

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2017-2018
CLUSTER: WED
NEXT SCHEDULED CPPR: 2021

PROGRAM: CULINARY ARTS
LAST YEAR CPPR COMPLETED: UNKNOWN
CURRENT DATE: 2/19/2018

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

Note: Degrees and/or certificates for the same program may be consolidated into one APPW.

This APPW encompasses the following degrees and/or certificates:

Culinary Arts Certificate of Specialization

General Program Update

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

Three Culinary courses have been re-activated for the California Men's Colony (CMC) program and Dual Enrollment. We graduated 20 inmates December 2017. They received the Certificate of Specialization.

Three high schools are approved for offering Culinary dual enrollment courses and all 3 should be in full swing by Fall 2018.

Courses for the Culinary Arts Certificate of Specialization are anticipated to begin at the California Conservation Core for Cuesta and CCC students Fall 2018.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this

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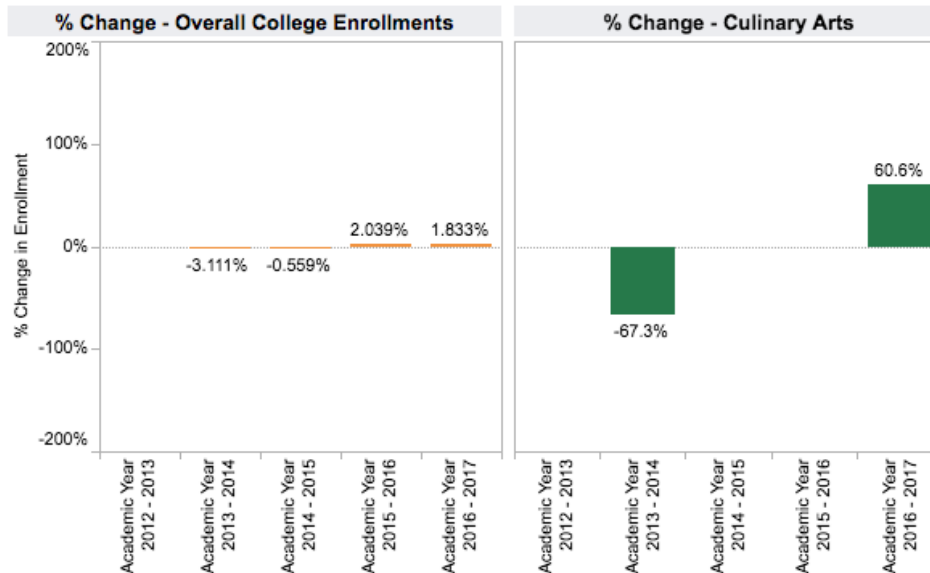
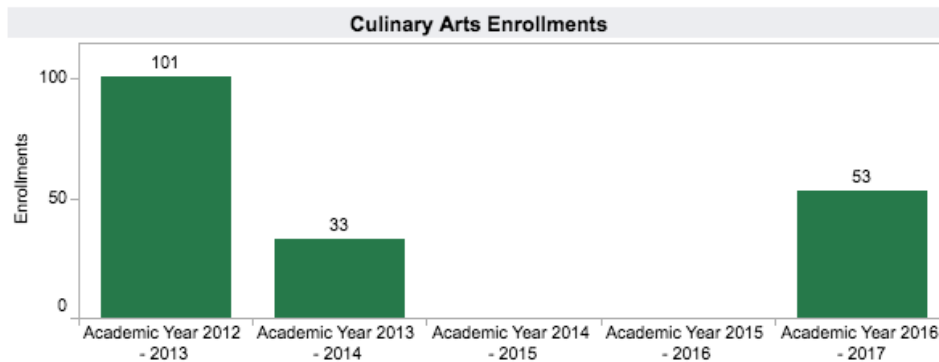
APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary. Responses in this document need only reference the most recent year's available data.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
<input type="text" value="Culinary Arts"/>	<input type="text" value="(All)"/>	<input type="text" value="(All)"/>	<input type="text" value="(All)"/>



Enrollments in the 2012-2013 year were strong with three cohorts at the Paso Robles Culinary Arts Academy. The program was then eliminated during the college “show cause” accreditation budget cuts because of high facility costs. A modified reactivation of the program (4 courses) occurred last year for dual enrollment and CMC. The number in 2016/2017 reflect Dual Enrollment at Paso Robles High School.

