

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Cluster: Applied Behavioral Sciences **Area of Study:** Business, Agriculture, Hospitality, Legal

Program: Culinary Arts **Current Academic Year:** 2022/2023

Last Academic Year CPPR Completed: 2019/2022 **Current Date:** January 24, 2023

I. NARRATIVE: INSTRUCTIONAL CPPR

The Comprehensive Program Planning and Review (CPPR) was conducted by analyzing historical and current statistical data of the Culinary Arts Program (CAP); reviewing current curriculum including student learning outcomes and objectives; analyzing previously conducted Annual Program Planning and Review and CPPR documents; as well as engaging in meaningful and productive conversations with faculty. This document was completed by Kate Haisch, MA, RD (Culinary Lead) with contributions from Cherie Moore, MA (Division Chair) and Chef Rosanne Feild (CMC lead) as well as reviewed by part-time faculty.

II. GENERAL PROGRAM INFORMATION

Mission: The Culinary Arts Program (CAP) mission is to provide each student with the knowledge and skills needed to become a viable member of the highly productive culinary society and workforce, by obtaining the ability to excel through education and acquiring transferable skills. To ensure that each student achieves these goals the CAP is designed to target the skills and knowledge in demand by the food industry. The curriculum targets the market with the highest employable percentage, the food service industry. Certifications include the ServSafe Managers Card and the California Food Handler's Card.

Brief History of the Program: The CAP was created in 2004 and commenced in 2005, with two cohorts of approximately 16 students per class. The demand and interest remained strong, and the program thrived with a Culinary Arts degree, and multiple certificates, including Whole Foods and Baking certificates. The program was supported by the Culinary Arts Lead Instructor Phillip Riccomini, Nutrition Instruction Cherie Moore, seven adjunct faculty, and Division Chair Don Norton. However, the program was eliminated by the Board of Trustees in Fall of 2012 as a part of the Long-Term Budget Reduction Plan and that program underwent a “teach-out” (initiated by the Nutrition department), in which CUL students could complete the degree. The Nutrition Department moved three original culinary courses to the Nutrition Department (CUL 213, CUL 149, and CUL 210), and CUL 210 was revised (modified to NUTR 232) Fall 2014 to be effective Fall 2015 and be included in the ADT, as directed in the template.

Since 2017, Cuesta College has offered the opportunity for incarcerated individuals housed on the Camp Yard at the California Men’s Colony (CMC) to obtain a Certificate of Specialization in Culinary Arts. The spring of 2023 marks the 14th cohort at CMC. The program addresses two

needs. Individuals who successfully complete the course are qualified to be sent to staff Mobile Kitchen Units (MKUs), supporting firefighting efforts throughout California. These dispatches typically feed between 500 and 5000 firefighting personnel per day. Since the implementation of this program, feedback from the fire captains overseeing the MKUs has been glowing. They are appreciative of having trained culinary personnel. The culinary arts program also provides individuals with marketable skills that they can employ upon release. There is currently a shortage of qualified culinary professionals throughout California.

The program utilizes a commercial kitchen on the Camp Yard as well as a dedicated MKU specifically used for training. All students who successfully complete the program receive ServSafe certification. The program culminates with the students preparing dinner for twelve nights for up to 250 fellow inmates. This activity is part of the final class, Culinary Fundamentals II. The food CMC students prepare in the program is all made from scratch. A typical menu includes - Chili stuffed baked potato, Mexican vegetable soup, Caesar salad, roasted zucchini, and iced chocolate cake.

Changes & Improvements: Since the last CPPR, many incredible changes have taken place in the CAP. Enrollment has grown dramatically and is currently at pre pandemic numbers. The CAP has been a huge success at the California Men’s Colony (CMC), with 14 cohorts having successfully completed the program and to date, 192 inmates have received a certificate of specialization in culinary arts. The CAP partnered with the California Conservation Corps (CCC) in San Luis Obispo (SLO), holding classes such as Culinary Arts Fundamentals 1 & 2 (CUL 210, CUL 22), Baking Science 1 (CUL 225), and Culinary Gardening (CUL 241). The students utilized the CCC commercial kitchen equipment and practiced cooking in a “working kitchen,” which provided the practical experience and knowledge to obtain successful employment in the food industry. In October 2022, the CAP partnered with The Kitchen Terminal (TKT), a brand-new commercial kitchen facility located near the Cuesta Aviation center, to conduct a majority of the culinary lab classes there. The faculty worked hard to transport kitchen equipment and spent many hours preparing for the move and organizing the new space. At TKT students work with state-of-the-art brand-new equipment next to professional chefs and restaurateurs. During lab classes at TKT, students learn food safety, appropriate equipment use, cooking skills, and the real-life application of working within a restaurant. The CAP also partnered with People’s Self-Help Housing for homeless people to utilize their brand-new conference room, which is next door to TKT. This partnership and proximity to the lab helped ensure equitable access for all students. The CAP was also granted access to the cafeteria at Cuesta’s north county campus to commence culinary classes there as well. Currently, Cuisines of the World is slated to start March 27, 2023. Faculty have spent much time preparing the new north county cafeteria for teaching, including purchasing brand new equipment with Strong Workforce grant funding for student use. The goal is to promote student enrollment and provide equitable access for the north county student population.

Since the last CPPW, multiple new culinary classes were created, including Culinary Math, Advanced Baking, Cuisines of the World, Culinary Gardening and Herbs (both warm and cool

season), Plant-Based Cuisines, and Catering Principles. These classes are taught in multiple modalities including in-person, online, and hybrid to ensure diverse student learning needs are being met.

The CAP offers a variety of certificates and degrees to help students achieve their academic and professional goals. Students can earn an Associates in Science (AS), a Certificate of Achievement (CA), and a Certificate of Specialization (CS). All offerings require varying levels of time and commitment, which provides students with differing pathways based on needs and desires. Students can begin the process of attaining the degrees and certificates in high school via dual enrollment, the College and Career Access Pathways (CCAP) Program, which provides an opportunity for students at the local high schools to engage in Cuesta College courses during their high school period – receiving both college and high school credit simultaneously. The CAP offers dual enrollment opportunities at Paso Robles High School, Atascadero High School, and Arroyo Grande High School. Over the summer, the CAP also partnered with San Luis Obispo High School to bring back the culinary dual enrollment program there as well with four-star chef, Nathan Jagers. The culinary work experience program resumed in spring 2021.

In order to assure program accessibility for low-income students and address performance gaps, the CAP has maintained historical lab fees despite the marked increase in food costs. Faculty have gone above and beyond to attain donated produce from Tally Farms and grow produce in the Gardening Class to utilize within the classes. Teachers have also modified DE culinary curriculum to ensure a lower course cost by modifying recipes to incorporate less expensive foods and decrease the need for specialized culinary equipment.

The CAP, in partnership with Cuesta College Community Programs, will be teaching culinary classes in spring 2023 to at-risk youth between ages 15 ½ and 18 at the Grizzly Youth Academy and California National Guard. The Grizzly academy offers a “a highly structured environment that promotes leadership, cooperation, and academic skills, while building self-esteem, pride, and confidence.” This is an excellent opportunity to inspire a diverse group of young students to engage in hands-on learning while subsequently acquiring the necessary skills for job placement in the food industry.

