

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): CULINARY ARTS

CLUSTER: 3

AREA OF STUDY: BUSINESS, AGRICULTURE, HOSPITALITY, LEGAL

LAST YEAR CPPR COMPLETED: 2022/2023

NEXT SCHEDULED CPPR: 2026/2027

CURRENT DATE: 2/6/2025, COMPLETED BY KATE HAISCH, MA, RD

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**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the 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 programs of study (degrees and/or certificates):

- **Culinary Arts Foundation, CS**
- **Culinary Arts Studies, C**
- **Culinary/Hospitality, AS**

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

CULINARY ARTS PROGRAM (CAP) MISSION STATEMENT

The Culinary Arts Program (CAP) equips students with the knowledge and skills needed to succeed in the culinary industry. Through education and hands-on training, students gain transferable skills that prepare them for a dynamic workforce. CAP focuses on industry-demanded competencies, with an emphasis on the highly employable food service sector. Graduates earn industry-recognized certifications, including the ServSafe Manager's Card and the California Food Handler's Card.

EQUITY-DRIVEN PROGRAM ENHANCEMENTS

To support student success and close equity gaps, CAP has implemented a range of initiatives that enhance access, affordability, and hands-on learning experiences.

¹ San Luis Obispo County Community College District
Instructional Annual Program Planning Worksheet

Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

- **Expanded North County Access** – Courses continue to be offered at the North County cafeteria, featuring a state-of-the-art specialized oven funded by Strong Workforce grants to promote enrollment and equitable access.
- **Diverse Locations & Modalities** – Classes are available in-person, online, and hybrid formats at multiple sites, including The Kitchen Terminal (TKT), the California Conservation Corps (CCC), the California Men's Colony (CMC), Cuesta College North County Campus (NCC), and local high schools.
- **Dual Enrollment Growth** – Partnered with four local high schools to offer five culinary courses across 25 sections, strengthening local career pathways.
- **Affordable Access** – Maintained low lab fees to ensure accessibility for low-income students and reduce performance gaps.
- **Faculty Development** – Ongoing professional training in ADA compliance and Justice, Equity, Diversity, and Inclusion (JEDI) to foster an inclusive learning environment.
- **Leadership Achievement** – The CAP faculty lead received tenure, reinforcing program stability and long-term commitment to student success.
- **Classes at Grizzly Youth Academy & California National Guard** – Inspired a diverse group of at-risk youth (ages 15-18) through hands-on culinary education, teaching foundational cooking skills, meal prep, global flavors, and professional kitchen basics to support job placement.
- **Outdoor Cooking Course Development** – Developed and piloted an outdoor cooking course (780) at the CCC Los Padres Center, addressing food knowledge gaps and meal prep skills for corps members ages 18-24. Secured grant funding for course materials, now stored onsite, and expanded the curriculum with a second course (790) covering fire-building, extended meal planning, and MRE preparation.
- **Revamped Culinary 243** – Cuisines of the World – Transformed the course into a deep dive into cultural heritage and global culinary traditions using a "magic carpet ride" approach.
- **Hosted Culinary Events at The Carrisa** – Organized a holiday tasting menu event in collaboration with Cuesta Jazz, where students gained hands-on experience in a professional kitchen while engaging with the community. This event evolved into **A Night of Food and Jazz**, a signature end-of-term showcase where students demonstrate their skills by preparing and serving food for 150+ guests. Held at The Carrisa in the fall and various venues in the spring, this event provides valuable real-world industry experience.
- **Participated in Salsa-y-Salsa at Cuesta** – Engaged students in hands-on culinary learning while promoting cultural appreciation through food.
- **Strengthened Industry Partnerships** – Expanded collaborations with local employers such as Ox and Anchor, Allegretto, Kitchen & Vine, Sheila Kearns Chocolate Candy Confections, Justin Vineyards, The Carrisa, and more. Hosted an Advisory Committee Meeting to share program updates and gather valuable industry input on curriculum enhancements and program development.
- **Hands-On Industry Experiences & Partnerships** – Built strong connections with local

businesses to enhance student learning:

- **Tally Farms** – Weekly donations of fresh, local, and organic produce allow students to incorporate seasonal ingredients into their dishes while fostering creativity and collaboration.
- **Vitco Foods** – Provides wholesale access to specialty items such as primal and sub-primal beef cuts, whole fish, bones for stock, and event supplies, ensuring students gain experience with high-quality ingredients.
- **Morro Bay Oyster Company** – Donates fresh oysters for students to learn shucking techniques, preparation methods, and the challenges of oyster farming and service.
- **Hotel SLO Field Trip** – Students tour the hotel, explore its restaurants, and participate in a chef demonstration at Ox and Anchor, followed by a Q&A with Executive Chef Ryan Fancher.
- **Guest Speakers & Demonstrations** – Local culinary experts, such as Jeniece Grimshaw of Bijou Bakery, provide in-class demonstrations and discussions. Vendors from TKT also contribute insights into food production, catering, and sustainability.
- **Student-Centered Teaching Approach** – While course objectives and learning outcomes remain consistent, lessons and labs are tailored to student interests, future goals, and career aspirations to keep them engaged and motivated.

POSITIVE HISTORICAL CHANGES

Looking back at the data from 2021-2022, we can see significant improvements in the program, indicating that many of our interventions are having a positive impact. However, these improvements are not reflected across all gaps, and we still have work to do to ensure more consistent progress in all areas of student success.

Data includes CMC unless indicated.