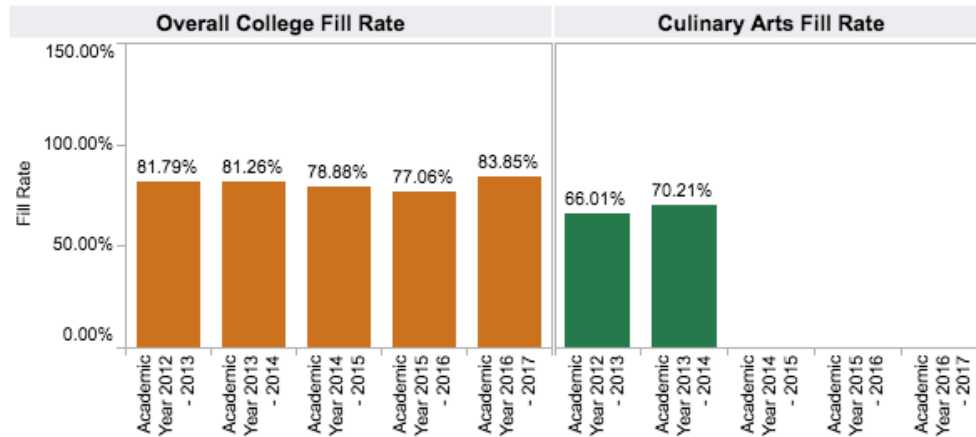
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[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison:
Culinary Arts	(All)	(All)	(All)



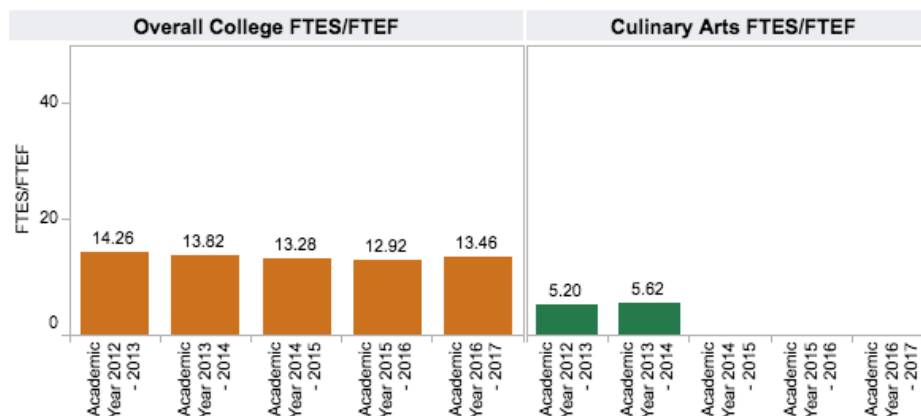
Fill rates were somewhat lower than the college average during the final semesters of the program because of the diverse time offerings.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Culinary Arts	(All)	(All)	(All)



The program was less efficient than college averages.

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[Student Success—Course Modality \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:



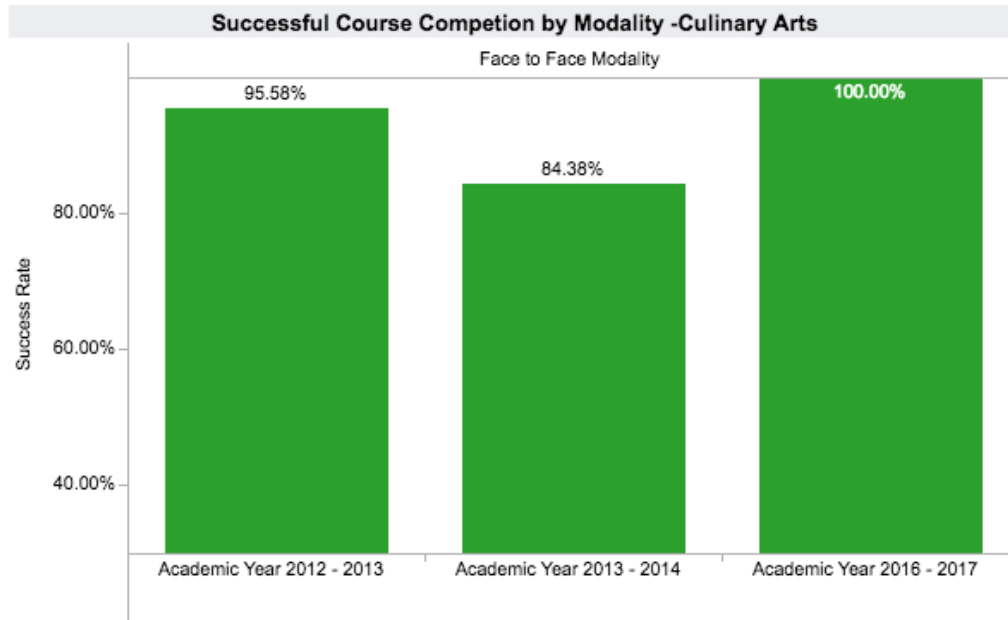
Culinary Arts

Course:

(All)

Legend:

Face to Face Modality



Successful Course Completion by Modality Table - Culinary Arts				
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	95.58%	84.38%	100.00%
	Total Department Enrollments	113.0	32.0	53.0

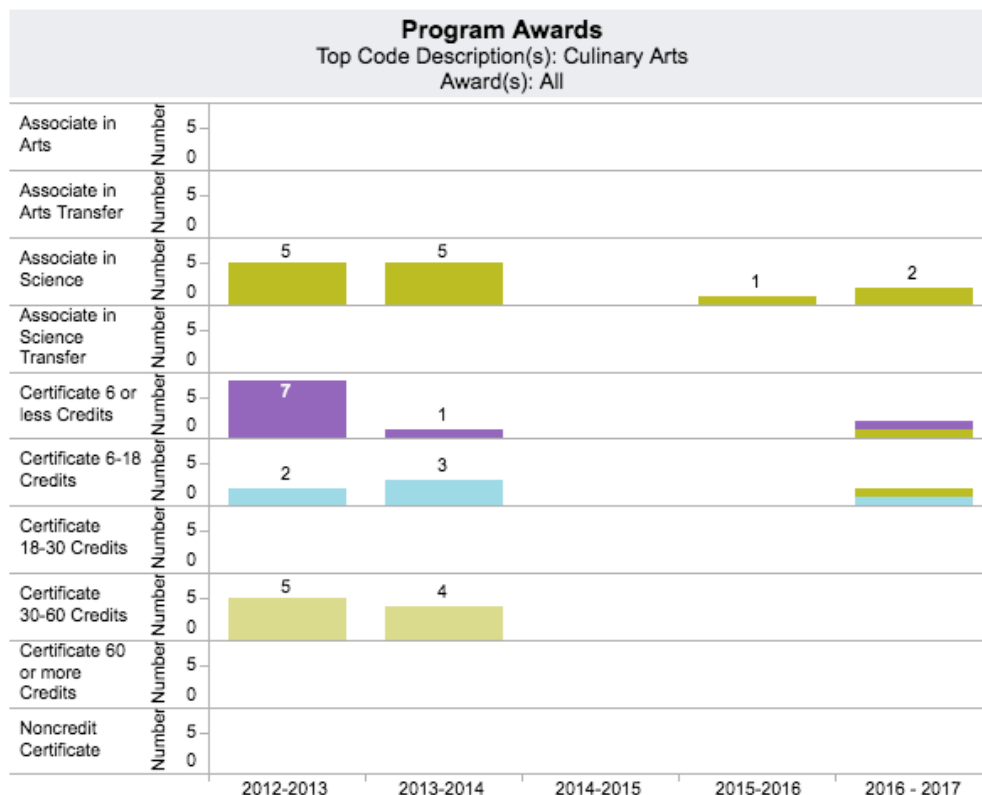
Student success in Culinary Arts has always been much higher than the college averages.

[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

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Program: Award Type:



Program Awards Table						
Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Science	Culinary Arts (AS)	5	5		1	2
	Total	5	5		1	2
Certificate 6 or less Credits	Baking (CS)	7	1			1
	Whole Foods (CS)					1
	Total	7	1			2

In 2012-2013 a total of 19 degrees (5) and certificates (14) were earned. In 2013-2014 a total of 13 degrees (5) and certificates (8) were earned. Still after the program was discontinued 3 students received A.S. degrees who had retained catalog rights all of those years! Certificates earned were Baking and Whole Foods.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference.