The Applied Behavioral Sciences Division was granted a new Full-time Nutrition/Culinary Arts position and CAP lead, who started in Fall 2021. The Nutrition Department partnered with the CAP, and the Ag Plant Science department at Cuesta College and created a new certificate, Plant-based Sustainable Nutrition, Agriculture, and Culinary Arts which began Fall, 2021, this includes a new culinary class, CUL 249 Plant-Based Cuisine.

Teachers engage in ongoing ADA compliance to ensure accessibility within Canvas, PowerPoints, and all other technology utilized in the classroom. Accommodations are made as requested by the Disabled Student Services and Programs and the CAP continues to support all students regardless of sexual orientation, gender, race, religion, socioeconomic status, ethnicity, nationality, and political perspective.

The CAP coordinated job placement with the Career Connections Workforce. One of the culinary students was recently hired to be a pastry apprentice at Justin Vineyard and Winery. Finding student internships and paid positions continues to be a goal of the CAP as well as the Business, Agriculture, Hospitality, and Legal student success team.

Program Faculty:

Division Chair: Cherie Moore

Full-time faculty: Kate Haisch

Part-time faculty: Rosanne Feild (CMC lead), Julie Andrews, Graham Yates, Elisabeth DeSwart, Michael Drazsnak, Miguel Gamboa

Faculty Biographies:

Kate Haisch is a nutrition and culinary instructor as well as a Registered Dietitian who has worked in clinical, community, and private practice settings. Kate is a full-time tenure track faculty member and lead of the culinary department at Cuesta College in San Luis Obispo. Previously, Kate taught nutrition at San Francisco State University and had a private practice in Half Moon Bay where she helped clients achieve their nutrition and health goals through a combination of motivational interviewing and therapeutic hypnosis. Kate worked extensively in eating disorders and is passionate about helping to prevent the onset of this painful disease. She spends much of her free time volunteering in local schools to excite students about nutrition and promoting healthy eating habits. Kate also trained in the culinary arts at the San Francisco Cooking School and enjoys teaching people how to prepare healthy and delicious meals. She holds a bachelor's degree in psychology from the University of California at Santa Cruz as well as a bachelor's degree and master's degree in Consumer Family Studies/Dietetics from San Francisco State University where she won "Graduate Student of the Year" for her master's thesis entitled "Effects of Harvest of the Month Curriculum on Mediators of Children's Vegetable Intake." Kate lives in San Luis Obispo with her husband, two boys, and a very sweet black lab.

Chef Rosanne Feild is an educated and experienced chef with a unique blend of creative flair and passion for food, strong business sense and engaging interpersonal skills. She has an extensive background executing a broad range of cooking methods and styles gained through education, experience and worldwide travel. Rosanne is an organized and communicative culinary instructor with over 18 years of diversified professional experience planning, developing and delivering curriculum encompassing cooking, baking and food presentation for a wide range of students in educational and corporate environments. Rosanne exhibits exceptional food management and preparation skills and thorough knowledge of food and nutrition, food regulations and sanitation, food preparation techniques and use of commercial kitchen equipment. Rosanne received a B.S. degree in Textile Science from the University of Maryland, College Park. Prior to embarking on her culinary career, she worked in the field of occupational safety, health and environmental compliance for Sony Pictures Entertainment, Mattel Toys, Becton Dickinson (BD) and Duke University Medical Center.

Chef Graham Yates is a central coast native whose back-of-house career started at the age of 14. His vast experience touches on all aspects of kitchen operations, including food preparation, food safety, ordering and provisioning of products, vendor relations, equipment use and maintenance, staff training, general management, menu creation, and many cooking styles and plating techniques. Graham is a natural leader who is uniquely skilled at training and mentoring employees and students as his passion for food and joy of providing memorable dining experiences for others is contagious. The central coast's bounty of produce, seafood, and wine continues to be a source of inspiration behind Graham's culinary style and creativity. In addition to his culinary endeavors and teachings, Graham received his A.A. in Jazz Studies from Cuesta College and has been a private percussion educator for over 13 years, teaching students of all ages.

Chef Elisabeth DeSwart is a Nutrition instructor and registered dietitian (RD). She enjoys teaching at Cuesta College, College for Kids, California Men's Colony (CMC), California Conservation Corps (CCC), Cal Poly, and in the community. DeSwart was awarded a Master of Science degree in Nutrition from Bastyr University, and completed a dietetic internship at the University of Maryland Eastern Shore. As a dietitian, she has worked in hospitals providing nutrition education (acute, sub-acute, long term, diabetic, renal, outpatients, staff), facilitating committees, managing food service, and creating therapeutic patient menus and staff wellness menus. DeSwart has participated in child nutrition research conducted by US Berkeley. She teaches culinary nutrition courses over the summer for Cuesta College for Kids, and Kitchen Kid in Santa Monica, California. Before becoming a dietitian, DeSwart was a chef for children and adults, specializing in therapeutic diets. View website FunFoodFeed.com for quarterly healthful articles & recipes.

Chef Michael Drazszak is an award-winning and innovative executive chef with 20 years of experience in the hospitality industry. A gold medal graduate of the Art Institute of Colorado, Michael was instrumental in developing *Colterra Food & Wine* into a highly profitable and award-winning restaurant in Boulder, CO. Utilizing these skills and know-how, Michael is now a transformational coach and seminar leader as well as a Culinary Arts instructor at Cuesta College in California and Brightwater Culinary School in Arkansas. His broad people-development expertise and extensive management experience help to build high performing teams and develop leaders.

Chef Julie Andrews is an instructor in Culinary Arts, Gardening, Nutrition, and Wellness for over 25 years on the Central Coast. She received her bachelor's degree in Nutritional Science and Master's in the Cultural Aspects of Food Systems from California Polytechnic State University, San Luis Obispo. Her thesis projects include Mediterranean Food and Spa tours, the development and implementation of a Farmers' Market Manual with the creation of 3 farmers' markets in San Luis Obispo County. Her passion is developing sustainable food systems and wheelchair accessible gardens. She has created over 100 gardens for communities, schools, preschools, retirement homes, and

group home rehabilitation centers. She has taught at Cuesta College for the past 10 years with the Emeritus program, Bridge to Success, College for Kids, and now Culinary Arts. As a bilingual educator, she has certified over 200 students in the Green Gardening Program at Allan Hancock College. As a nutritional therapist, she has developed wellness programs for bilingual staff, parents, and students at 9 clinics and 55 preschools.

Caryn Coffman has been a part-time Instructor at Cuesta College in the Nutrition Department for over 25 years. She has worked as a Clinical Registered Dietitian in the hospital setting for over 35 years. She currently works at a local Community Hospital and at Cuesta College. She earned her Master's Degree in Exercise Physiology and has worked as an Exercise Specialist in a Cardiac Rehab setting. Caryn has provided instruction for face-to-face and online distance education. She has designed new courses, revised curricula, and adapted face-to-face courses to online distance education. She has been a supervisor for foodservice management field experience for a Community College Food Service Supervisor Program. She is an active ServSafe Instructor (Food Safety). She has also taught courses in Health and Multicultural Health Issues at the College level.

III. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

The Culinary Arts Program's Mission mirrors Cuesta College's mission. Currently the Culinary Arts Program offers **an inclusive program that inspires a diverse student population to achieve their educational goals**. In the Culinary courses at Cuesta College, students acquire the tools to **improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce**. The Culinary Arts Department and Applied Behavioral Sciences Division at Cuesta College, works together with dignity and respect toward the common goal of serving the students. Faculty in the Culinary Arts Department at Cuesta College offer, **through dynamic and challenging learning opportunities, a program that improves lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world**. The Culinary Arts Department values and promotes access, success, and excellence by preparing each student with the skills and knowledge to become a viable entity of the professional food service work force.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

Institutional Goal 1: Access

To help increase access for economically disadvantaged students, the CAP classes are designed to have low-cost materials fees. Students, whether engaging in the in-person or online modality are provided with low-cost recipes that do not require specialized equipment. Teachers have also procured free produce for the in-person classes and utilized food grown in the gardening class. The Kitchen Terminal location for the lab as well as culinary equipment was paid for by the Strong Workforce grant money, negating extra student fees.

The CAP partnered with Restorative Partners (RP) to include their formerly incarcerated students in the classroom. RP provides services and programs for those in-custody and for those released from the San Luis County Juvenile Hall, Jail, Honor Farm and State Prisons.

The CA program has grown at the CMC to include multipled cohorts of incarcerated students who achieved their Culinary Arts Certificate of Specialization within the accelerated 9-week program. The students who identify as foster youth have been very successful in our CMC program, without achievement gaps. This illustrates how important a designated facility, hands-on instruction, and cohort models are for student success. The CMC also has a mobile kitchen unit (MKU) in which students serve food to firefighters. This MKU provides valuable real-life learning experiences, providing excellent rehabilitation skills for parole and subsequent job placement.

To support our North County students, in March 2023, the CAP is launching CUL 243, Cuisines of the World, which will be taught in the new campus cafeteria. This class teaches students how to cook healthy, delicious, and seasonal foods from around the world and will collaborate with the Ag Plant Science department.

Institutional Goal 2: Completion

In order to increase the number of students earning degrees, credentials, certificates, and job-related skills sets, the CAP offers twelve Culinary Arts courses which are all CSU transferrable, as well as certificates an Associate Degree of Transfer in Culinary/Hospitality.

Institutional Goals 3 & 4: Transfer & Unit Accumulation

The CAP has clear and defined guided pathway goals for education and employment to ensure students are not graduating with an excess number of units. Classes offered articulate into both UC and CSU institutions.

Institutional Goal 5: Workforce

The CAP prepares students to enter directly into the workforce upon graduation. Students earn the skills, knowledge, hands-on experience, and certificates needed to achieve living wages and upward mobility.

Institutional Goal 6: Facilities and Technology

The CAP has taken great strides to improve facilities and technology to support student learning and serve diverse communities. In January 2023, the program moved to a state-of-the-art brand-new commercial kitchen, boasting high-tech equipment, a USDA and wholesale kitchen, as well as a 1500sf/ft tasting and event space. The CAP also purchased new small wear with Strong Workforce grant funds. Students are learning hands-on skills in a beautiful, clean, and professional setting. The CAP also partnered with the People's Self Help facility to conduct the lecture portion of the culinary fundamentals class in their brand-new conference room which contains two large flat screen TVs, easy technical connections, natural lighting, and large tables with comfortable adjustable chairs for student use and is ADA compliant. The CAP will also utilize the new cafeteria at the NCC.

Institutional Goal 7: Fiscal

The CAP remains fiscally responsible with closely monitored budgets, spending, and grant money tracking. Each class maintains a fee tracker spreadsheet and material fees are appropriately allocated and utilized.

C. Identify how your program helps students achieve Institutional Learning Outcomes.

ILO 1-3: The CAP thrives at meeting the Cuesta Institutional Learning Outcomes. Students engage deeply with personal, academic, and professional growth as they move through the robust program by offering students a variety of interesting and challenging courses from which to learn about food, including ingredient production, procurement, recipe development, dish preparation, plating, catering, product production, and the food industry. Upon completion students are ready to transfer to a four-year institution or move directly into the workforce. The Culinary/Hospitality Associate in Science Degree, Culinary Arts Foundation Certificate of Specialization, and Culinary Arts Studies Certificate of Achievement provide job skills in a career technical educational program, and contribute to preparing students for careers in restaurants, bakeries, healthcare facilities, and craft production facilities.

The CAP is designed to integrate academic and lab training with real-life experience in the field of Culinary Arts. Selected courses within the curriculum meet requirements for entry-level employment, ServSafe Manager certification, transferability to CSU, and provide students with lifelong learning knowledge, as well as consumer and industry-applicable skills.

The curriculum promotes critical thinking as well as a scientific and environmental understanding of how our food systems, habits, and consumer choices affect personal health as well as global health. The Plant-Based Sustainable Nutrition, Agriculture, and Culinary Arts Certificate of Specialization focuses on the science and history, that supports the benefits of whole plant-based foods for health, sustainable agriculture, and culinary arts. As well as explores how food choice can promote sustainable food industry, public policy, health, and equity.

ILO 2-5: The CAP course work is designed to promote knowledge of and increase sensitivity to diverse groups and cultures by studying cuisines of the world as well as regional traditions and different types of diets. Students are encouraged to share their familial and ethnic background food history to help retain and promote their cultural identity. World food traditions are studied as well as the history and progression of food through the ages.

Students learn the value of artistic food creation and presentation. It is vital to serve food that appeals not just to the eyes but all senses. Students evaluate color appeal, texture, and food combinations utilizing all their senses. Food is plated with intention, beauty, as well as edible garnishes. Students are encouraged to show their creativity and artistry through the food they prepare and serve to each other. After the in-person labs, students sit communally and eat the food they prepared together, engaging in meaningful conversation thereby creating a sense of community belonging and contribution.

ILO 6: The CAP labs in-person labs are held at The Kitchen Terminal, which is a state-of-the-art facility boasting four commercial kitchens, including one USDA and one wholesale, three cold prep stations; 1500sq/ft tasting and event space; 20 food truck spots equipped with water and electricity; as well as 2 truck wash stations. In this highly professional environment, students learn the hands-on culinary skills needed to thrive in the workplace. Students gain confidence in utilizing commercial grade equipment, kitchen layout, as well as safety and sanitation practices and procedures. The Culinary Department utilizes SharePoint to produce, store, and share documents, images, and projects. All faculty utilize Canvas as the learning management system and are regularly trained on updates and technology policy.

IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

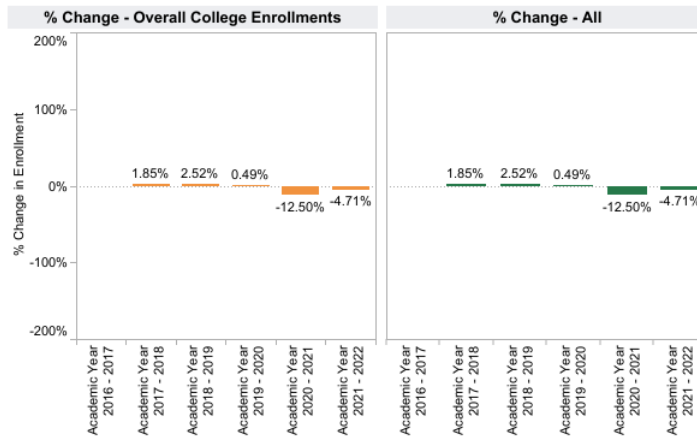
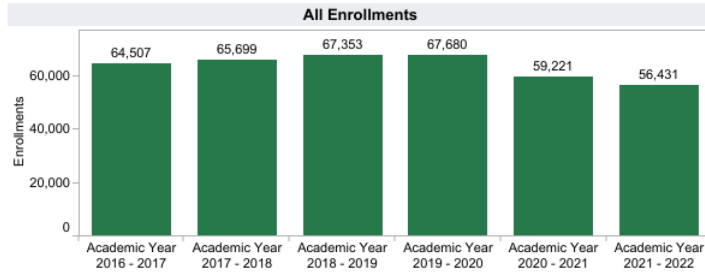
A. General Enrollment (Insert Aggregated Data Chart)

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

SLOCCCD Program Review Data - Enrollment

Department: All Course: All Dual Enrollment: All Prison: All

Region: All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

SLOCCCD Program Review Data - Enrollment

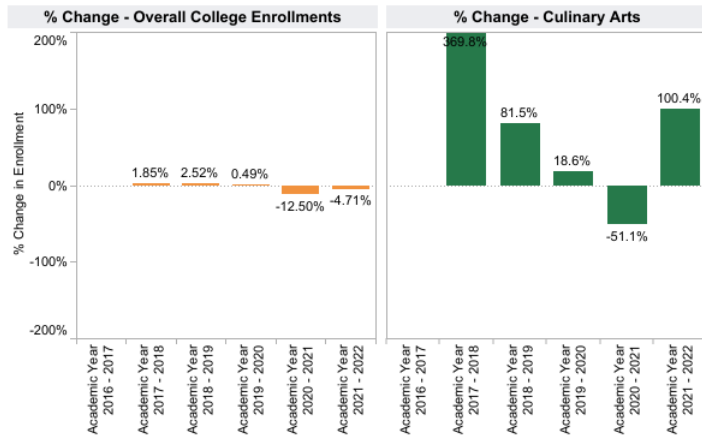
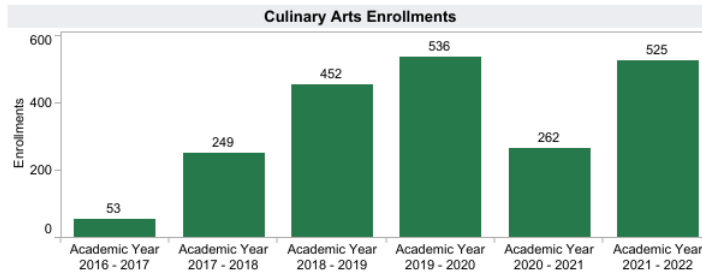
Department:
Culinary Arts

Course:
All

Dual Enrollment:
All

Prison:
All

Region:
All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

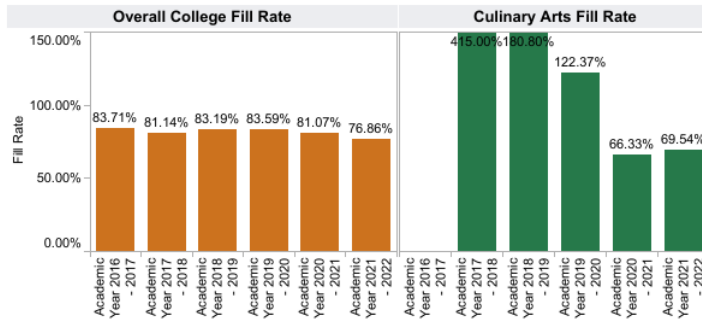
The CAP enrollment increased 100.4% since the last academic year, despite the overall college enrollment decreasing ~5%. During the pandemic, the CAP had a decrease in enrollment which was on-par with many other culinary art programs. Students often prefer in-person teaching for culinary arts, depending on skill level, it can be a difficult subject to learn via DE. Our in-person classes have increased enrollment, as have the dual enrollment and CMC classes. Please note that there were no CMC cohorts for summer 2020, fall 2020 or spring 2021. When we returned from the COVID break, classes were limited to 10 students. For fall 2022, the CAP was given the green light to host a full class (20). However, with the closure of the east side of camp, the population on the Camp yard is very low, making it difficult to fill the culinary program.

B. 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: Culinary Arts Course: All Dual Enrollment: All Prison: All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

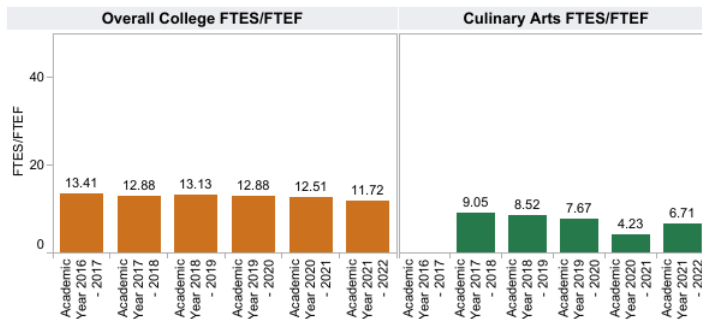
Despite a decrease in the overall college fill rate, the CAP fill rate increased by over 3%. The 2020-2021 face-to-face classes were particularly low enrolled due to student concerns about taking classes in-person due to Covid. However, our in-person classes are continuing to increase. During the 2022-2023 academic year, the in-person classes are between 75%-100% capacity.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

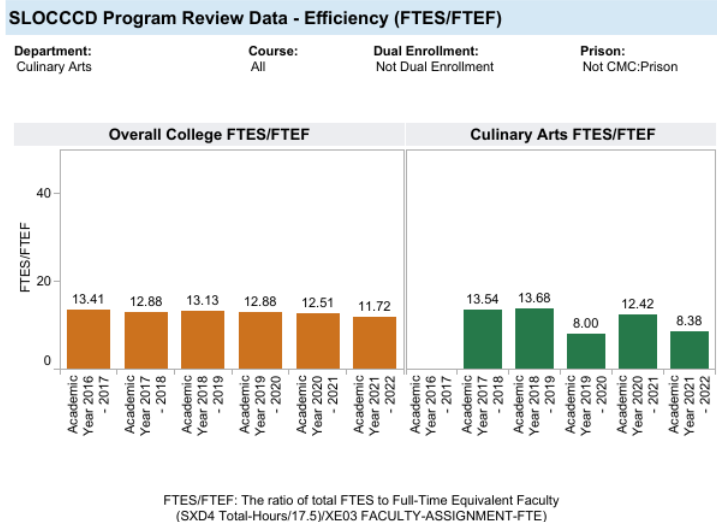
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)