Student subpopulation	2021-2022	2023-2024	% Point Change
Academically disadvantaged	-22%	-10%	+12
Age 20-24	-12%	-6%	+6
Hispanic/Latino	-14%	-9%	+5
Foster Youth	-39%	-1%	+38
Male (not CMC)	-15%	+1%	+16
Promise	-27%	+3%	+30

Program Sustainability Plan Update

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

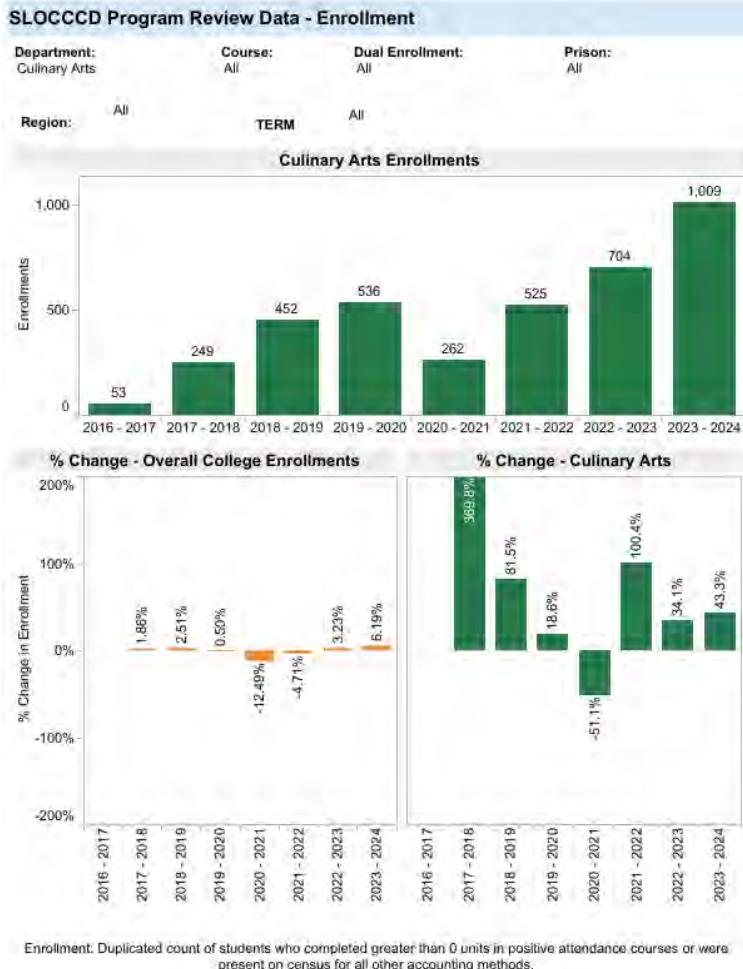
Yes If yes, please complete the Program Sustainability Plan Progress Report below.

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

Data Analysis and Program-Specific Measurements

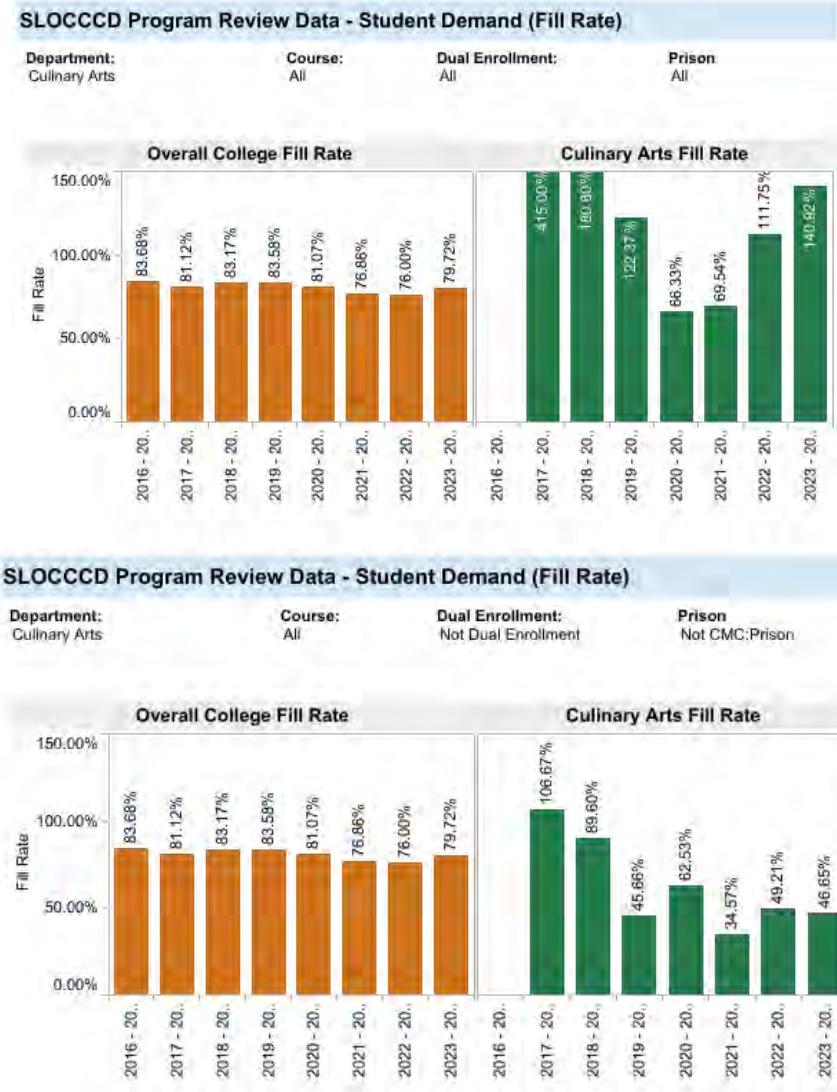
GENERAL ENROLLMENT





Enrollment in the culinary program continues to grow rapidly, increasing by approximately 43% from last year, including dual enrollment and CMC. This far exceeds the college-wide enrollment increase of around 6% (top chart).