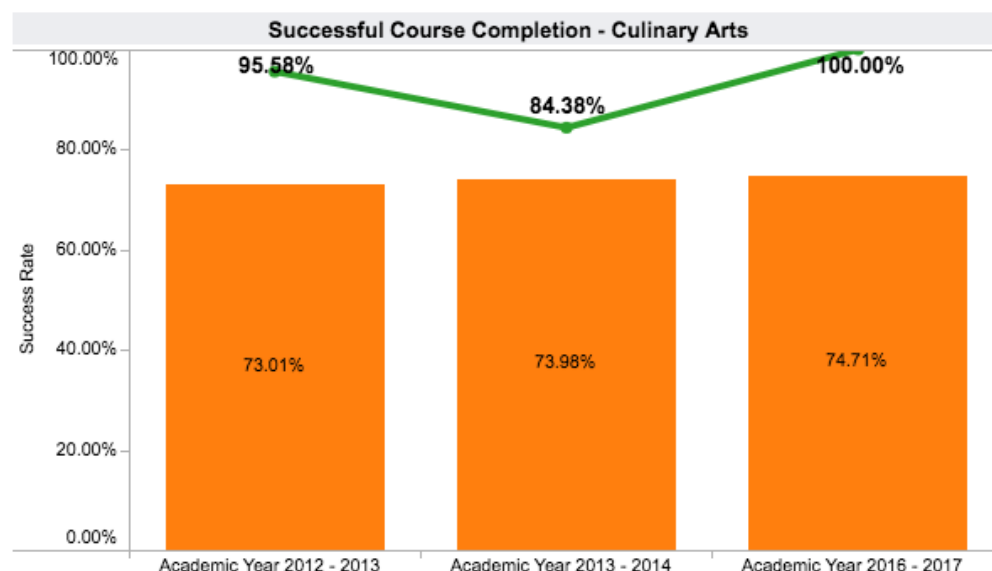
Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

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SLOCCCD Program Review Data: Successful Course Completion

Select Department: Culinary Arts COURSE: (All)

Legend:
■ Department Success Rate
■ Overall College Success Rate



Culinary Arts Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2016 - 2017
Department Success..	95.58%	84.38%	100.00%
Total Enrollments	113	32	53

Success rates of culinary students are higher than the college averages. The disaggregated data did not show significant differences.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

The program includes students earning the Servsafe Food Safety certification.

Program Outcomes Assessment Checklist and Narrative

Checklist:

- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☒ Program Sustainability Plan progress report completed (if applicable).

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Narrative:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

The Culinary program has been successful in its first semester at CMC. Every student in the first cohort graduated from the program. For the upcoming academic year Fall 2018, courses for the Culinary Arts Certificate of Specialization are anticipated to begin at the California Conservation Corps for Cuesta and CCC students. Courses at three high schools are also approved to begin offering Culinary Arts dual enrollment courses Fall 2018. The Nutrition and Culinary departments have been collaborating to support a Culinary program with more nutritional and health value and to work toward supporting the Cuesta College food services through internships, menu planning, and nutritional assessments.

Program Planning / Forecasting for the Next Academic Year

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes.
Many plans are in progress, including the continued development of the CMC program and the development of the new CCC program.
- B. Anticipated changes in curriculum, scheduling or delivery modality
We will offer one cohort in the Fall and two in the Spring at CMC then in Fall 2018 add CCC, and High School Dual Enrollment at 2 more high schools.
- C. Levels, delivery or types of services
We will offer one cohort in the Fall and two in the Spring at CMC then in Fall 2018 add CCC, and High School Dual Enrollment at 2 more high schools.
- D. Facilities changes
We will offer one cohort in the Fall and two in the Spring at CMC then in Fall 2018 add CCC, and High School Dual Enrollment at 2 more high schools.
- E. Staffing projections
We just hired one new instructor and placed two in the Culinary pool. We also hired a student Culinary Assistant for CMC. We plan to add more in the Fall and to secure funding for Co-Leads and students interns/assistants.
- F. Other
See resource plan for all funding requests

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Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success— Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.

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OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/J79W8GW>