The overall fill rate of the CAP is approximately 6.7, below the college average of 11.7. However, when dual enrollment and CMC are removed, the fill rate increases to about 8.3. 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 continually working to improve. The CMC fill rates were halved from 20 students to 10 students by CMC Covid regulations. The numbers should improve as CMC classes are able to commence with 20 students now. The in-person culinary classes were slow to fill due to Covid, but numbers have doubled in the 2022-2023 school year. Online classes continue to be full. 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 order to help address efficiency numbers, the CAP will continue to offer late-start courses which historically tend to generate higher enrollments. Add sections when there is a waitlist. Convert low-enrolled courses to DE as appropriate. Enroll over the maximum allowed number of students in case students drop. Engage in program promotion in the community and at Cuesta college campuses. Reach out to students early in the course who are struggling to help promote course success instead of faculty drops or subsequent withdrawal.

D. Student Success—Course Completion by Modality (Insert Data Chart)

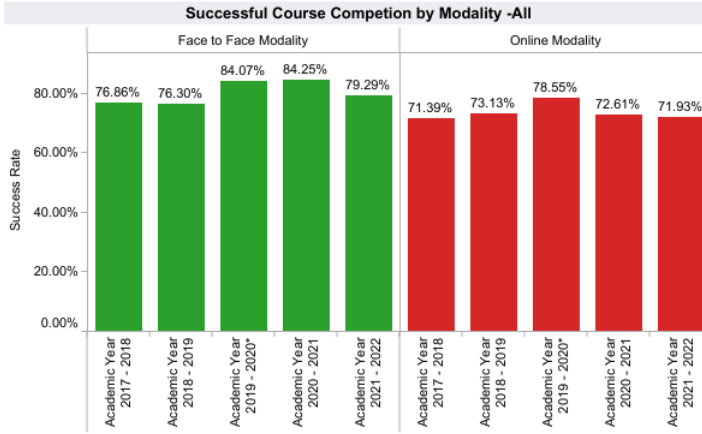
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - All

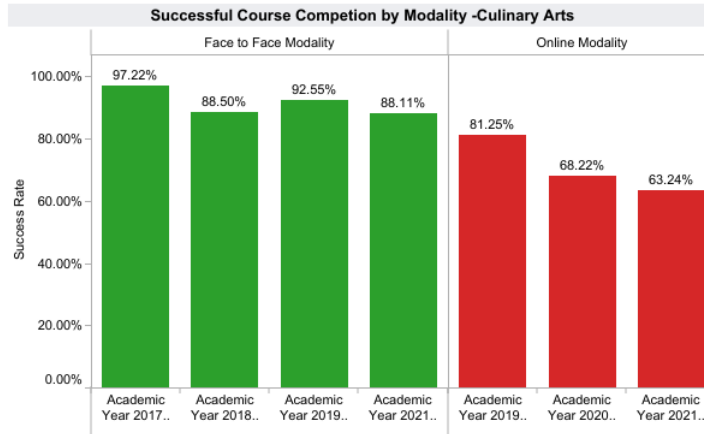
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	76.86%	76.30%	84.07%	84.25%	79.29%
	Total Department Enrollments	53,586	52,830	51,887	11,701	22,173
Online Modality	Department Success Rate	71.39%	73.13%	78.55%	72.61%	71.93%
	Total Department Enrollments	12,311	14,888	16,965	48,504	34,884

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
Face to Face Modality	Department Success Rate	97.22%	88.50%	92.55%		88.11%
	Total Department Enrollments	256.0	463.0	535.0		340.0
Online Modality	Department Success Rate			81.25%	68.22%	63.24%
	Total Department Enrollments			18.0	262.0	186.0

The in-person CAP has a high successful course completion rate of about 88%, almost 9% higher than the overall college rate. The online completion rate has declined approximately 5% and is below the college average of about 72%. 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. To address this, the culinary teachers continue to modify the curriculum to incorporate less expensive ingredients and need for culinary equipment.

E. Degrees and Certificates Awarded (Insert Data Chart)

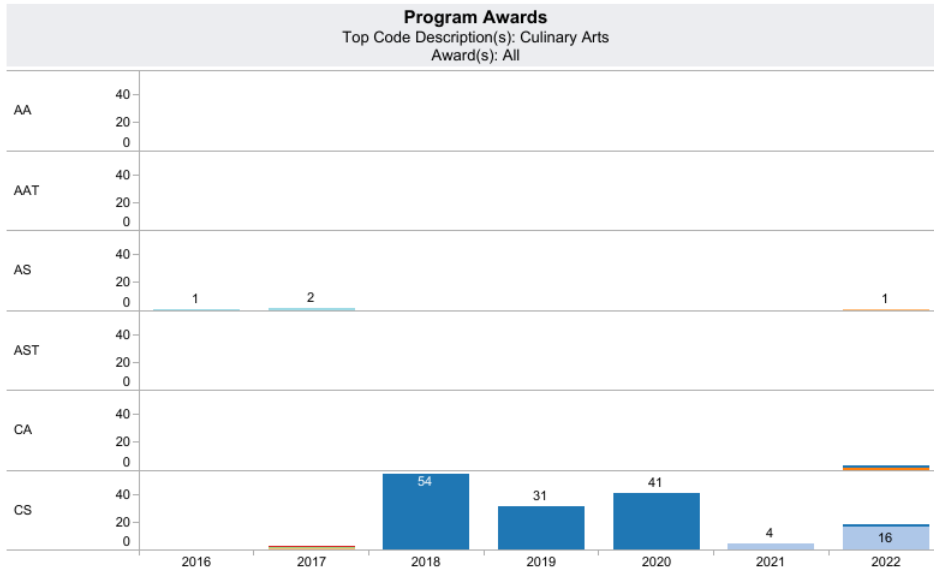
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Culinary Arts

Award Type:
All

Area of Study:
All



Program Awards Table		2016	2017	2018	2019	2020	2021	2022
AS	Culinary Arts (AS)	1	2					
	Culinary/Hospitality (AS)							1
	Total	1	2					1
CA	Culinary Arts (CS)							1
	Culinary Arts Studies (CA)							2

Program Awards: The number of degrees and certificates awarded by program type

The CAP awarded 28 awards and certificates during the 2021-2022 academic year. The Culinary Arts Foundation (CS) was awarded to 22 students, the other four were awarded for Culinary Arts (CS), Culinary Arts Study (CA), and Culinary/Hospitality (AS). During 2020 there was a drop in CMC student enrollments due to state-mandated Covid restrictions (cohorts were decreased from 20 students to 10), which limited the number of certificates awarded. This number is expected to increase during the 2022-2023 school year as CMC enrollment increases. The department will also inform students about culinary and hospitality awards offered, thereby enhancing awareness of degrees and certificates as well as create promotional materials.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and Institutional Set Standard. If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