GENERAL STUDENT DEMAND (FILL RATE)



The student demand fill rate remains high, including dual enrollment and CMC. In the culinary program, the fill rate is 141% (top chart). This is significantly higher than Cuesta College's average fill rate of 80%. However, when dual enrollment and CMC data are removed, we see there has been a slight decline in student fill rate and is lower than the college average. Culinary classes in North County often have lower enrollment, and since these courses are allowed to run with smaller class sizes, they bring down the overall fill rate. There are also classes with lower fill rates, bringing down the overall average. These are classes that perhaps should be taught every two years instead.

GENERAL EFFICIENCY (FTES/FTEF)

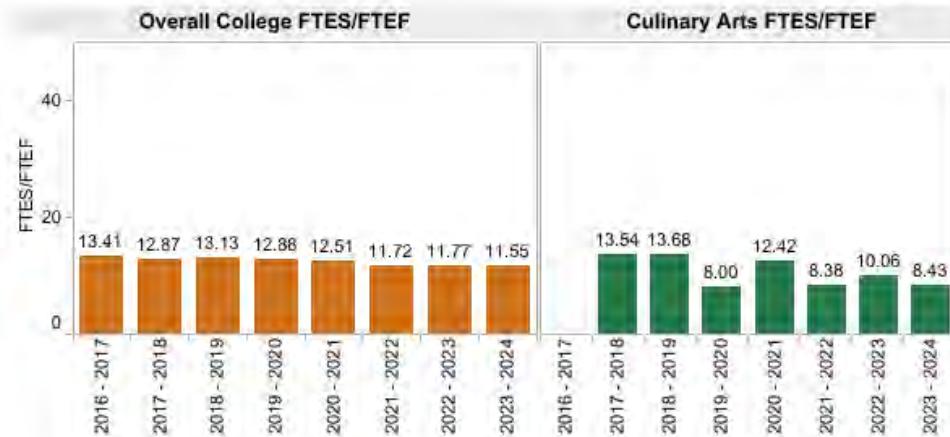
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Culinary Arts

Course:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
Not CMC.Prison



The above graph shows data without dual enrollment and CMC. Dual enrollment historically has difficulty enrolling eligible students in the program, thereby decreasing the fill rate. This is an ongoing issue the dual enrollment office is working to improve. The CMC fill rates decreased due to CMC Covid regulations and subsequent yard closures plus the number of students allowed to participate in the classes is dictated by the CDCR and therefore is not in our control. The CAP full-time equivalent students (FTES) have slightly declined since last year and is below the overall college average. Often culinary classes have lower fill rates than other departments because the lab limits the number of students allowed per class. Currently the lab maxes out at 30 students per teacher. In previous years the class cap was 18 students, so when the cap went to 30 students, it decreased the CAP efficiency rate. There are also classes with particularly low efficient rates, bringing down the overall average. These are classes that perhaps should be taught every two years instead.

