**Curriculum Renewal:**

**Analysis and Action Plan Template**

| **Program Coordinator:** | **Steve Moghini** | **School:** | **Justice & Business** |
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| **Program Code:** | **CHT, CM, CMX** | **Date Completed:** | **October 22, 2013** |
| **Program Name:** | **Chef Training, Culinary Management, Culinary Management Dual Diploma Apprenticeship** | | |

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| **A. Analysis of Indicators**  Note: data is **not** recorded in this section of the template.  **Reflect on, and discuss, the following indicators in the context of the curriculum and program:** |
| 1. **Industry / Sector Trends**    1. **Are there new or emergent *industry or sector* related issues and trends identified over the past year and their potential impact on the program?**  * Qualified foodservice professional labour shortage in the Institutional and commercial settings * Sous Vide – Immersion technology * Molecular gastronomy – anti grill * Allergy and dietary concerns and awareness * Sustainable and local food movement   1. **What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program**? * Sous Vide technogoly is becoming the norm in most foodservice operations * Qualified foodservice professional labour shortage in the Institutional and commercial settings – cooks, servers, dietary aids, nutrition managers * Local Food * Student understanding of hospitality specific business financial requirements   1. **What information / observations has been generated via faculty and staff professional development, engagement in sectoral and profession associations, and involvement in community and employer networks connected to the field?** * Our students have strong business based skills that are ahead of the average culinary program college graduates * Local Foods need to be embedded in the program and make future cooks and chefs realize the importance of using local products. The Ontario government is legislating that all government entities are using a percentage local foods. * Molecular gastronomy is currently very trendy and student exposure to this technique will only broaden their horizons as a cook or chef. * Sous Vide technology has been a trend for many years, but is now becoming the norm in the culinary industry.   1. **Are there new or changing employment trends in the industry or sector?** * **Long term care** – The Ontario government has legislated that any cooks in this industry are required to be red seal certified. Our programing and curriculum are designed and delivered to meet this industry’s needs. * **Hospitals** – Many hospitals are now asking cooks to be red seal certified. They realize the need for properly trained professionals and are getting ahead of the government legislation that will eventually mandate this requirement. Our programing and curriculum are designed and delivered to meet this industry’s needs. * **Retirement residences** - Many retirement residences are now asking cooks to be red seal certified. They realize the need for properly trained professionals and are getting ahead of the government legislation that will eventually mandate this requirement. Our programing and curriculum are designed and delivered to meet this industry’s needs. * **Commercial** – The restaurant and hotel industry is facing a shortage or well training cooks and professionals in our industry in the next 5 years. The potential for food borne illnesses in this industry is growing. Food allergies and restrictions from the public is a common theme in foodservice establishments today. Our curriculum has embraced these concerns and issues and is designed and delivered at a much higher standard than industry practices. * **Food Trucks** – food trucks were a trendy career opportunity for new entrepreneurs. This trend has developed into the norm and Ontario has been very slow to embrace this change. * **Food Suppliers** – Many large food suppliers (e.g. Sysco) are looking for well-trained foodservice professionals to move into the corporate setting. Fleming culinary program graduates have proven very effective and successful in the food supplier setting.   1. **What are the curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness?** * **Issues**    + Intellectual maturity of graduates   + Lacking social skills   + Lacking soft skills   + Self-oriented mentalities   + Inadequate time management skills * **Strengths**   + Strong culinary business based understanding and knowledge   + Entry level skills and knowledge   + Teamwork skills   + Sanitation and safety principles   + Allergen and dietary restriction knowledge and application   + Understand their place in the organization (where do they fit)   + Adaptable to changing situations |