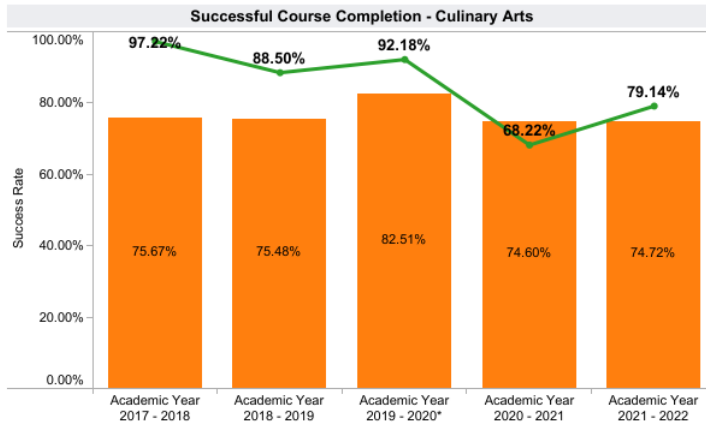
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Culinary Arts

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

COURSE
All



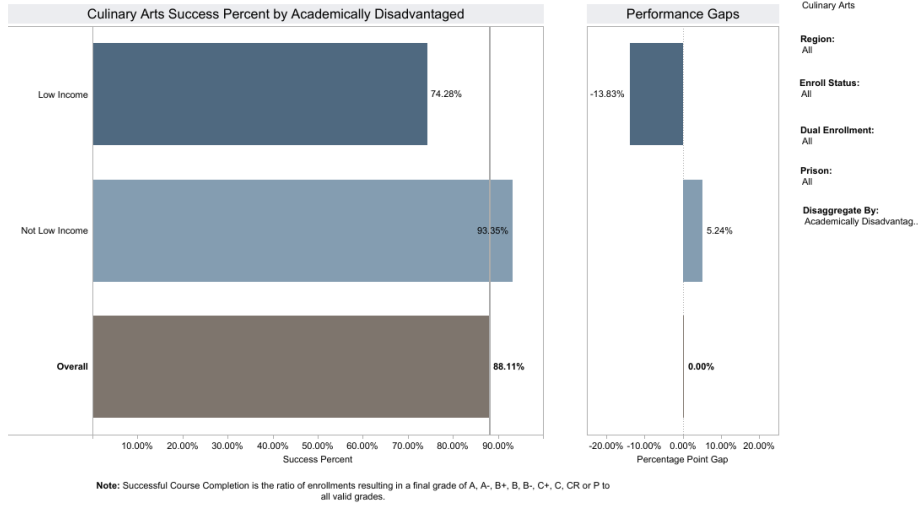
	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	97.22%	88.50%	92.18%	68.22%	79.14%
Total Enrollments	256	463	553	262	526

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The CAP successful course completion is about 5% higher than the college average. During the 2020-2021 academic year, our completion rate declined significantly (from ~92% to ~68%). This is likely due to Covid as well as difficulties with students returning to in-person learning. Our faculty has been working hard to provide students with extra support and connecting students to college resources to help them be successful in the culinary course, as evidenced by the increase in course completion rate to about 79%.

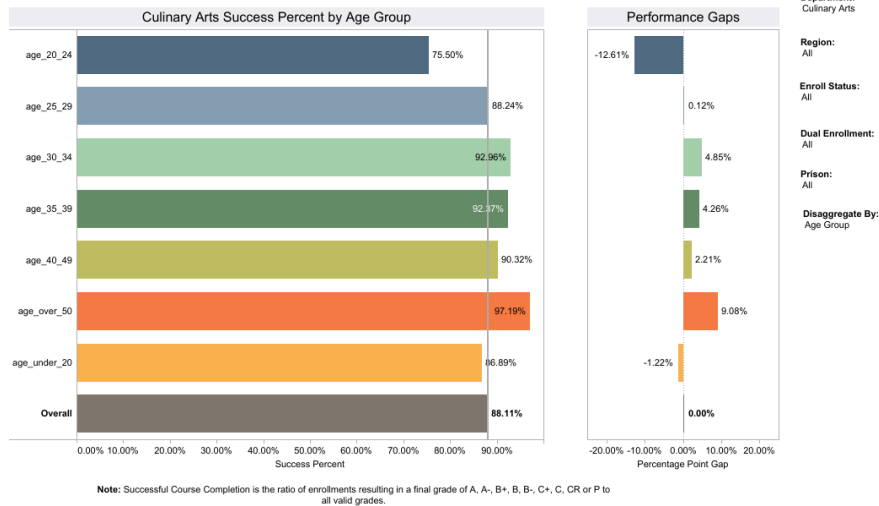
- G. Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Successful Course Completion by Student Subpopulation



The performance gap in the CAP low-income students is about 14%, which is lower than the overall college of about 16%. This is an area that needs improvement. Perhaps this is an area that the Student Success Teams can focus on. It is clear both in the culinary department, and the college that low-income students are struggling to complete courses. The CAP will continue to decipher best practices for serving our low-income student population and would benefit from administrative advice.

Successful Course Completion by Student Subpopulation



Our largest successful course completion performance gap in terms of age is between 20 to 24 years old. Overall, the college course completion for this age range is 1%. However, in alignment with Institutional Objective 1B, the CAP has high success rates with students aged 55 years and older.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2020 - 2021

Department:
Culinary Arts

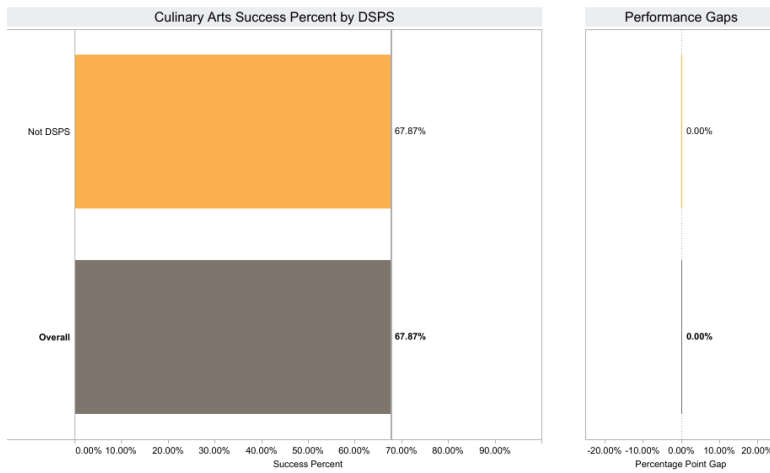
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
DSPS



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

There are no performance gaps with students with disabilities.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2020 - 2021