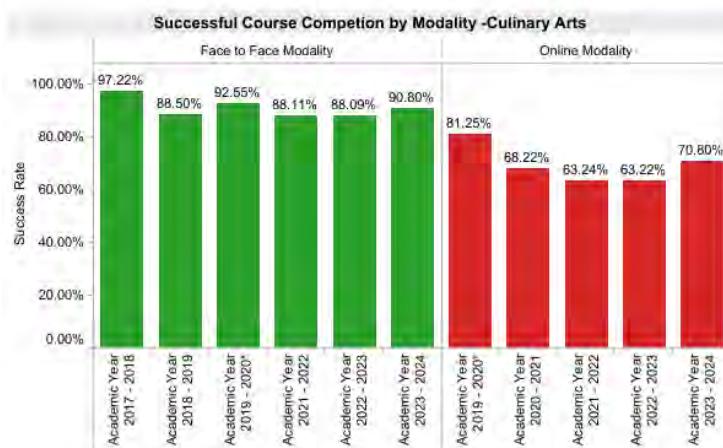
STUDENT SUCCESS—COURSE COMPLETION BY MODALITY

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Culinary Arts

Course:
All

Legend:
Face to Face Modality
Online Modality

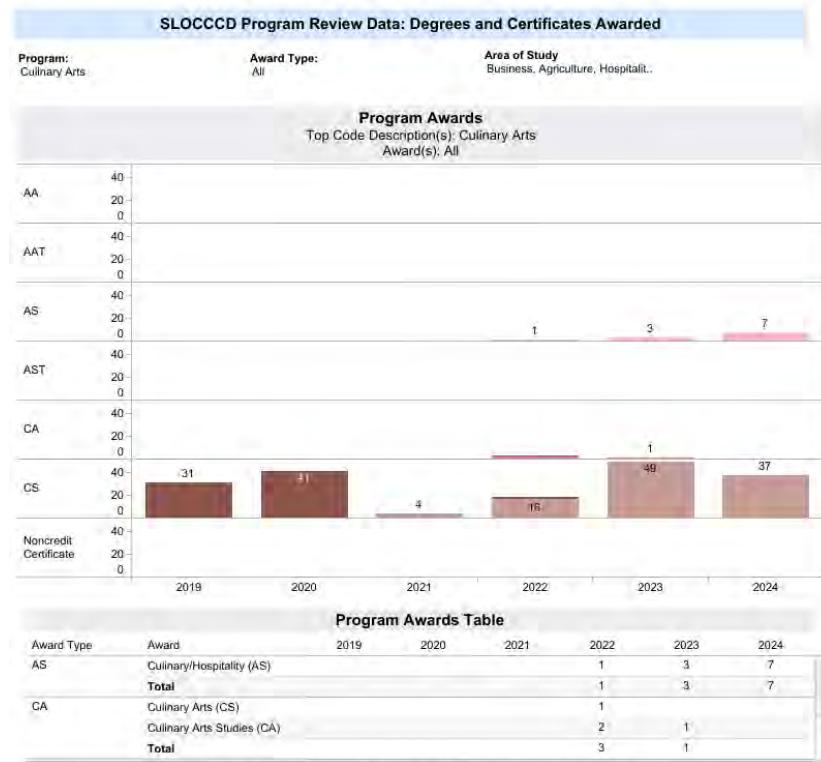


Successful Course Completion by Modality Table - Culinary Arts

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	97.22%	88.50%	92.55%		88.11%	88.09%	90.80%
Face to Face Modality	Total Depart..	256.0	463.0	535.0		340.0	531.0	844.0
Online Modality	Department S..			81.25%	68.22%	63.24%	63.22%	70.80%
Online Modality	Total Depart..			18.0	262.0	186.0	174.0	141.0

When the data is disaggregated into modalities, it is evident students are more successful in the face-to-face classes. Culinary arts can be a difficult subject to take online. The online classes enrollment remains high, although culinary is often better learned in-person. It is also theorized that students might continue to struggle with the online modality of culinary due to high cost of food, fear of Covid exposure during grocery shopping, and lack of kitchen equipment.

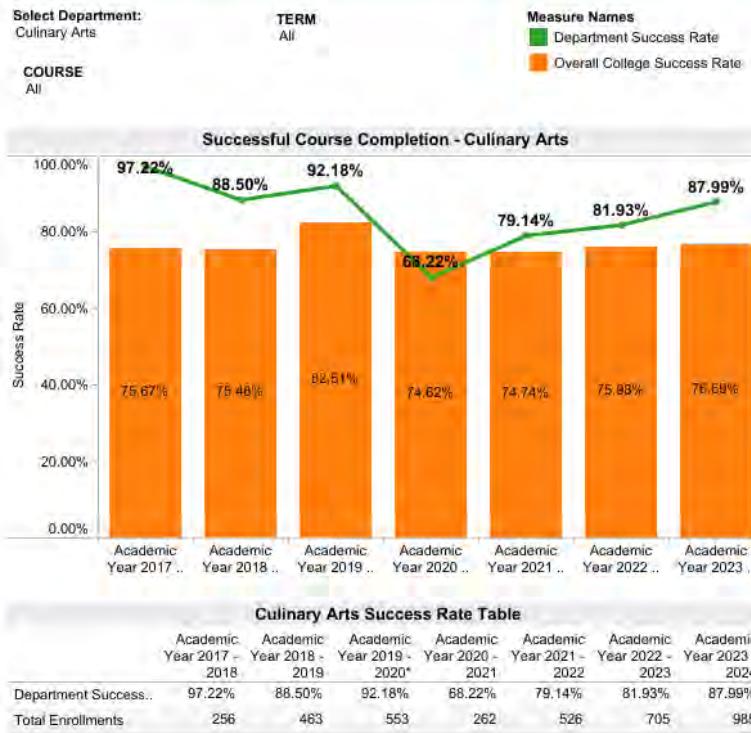
DEGREES AND CERTIFICATES AWARDED



The CAP has seen a marked increase in program awards since 2021, with a grand total of 44 program awards in 2024, matching pre-pandemic numbers. The most popular being the Certificate of Specialization (Culinary Arts Foundation) with 37 total awards in 2024. There was an increase in Culinary/Hospitality AS.

GENERAL STUDENT SUCCESS – COURSE COMPLETION

SLOCCCD Program Review Data: Successful Course Completion



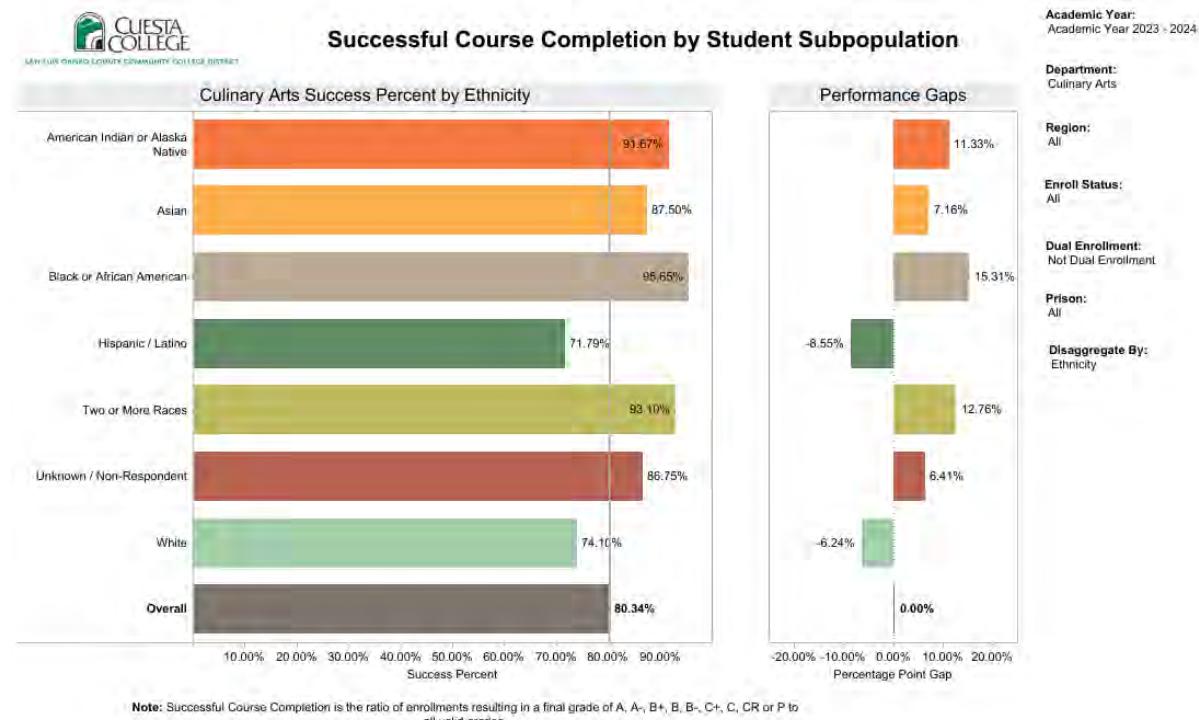
The CAP continues to have higher than college average successful course completion with an increase of 6% since last academic year.

