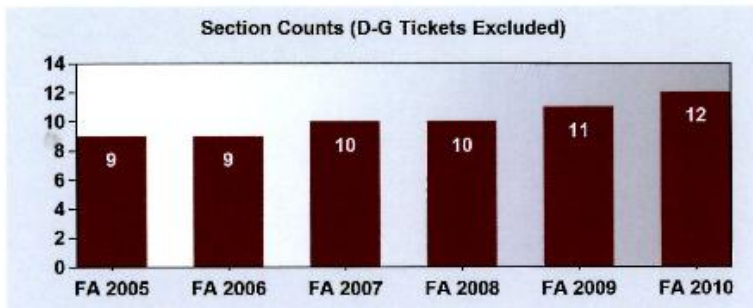


Course ID	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
FN 50	1,179	1,212	1,143	1,311	1,509	1,887
FN 64	72	57	81	108	111	120
FN 161	78	66	36	36	46	48
FN 164	66	48	66	66	80	66
<b>Total WSCH</b>	<b>1,395</b>	<b>1,383</b>	<b>1,326</b>	<b>1,521</b>	<b>1,746</b>	<b>2,121</b>

Course ID	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
FN 50	40.2	41.4	38.9	44.6	51.1	63.7
FN 64	2.4	1.9	2.7	3.6	3.7	4
FN 161	2.6	2.2	1.2	1.2	1.5	1.6
FN 164	2.2	1.6	2.2	2.2	2.7	2.2
<b>Total FTES</b>	<b>47.4</b>	<b>47.1</b>	<b>45.0</b>	<b>51.6</b>	<b>59.0</b>	<b>71.5</b>



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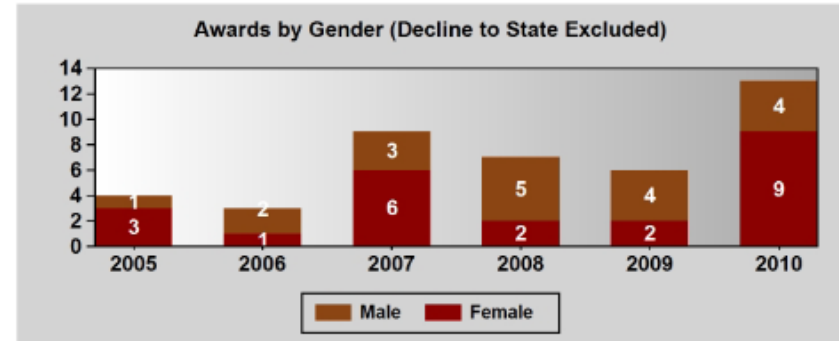
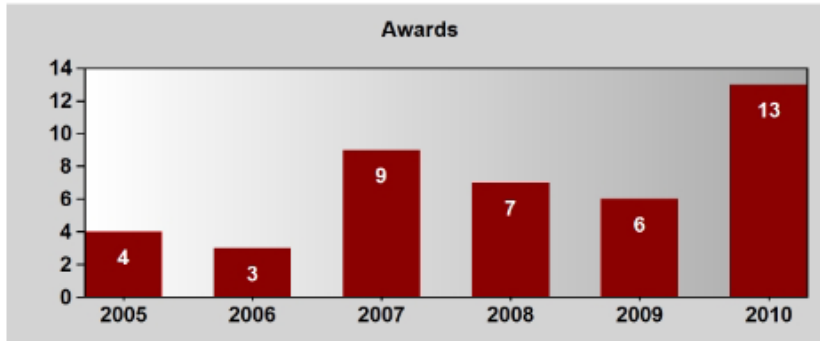


Course ID	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
FN 50	6	6	7	7	8	9
FN 64	1	1	1	1	1	1
FN 161	1	1	1	1	1	1
FN 164	1	1	1	1	1	1
<b>Total Sections</b>	<b>9</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>11</b>	<b>12</b>

Course ID	FA 2005	FA 2006	FA 2007	FA 2008	FA 2009	FA 2010
FN 50	393	404	381	437	503	629
FN 64	24	19	27	36	37	40
FN 161	39	33	18	18	23	24
FN 164	33	24	33	33	40	33
<b>Total Enrollments</b>	<b>489</b>	<b>480</b>	<b>459</b>	<b>524</b>	<b>603</b>	<b>726</b>



Saddleback College  
 Program Review Report  
 Division : Advanced Technology  
 Department : Foods  
 Program : Culinary Arts  
 Detail by : Course ID



Awards by Age Group	2005	2006	2007	2008	2009	2010
2.18-21		1				1
3.22-29	3			4	4	4
4.30-39			3		1	5
5.40-49		1	5	3	1	3
6.50-59		2	1			
<b>Total Awards</b>	4	3	9	7	6	13

Awards by Major	2005	2006	2007	2008	2009	2010
ADVANCED CULINARY ARTS	2					
CULINARY ARTS	2	2	2	7	2	8
CULINARY ARTS: CATERING		1	5		2	4
CULINARY ARTS: FOOD SERVICE			2		2	1
<b>Total Awards</b>	4	3	9	7	6	13

Award Type	2005	2006	2007	2008	2009	2010
Associate in Arts			1	3		
Associate in Science	1		2	1	1	1
Certificate of Achievement	3	3	6	3	5	12
<b>Total Awards</b>	4	3	9	7	6	13