| **2. Curriculum Development**   * 1. **Have there been any curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, assessment practices, applied learning experiences, e-learning / blended learning? If yes, please provide details.** * Course Linkage – During CBD time in the summer of 2013 the culinary faculty worked with our other course providers (mostly GAS) to develop clearer linkages between our core courses and our service provider courses. The courses that we worked on were:   + COMM 78 – Communications for Business & Hospitality Professionals   + MATH 112 - Math for Hospitality   + ORGB 3 & ORGB 13 – Business Essentials and Business Teams   + General Education Electives – proposed a new cluster of courses for culinary students     - Languages – French, Spanish, and American Sign Languages     - Intro to Improve     - Human Sexuality     - The Histories, Cultures and Traditions of Indigenous North America     - Food and Culture   + MKGT 54- Hospitality Marketing * Program Linkages – we have worked with the Hotel & Restaurant Management co-ordinator (Jennifer Rishor) to blend classes for both programs that have similar learning outcomes.   + HTR blended courses with CM & CMX are;     - HOSP 9 – Menu Planning     - HOSP 49 – Hospitality Operations 1     - HOSP 50 – Hospitality Operations 2 * Culinary Courses – We have worked to develop better linkages and delivery models for the following courses to become more fiscally responsible and tie each specific course to the operation of the culinary based foodservice operations (corner on sixth, Fulford’s, catering, and off sales)   + HOSP 50 – Hospitality Operations 2   + CULN 41 – Applied Culinary Techniques   + CULN 43 – Modern Pastry Craft   + HOSP 9 – Menu Planning   + HOSP 49 – Hospitality Operations 1 * Culinary Courses – We have moved CULN 50 from the third semester to the second semester to balance the students workload and make stronger linkages between the two courses   + CULN 46 and 50 – Culinary Career Planning 1 and 2   Our culinary programs have integrated nontraditional learning and teaching methods such as: module based delivery, applied projects, multi program projects and self-directed learning.   * 1. **Does the current curriculum align with the college’s e-learning strategy? Deliverables/ measurements that align with the strategy?** * This is a project that we would like to propose for one of next year’s CBD projects (summer 2014) * Some of our curriculum (labs for example) cannot be moved to e-learning   1. **Are there any recent or anticipated initiatives that promote student pathways including dual credits, partnerships with high schools, program laddering, and university transfer / articulations, continuing education?** * **Dual Credits (HOSP 2 & CULN 74)**   + We currently deliver/staff up to 8 dual credits per semester (4 in the fall 2013 and 8 in the winter 2014). All of these courses are delivered offsite at the high school location.   + We would like to propose a second hands on lab that builds upon CULN 74 for our high school partners as many of them have requested more hands on learning for their students. (CBD proposal for summer 2014) * **High School Partnerships**   + We deliver approximately 20 high school visits per year with key high schools to develop a stronger relationship and sell them on our programs.   + We have proposed a second high school based competition to increase our enrollment by taking the best students from these schools. * Program laddering * **University/College transfers**   + We currently give as many credits as possible to students who transfer from other college or universities. Many of these are completed on a course by course basis.   + Advanced standing into third semester CM is given to any student coming from the Chef Training program at another Ontario community college   + Graduates of the OYAP program are given credits for all of their in-class courses and can complete the CM program in three semesters. We recommend the hotel option to these students so that they can get 2 diplomas in 5 semesters. * **Articulation**   + **Holland College** – Current CM graduates can complete their Applied Degree in Culinary Operations at Holland College in 2 years (2+2 model). We have had students complete this option in the past but still need to complete the signed articulation agreement with Holland College (CBD – Summer 2014)   + **Niagara College** - Current CM graduates can complete their Bachelor of Business Administration – Hospitality Operations Management at Niagara College in 2 years (2+2 model). We have had a student complete this option in the past but still need to complete the signed articulation agreement with Niagara College (CBD – Summer 2014)   + **Niagara College** – Baking and Pastry Arts – We would like to complete a signed articulation agreement with Niagara College to give advanced standing to our CM graduates for this 2 year program (CBD – Summer 2014)   + **Niagara College** – Culinary Innovation and Food Technology Co-op - We would like to complete a signed articulation agreement with Niagara College to give advanced standing to our CM or CHT graduates for this 3 year program. Currently they are working on a 1+2 model for these transfers.   .   * **Continuing Education**   + We work closely with Continuing education to deliver the following course (and certification) to our students and the public. We have developed our delivery model to have the course delivered to our full time students and allow Con Ed students to be added to these courses. The courses that are part of the full-time CHT, CM, and CMX delivery are:     - **Foodservice Worker Certification (FSW)**       * COMM 47 - Communication and the Food Service Worker       * HLTH 50 - Institutional Food Service       * CULN 23 - Introduction to Nutrition       * HLTH 51 - Nutrition in Health Care       * CULN 24 - Quantity Food Preparation       * CULN 25 - Sanitation and Safety     - **Kitchen Assistant Certificate (or on part time basis)**       * Basic FST (CULN 33)       * Culinary Nutrition (CULN 34)       * Basic Food Principles (CULN 32)       * Basic Food Techniques (CULN 31)       * Food and Bake Theory (CULN 36)       * Cuisine a la Carte and Baking Fundamentals (CULN 38)     - **HOSP 50 – Hospitality Operations 2**       * Wine Appellations of Ontario       * Smart Serve     - **Other courses that we deliver to current students and the general public are:**       * Service Excellence       * Allergen Training       * Advanced FST       * Mixology       * Red Seal Readiness - cook   + There is a strong market for one off cooking classes for the general public that could be delivered on weekends and during the summer months (May to August) when the lab is not fully utilized by the fulltime culinary programs. This could be developed during the CBD summer 2014 workload, but should be spearheaded by a part time staff member.   