DISAGGREGATED STUDENT SUCCESS

In this document, percentage gaps in student course completion success that are less than 5% are not considered significant equity concerns. Gaps exceeding 5-10% may indicate emerging disparities, while those greater than 10% warrant targeted interventions. However, trends over time and the specific student populations affected are considered when evaluating equity gaps.

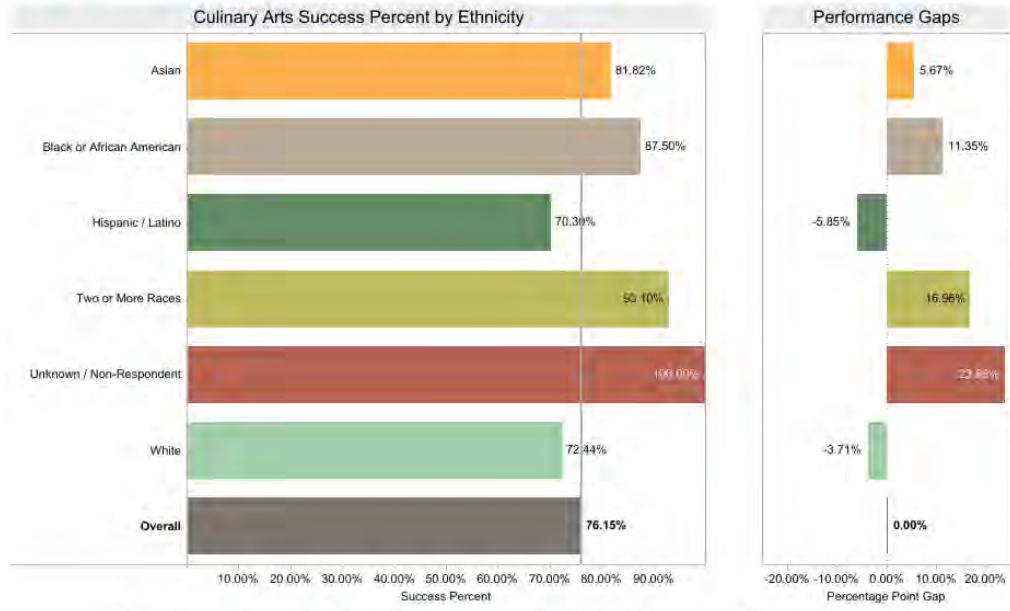
***Please note-** The data below excludes dual enrollment, as we do not have control over the department, pedagogical outcomes at local high schools, or Diversity, Equity, and Inclusion (DEI) initiatives.

ETHNICITY



At Cuesta and the CMC, the largest gap in successful course completion by ethnicity is seen in the Hispanic/Latino population. This data continues to be a pattern in the culinary program, both in the traditional and prison education setting. The gap in successful course completion in White students increased from ~2% last year, to ~6% this year.