Department:
Culinary Arts

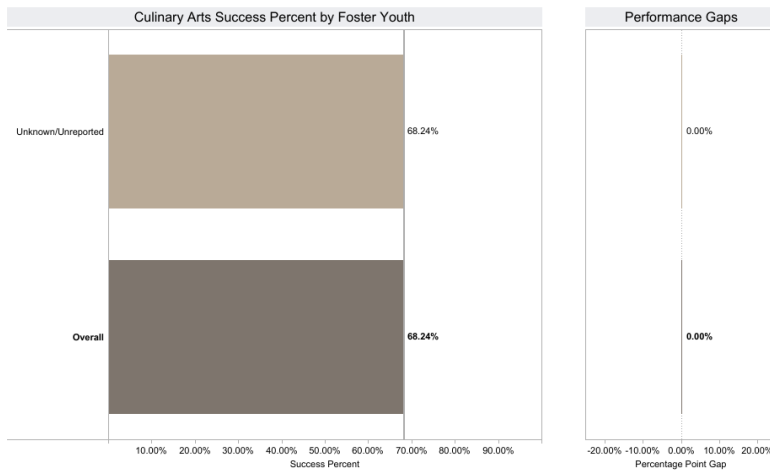
Region:
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Enroll Status:
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Dual Enrollment:
All

Prison:
All

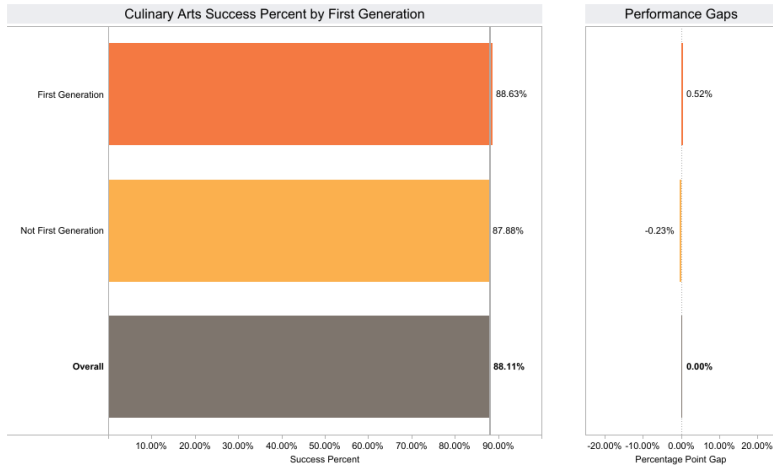
Disaggregate By:
Foster Youth



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

There are no performance gaps with students who are foster youths.

Successful Course Completion by Student Subpopulation

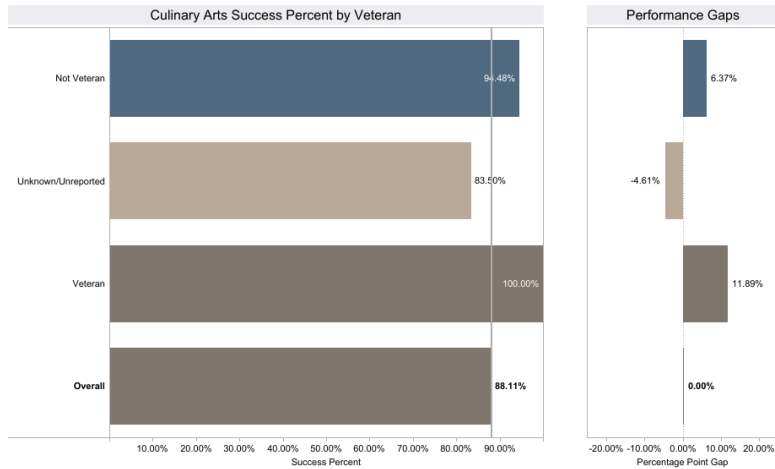


Academic Year: All
 Department: Culinary Arts
 Region: All
 Enroll Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: First Generation

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.

There are no performance gaps with students who are first generation.

Successful Course Completion by Student Subpopulation

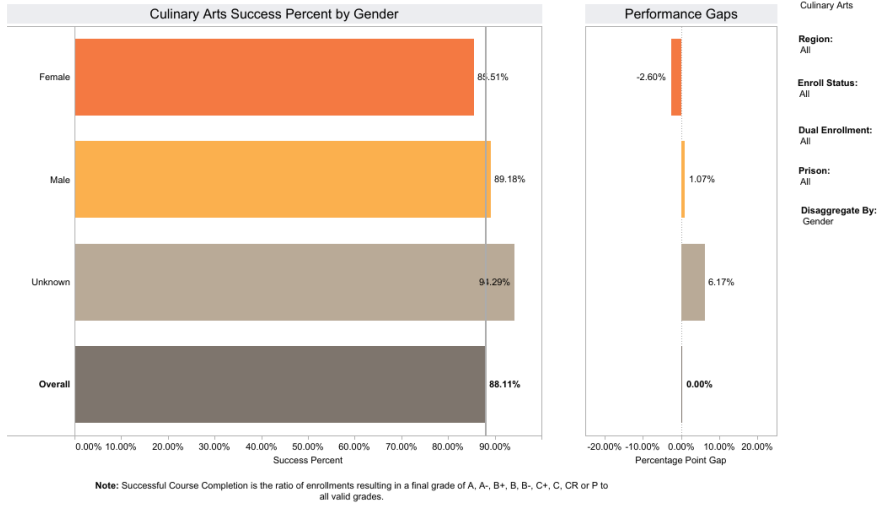


Academic Year: All
 Department: Culinary Arts
 Region: All
 Enroll Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: Veteran

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.

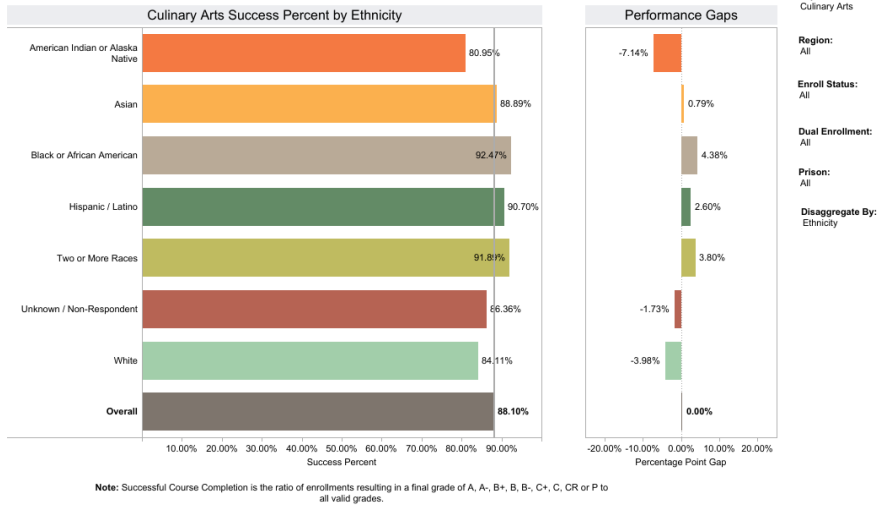
There are no performance gaps with students who are veterans.

Successful Course Completion by Student Subpopulation



There are no significant performance gaps with students between genders.

Successful Course Completion by Student Subpopulation



Within the CAP, there is a significant performance gap in the successful completion of courses by American Indian or Alaska Native and white students. This statistic will be reviewed and analyzed in the division meetings to try to remedy it.

Addressing Performance Gaps

Overall, the CAP has much success in student performance for students with disabilities, veterans, both male and females, as well as students who identify as two or more races.