1. **Are there any new competitor programs and/or re-positioning of existing programs?** * Durham College has opened their new culinary center in September of 2013. Their first intake was 120 students and has drastically reduced the number of potential applicants (and enrollment) to the culinary programs at Fleming College. * The Durham region is the closest geographical location to our region and strong competition from this area will continue to make it extremely hard to compete. * Many potential culinary students from the Peterborough area have decided to go to Durham College to complete their culinary education because of their new shiny facilities * During the last ten years many colleges delivering culinary programs have made major financial commitments to their culinary programs by updating and improving their facilities (e.g. George Brown, Durham, Humber, Georgian, Centennial, Algonquin, St Lawrence, St Clair, Fanshaw, Conestoga, Lambton). The college needs to improve the facilities that we use to deliver our programs. We have a very good curriculum and dedicated staff that would embrace the chance to redevelop our image and meet the financial obligations for the college. * It is only a matter of time before Loyalist College (under a new Dean) will follow suit and update its current facilities   1. **Are there any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?** * **Allergen Training** – Traincan and Anaphylaxis Canada have developed a certification program to inform Hospitality professionals or the importance and dangers of allergens in the foodservice industry. * **Certificate of Qualifications – Cook (Red Seal)** – there is a movement towards the certification of cooks and chefs in the country. * **Ontario College of Trades** – The newly formed College of Trades has changed the way that apprentices and journeypersons work in the province of Ontario. CBD time during the summer of 2014 will be used to investigate how this governing body will affect the delivery of apprenticeship curriculum and the ratios associated with apprentice training for cooks.   1. **What is the progress made from the last curriculum renewal initiative?** * We just completed a curriculum review for the culinary programs and currently working to apply all of the recommendations and changes that this proposal has generated. |
| **3. Applied Learning**   * 1. Does the current program contain a discrete Applied Learning opportunity for students? If yes, which category of Applied Learning is fulfilled?   \_X\_ Field Work (Indirect Supervision)  \_X\_ Field Work (Direct Supervision)  \_X\_ Co-op  \_X\_ Applied Project / Applied Research Project   * 1. In the winter of 2014, Fleming College will ask all programs with Applied Learning opportunities to align to an agreed upon framework. To confirm program alignment, please complete the appropriate Applied Learning Framework Checklist and attach it to this document. After completing the checklist, please answer the following: Is the program in alignment with the Applied Learning Framework? If no, what are the strategies in place to bring the program into alignment?      1. **Ensure that Fleming’s applied learning experience stands out, so that graduates are ready to make a difference in the workplace. (1.1)**   The culinary program’s entire 4th semester is delivered as an applied project. Two out of the three courses are completed with industry partners.   1. **Develop an e-learning strategy that prepares our graduates for lifelong learning (1.2)**   Due to the fact that 40% of the culinary program’s 4th semester is completed off site, the online resources are utilized. Most communication and sharing of learning is taking place on Web Ct (now D2L) throughout discussions. In addition, about two third of the test/quizzes in the third semester are online quizzes; some assignments are research based and require to be delivered in the Web Ct (D2L) drop box.   1. **Ensure that both employees and students see our Fleming IT resources and support as clear assets for their work and learning (2.2)**   The culinary students are encouraged to utilize the resources that Fleming College has to offer, including the IT department.   1. **Provide training and services to employees to enable achievement of the Core Promise to Students. (2.4)**   PD opportunities (including training sessions) are discussed during culinary staff meeting. The full time faculty updates the entire culinary staff with any specific training.     * 1. If the answer to 3.1 is no, are there plans to create a discrete Applied Learning opportunity for students within this program? Why or why not? |