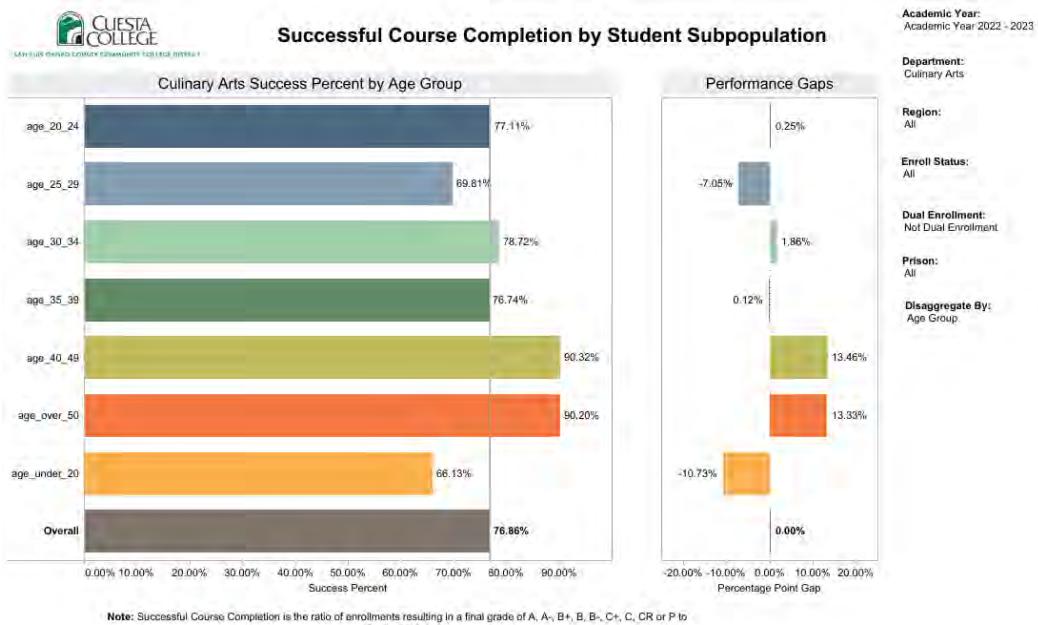
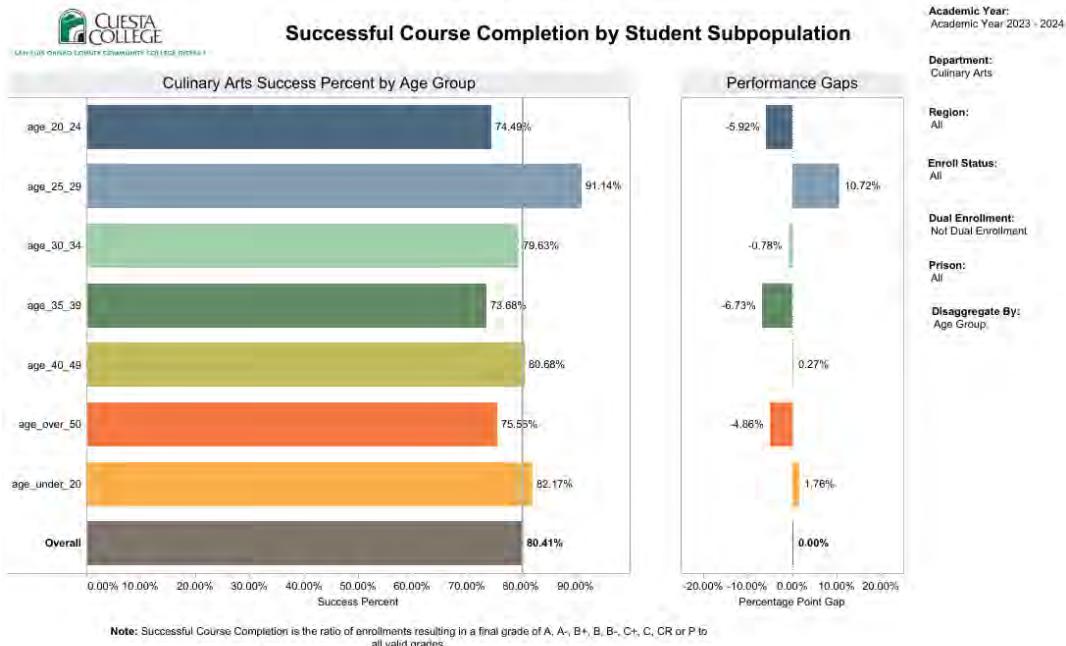
Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Removing the CMC student population from ethnic subgroup analysis helps provide a clearer picture of the experiences and outcomes of Hispanic/Latino students in traditional educational settings. Although there is still a significant gap (-5.9%) it has markedly improved from last academic year (-10.7%). There is also a decline in the percent gap with White students.

AGE GROUP

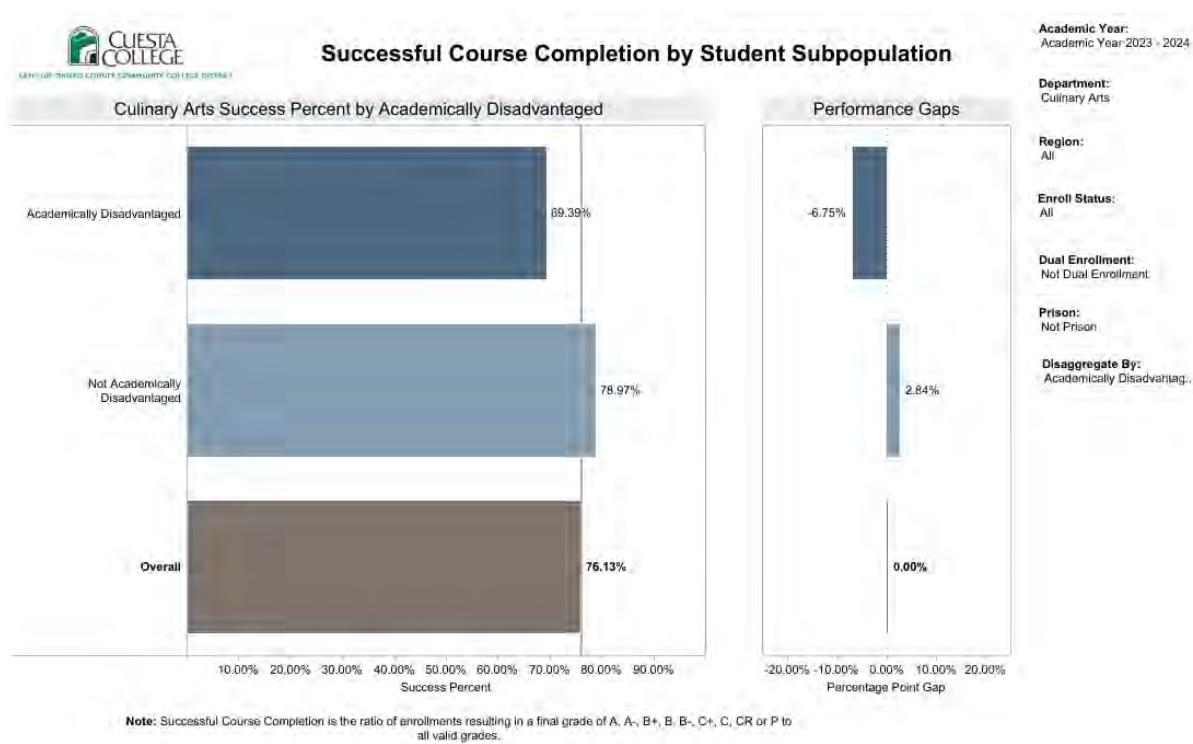


The largest gaps in successful course completion by age is 20-24, 35-39 (top chart). Compared to the overall college average, culinary has a higher completion rate for ages 20-24 (overall college~9%), is about the same for ages 30-34 (overall college 4.6%).

When compared to the data from last year (bottom chart), the CAP successful course completion for students ages 25-29 & >20, improved significantly. However, students ages 20-24, 35-39 and 50+ declined.

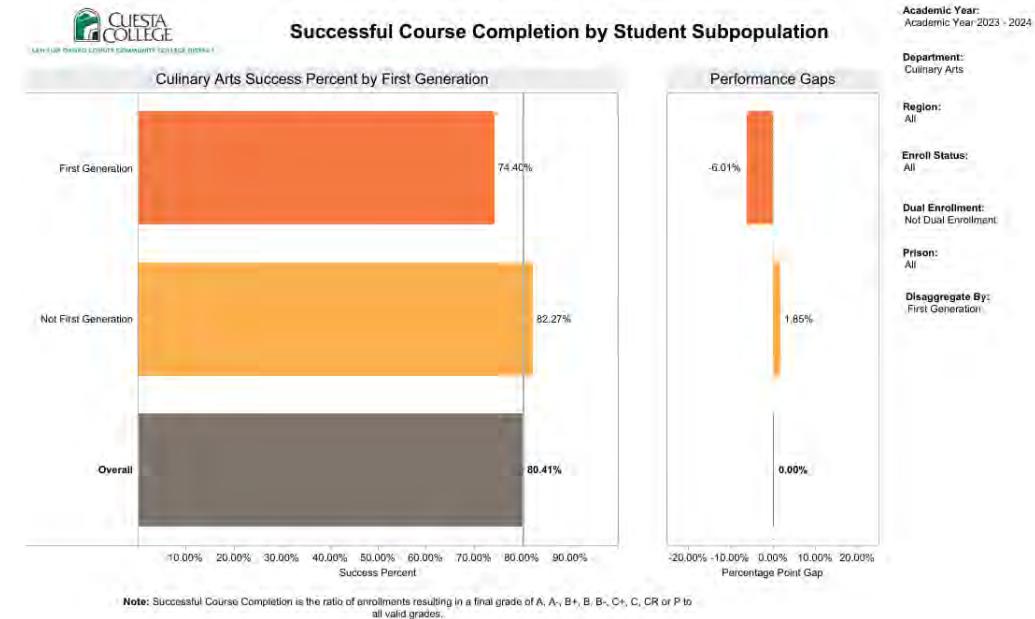
When CMC data is removed, the performance gaps remain similar.

ACADEMICALLY DISADVANTAGED



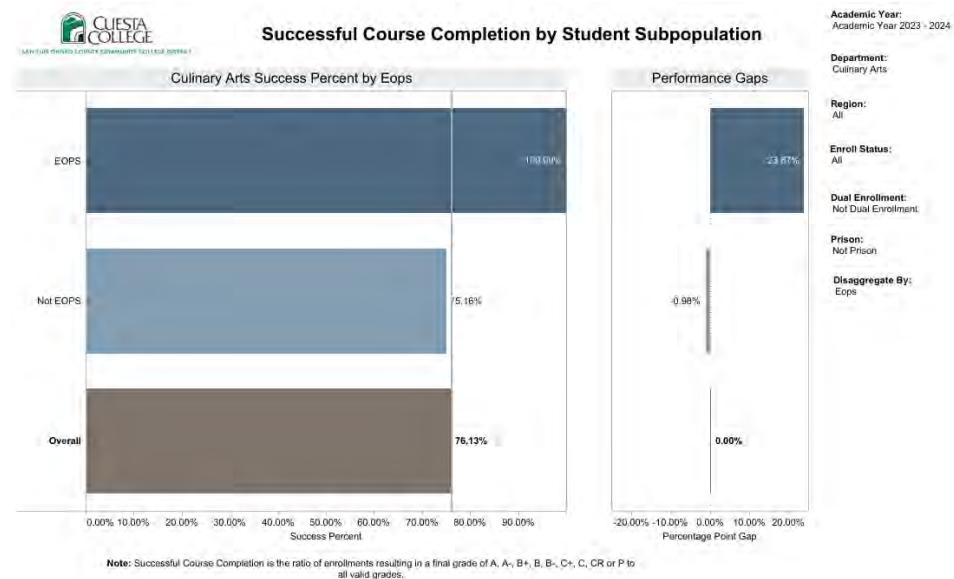
When data from CMC is removed, there is still a significant gap in the successful course completion of academically disadvantaged students. When CMC data is added in, this % gap increases to -9.5%.

FIRST GENERATION



There is a significant gap in the successful course completion of first-generation students. When CMC data is removed, the performance gaps remain similar.

EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS)



Students enrolled in the Extended Opportunity Programs & Services (EOPS), which is designed to assist students who face economic and educational barriers are experiencing much success in the CAP. When CMC data is removed, the performance gaps remain similar.