| **3. Student and Graduate Satisfaction**  3.1 Key performance indicators # 4, 8, 9, and 11 (see **Appendix of Curriculum Guide** for a description of these).  **Fleming Program vs. Provincial MCU**  **4. Includes topics relevant to your future success. +4.1%**  This result is a continuing effort to provide our students with a realistic delivery of the learning. It is a clear objective of the culinary teaching team to create a learning environment close to the industry environment. The ongoing collaboration with our industry partners (PAC) and the 4th semester applied project seem to be productive components toward this goal.  **8. Develops your ability to solve problems using math techniques .-3.5%**  Math has been one of the vocational skills which have challenged the culinary students. A closer collaboration between the math and culinary team has closed the gap. Math is an essential component of the culinary courses. None only as a standalone math course, but math is applied in most teaching components such as Cost Control, Menu Planning, Business understanding has been a key selling point of our culinary program.  **9. Develops your ability to work with others.-1.2%**  Emphasis is made on the benefits of teamwork. Based on the result of this data, we required to further improve this important employability component. Being a smaller program (in comparison with other culinary programs), improving this skill is imperative for future successes in our industry.  **11. Develops your computer skills.+13.6%**  Computer generated work is omnipresent in our courses. It has been targeted has a key component by our Professional Advisory Committee. The application of this expertise in most of our deliveries has assisted students to greatly improve their computer skills.  **5. Has teachers who help you to understand your chosen career. +6.9%**  **14. OVERALL, your program is giving you knowledge and skills that will be useful in your future career. +0.7%**  Questions # 5 and 14 provide data for the overall satisfaction of the course.  3.2 Review and discuss student retention on a semester by semester basis over the past year.  Retention always has been a key asset of the culinary programs. The fact that the first year for CHT and CM is a common year facilitates an easy transition from the one year to the year programs by the learners. KPI questions 5 and 14 are key indicators of the overall satisfaction of the students. Both are rating above average in comparison with other colleges. |
| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. |
| **Strengths:**   * Flexibility in the curriculum for the learner to direct his/her learning towards a specific career pathway * Productive flow of learning between courses (from vocational to core learning) * Strong focus on core skills and knowledge to assist the students to be employable * Productive blend of diverse teaching techniques (lecture, simulation, self-directed, applied…) * Close linkage to the industry * Transferable skills   **Challenges**   * Facility requires to be updated. During the last ten years many colleges delivering culinary programs have made major financial commitments to their culinary programs by updating and improving their facilities (e.g. George Brown, Durham, Humber, Georgian, Centennial, Algonquin, St Lawrence, St Clair, Fanshaw, Conestoga, Lambton). The college needs to improve the facilities that we use to deliver our programs. We have a very good curriculum and dedicated staff that would embrace the chance to redevelop our image and meet the financial obligations for the college. * Fiscal responsibility. Balancing our fiscal responsibility while delivering a strong and attractive curriculum is the challenge ahead. * Work ethics from this generation of students * Lack of communication and soft skills of this generation of students |
| **C. Action Plan**    Identify priority actions for the next year and the rationale for their inclusion. For each, indicate the project lead, and the proposed timelines for completion. **What resources are required to complete the action plan, i.e., software, equipment, and training?** |
| * Continuing the linkage of courses to facilitate the flow of learning   + CBD 2014 * Capital budget request   + Work toward the approval of our capital budget requests * Balancing the delivery of the learning while applying fiscal responsibility   + CBD 2104   + Ongoing collaboration with culinary liaison / purchaser   + Assuring that all practical labs and catering activities are cost effective   + Developing and improving a cost recovery plan for the food produced * Emphasis on the key strengths of our culinary programs   + Completion of a culinary program SWOT analysis   + CBD 2014 |
| **D. Deferred Actions**  Record any issues that will need to bemonitored, researched, or deferred for future action. |
| * The state of the culinary facility in comparison of the other colleges delivering similar programs * The enrollment   + Durham opening their new culinary center will diminished the enrollment pool while providing state of the art facility for its students * The cost management of the program   + Enrollment challenges   + Increase cost of food |
| **E. Attach an updated Program Curriculum Map to your report** |
| Please file an updated Program Curriculum Map in folder named Program Curriculum Map.:  **S:\shared data\CLT\School Name\Program Name\Program Curriculum Map** |