DISAGGREGATED DATA WITH MINIMAL GAPS (>5%)

- Financial Aid Status
- Promise students
- Foster Youth
- DSPS
- Gender
- Veteran
- Local high school
- CalWORKS

PLAN TO ADDRESS STUDENT SUCCESS GAPS

As highlighted above, the student groups experiencing the most significant inequities in the CAP division are Hispanic/Latino and White students, students aged 25-29 & 30-34, academically disadvantaged students, and first-generation students. *Of note, none of the gaps in the 2023-2024 academic year exceed 10% in which a targeted intervention would be warranted.

To address these disparities, the CAP division will continue the work we've already begun by raising awareness of the data in upcoming department meetings. Together, as a team, we will brainstorm solutions and create action steps to target these equity gaps. We will continuously monitor data to track progress and guide the department's future initiatives. The CAP lead has already contacted the counseling department to arrange training on strategies for better serving these students and addressing the achievement gaps.

We have already been encouraging faculty participation in equity-minded professional development opportunities, including courses on diversity, equity, and inclusion, as well as ADA compliance. These training options include flexible formats such as reading assignments, workshops, and podcasts. Essential DEI topics are discussed in department meetings, and we make sure to share this information with adjunct faculty who are unable to attend. Faculty are also encouraged to update their syllabi to incorporate inclusive language and foster a welcoming classroom environment.

Currently, welcome letters are integrated into all DE courses, and we will be extending this practice to face-to-face classes in the coming academic year. Faculty continue to add diverse student imagery to lecture and lab materials and ensure all materials meet ADA accessibility standards. We are committed to building a sense of community both in physical and virtual classrooms, particularly in the early weeks, to promote inclusion. Faculty maintain high academic standards while providing support and flexibility to help all students succeed, offering individualized assistance inside and outside of class. Students are consistently reminded of available campus resources and are encouraged to voice any physical, emotional, or mental health needs.

To accommodate students' diverse schedules, assignment deadlines are flexible, recognizing the challenges many students face. The CAP curriculum is designed to engage multiple learning styles, incorporating auditory, visual, collaborative, and tactile materials. Moving forward, we remain

dedicated to providing an engaging and dynamic educational experience, led by compassionate faculty who are committed to ensuring every student has a successful culinary journey. The CAP will continue its unwavering commitment to closing performance gaps and ensuring equitable opportunities for all students.

Programs and Curriculum Review Progress

Section 1: Progress Check on Scheduled Curriculum Updates from CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

Courses: CUL 249, CUL 220, CUL 225, CUL 252, CUL 260

Certificates: Baking Certificate

Degree: Culinary/Hospitality AS

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
CUL 225	Major	2/1/24
CUL 252	Major	1/2/24
CUL 260	Major	2/1/24
CUL 780 (outdoor cooking)	New Course	1/8/24
CUL 790 (advanced outdoor cooking)	New Course	1/8/24

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year.

Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
n/a			

Section 2: Progress Check on Previously Out-of-Date Curriculum Updates from CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
n/a			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
n/a			

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.

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).

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. **NONE.***

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:

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
 - **Continued Equity-Focused Initiatives** – CAP will further its commitment to closing equity gaps by integrating culturally responsive teaching practices, refining curriculum accessibility, and enhancing faculty professional development in DEI and ADA compliance.
 - **Increased Student Support** – Expanded outreach to first-generation and academically disadvantaged students through collaboration with counseling services and integration of additional support resources into coursework.
 - **Expanded Flexible Learning Options** – Faculty will continue to incorporate varied teaching methodologies (visual, auditory, hands-on) to engage diverse learners and improve retention rates.
 - **ADA Compliance Training and Material Updates** – We aim to hopefully secure funding to support part-time staff in obtaining ADA compliance training and updating their instructional materials.
- B. Anticipated changes in curriculum, scheduling or delivery modality
 - **Scheduling Adjustments** – CAP will refine course scheduling to improve efficiency, particularly in North County, by analyzing enrollment trends and optimizing section offerings. Currently in SLO culinary laboratory class times are limited and dictated by facility availability.

- **Improved Dual Enrollment Pathways** – Strengthened coordination with local high schools to improve enrollment processes and student preparation for college-level culinary coursework.

C. Levels, delivery or types of services

- **Expanded Industry Partnerships** – CAP will continue growing collaborations with local employers to increase internship opportunities, job placements, and hands-on learning experiences.

D. Facilities changes

- ***Advocacy for a Dedicated Teaching Lab** – CAP will continue efforts to secure funding and institutional support for a dedicated culinary lab on campus to centralize program activities, improve instructional efficiency, increase campus presence/awareness of program, as well as more equitable class time offerings (such as afternoons/nights to catch incumbents). SWF funds would go back into campus infrastructure instead of off-campus facilities. Students wouldn't need to travel to another facility. Free food could be provided to students, and we could cater campus events (student/faculty/staff).
- **Facility and Equipment Upgrades** – Purchasing industry-standard kitchen equipment, upgrading teaching labs, and maintaining current facilities to enhance hands-on training.
- **Potential Laboratory Facility Change** - We are currently holding our culinary lab classes at The Kitchen Terminal. However, due to a reduction in Strong Workforce Grant funds, we are considering relocating back to the California Conservation Corps

E. Staffing projections

- **A full-time faculty member** that is 100% culinary, with commercial kitchen experience, would provide consistent leadership, long-term planning, and industry-aligned curriculum development while enhancing student mentorship, hands-on learning opportunities, and employer partnerships to ensure program growth, stability, and stronger career pathways.

F. Other

- SWF grants will continue to fund The Kitchen Terminal (SLO teaching facility), equipment purchasing, and department marketing.

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.