Areas that need improvement include the low-income student population as well as first-generation students and students ages 20-24 years old. Currently, the CAP is working hard to address these performance gaps. Faculty participate in equity-minded professional development activities and have completed courses in diversity, equity, and inclusion including flex activities, reading books and articles as well as listening to podcasts. Key points are discussed in department meetings and information is disseminated to adjunct faculty who cannot attend. Steps taken include restructuring syllabi to ensure equitable language and a welcoming course tone. Our DE classes include welcome letters and in the next academic year, face-to-face classes will include these as well. Lecture and lab materials promote a diverse range of student photos and are ADA accessible. Faculty work hard to create a sense of community within the classroom, both in-person and online, especially in the first few weeks to help all students feel welcomed and included. Faculty hold all students to high expectations, while providing support both within and outside of the classroom. Faculty are flexible and compassionate and work hard to help each student. Students are often reminded of campus resources and encouraged to communicate physical, emotional, and mental needs. Students are often provided a window of time for assignments, so students can plan according to their busy schedules. Faculty respect different learning styles and the CAP curriculum includes material for diverse learning styles, including audio, visual, group activities, and hands-on experiences. Above all, the CAP works hard to create a fun and dynamic student experience. The CAP faculty are dedicated kind-hearted people who engage the students and ensure a positive culinary experience. The CAP will continue to work hard to serve all our students and close performance gaps.

Program Needs to Help Minimize Equity Gaps

Full-time faculty member - In order to help expand the CAP, more resources are needed. The program is growing as is student interest in the culinary field, therefore more faculty support is needed. Currently, the CAP does not have a dedicated full-time faculty member and culinary lead. The current culinary lead resides in both the nutrition and culinary department. The CAP would thrive with one person dedicated full time to support the burgeoning program. On a weekly basis the division chair and assistant receive requests from food service employers looking for trained labor. San Luis Obispo (SLO) has a booming hospitality industry, including a food and wine commerce, therefore there is a growing demand for more trained labor. The new full-time faculty member could share the culinary lead role and responsibilities with the current culinary lead, making the role more equitable and providing increased bandwidth for program development. The current culinary lead is managing the program independently, as well as teaching many nutrition classes as well since she was hired in a split position. A new full-time faculty member would also help the ABS division as well. Currently, there are only five full-time faculty members and 45 part-time faculty members. This puts pressure on the five full-time faculty members to: engage in the multiple campus committees; attend community events; and complete curriculum

updates, program review, scheduling, hiring, and all the other duties associated with a successful division.

Instructional teaching lab - The CAP needs a food preparation instructional facility (“teaching lab”) on the SLO Cuesta College campus. The goal of the teaching lab is hands-on learning to educate and prepare students from diverse backgrounds to meet the current and future workforce needs. Currently The Kitchen Terminal is being rented for the San Luis Obispo culinary labs and the CCC is supporting the gardening program. To support the North County students the CAP is opening a new class in March 2023 located on the Paso Robles campus. However, class size and timing are limited in the SLO facilities. With the teaching lab, more classes could be held during the evening and weekend hours, and more students could be accommodated, ensuring a more equitable schedule. The teaching lab would also enhance the learning experience with real world practice, ensuring professional training and education, and promoting confident students who can transition to the workforce.

A teaching lab would also increase the fill rate by increasing lab sections. There could be a large lecture of 60+ students and then there could be multiple lab sections offered per lecture.

With a teaching lab, the culinary students could also provide food service for the campus population. This is excellent hands-on learning for the students and could also provide revenue to offset program costs, thereby keeping student course material fees low. The teaching lab could be utilized by other programs, such as nutrition, hospitality, and community programs. A teaching lab has been requested by the CAP for over the past 10 years.

Faculty CalCards - Faculty also need to purchase the class food and many hours are spent by faculty going to stores and paying for the supplies with their own money. They are subsequently reimbursed, but sometimes teachers are floating \$400 or more per week. At the SLO campus teaching lab, food could be centrally purchased, thereby decreasing operational expenditures and lowering student course material fees. In the interim, it would be helpful to have CalCards available for faculty so they don’t need to use their personal credit cards.

Food Truck- At the behest of multiple inquiries, the CAP is interested in procuring a food truck. This could be a great opportunity to grow the culinary program, serve food to the local community and student population, as well as promote Cuesta College. The current kitchen being rented, The Kitchen Terminal, has space for food truck storage and maintenance. A new food truck would cost approximately \$150,000 and would require a part-time manager to run it. New classes and curriculum would be created.

The CAP has already spent countless hours creating a plan to build a teaching lab as well as set up a food truck. Ideally, the administration would approve the building as well as

proposed currently empty location on the south-west corner of the SLO campus. With Strong Workforce Grant funding, an architect could be hired to create building plans to begin the process. **With more faculty support, a dedicated teaching lab, and a food truck, Cuesta College could be the leader in graduating students with the skills and abilities needed to contribute to the central coast economy through food service careers.**

Other Relevant Program Data (optional)

1. CUL 215, Food Safety and Sanitation awards a ServSafe Manager certificate upon completion of the class and a passing rate of 75% or higher for the national exam.
2. CUL 215 at CMC, offers two certificates, ServSafe Manager and a Food Handler.

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review: Programs/certificate, Part 1

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
Culinary/Hospitality Associate in Science (A.S)	Yes	No	Yes, 1/19/2021	No
Culinary Arts Studies Certificate of Achievement (C.A)	Yes	No	Yes, 1/19/2021	No
Culinary Arts Foundation Certificate of Specialization (C.S.)	Yes	No	Yes, 8/17/2020	No

Programs Review: Programs/certificate, Part 2

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment	If any answers are "no" for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected
Culinary/Hospitality Associate in Science (A.S)	Yes	Yes	Yes	n/a
Culinary Arts Studies Certificate of Achievement (C.A)	Yes	Yes	Yes	n/a
Culinary Arts Foundation Certificate of Specialization (C.S.)	Yes	Yes	Yes	n/a

B. Curriculum Review

The Culinary Arts department’s curriculum has been carefully reviewed for currency in teaching practices and compliance with current teaching practices, policies, standards, and regulations. Evidence of the curriculum review is in the attached curriculum tables.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Please see addendum 1.

B. Have you completed all course assessments in eLumen?

All assessments have been completed in eLumen.

- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

PLOs are not currently mapped because the degrees and certificates have not yet been entered into eLumen by the coordinator. This will be completed prior to the next APPR and will be submitted to the office of instruction.

- D. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

ILOs are not currently mapped. This will be completed prior to the next APPR and will be submitted to the office of instruction.

- E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Currently the students are assessing well for the student learning outcomes.

- F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

In order to help support the students in student learning outcome success, the CAP respectfully requests: a full-time culinary faculty member, a SLO campus teaching lab, CalCards for faculty to purchase lab materials, and a food truck. For further information on these requests, please see section IV, “Program Needs to Help Minimize Equity Gaps.”

VII. PROGRAM DEVELOPMENT

The CAP is thriving at Cuesta College as well as the California Men’s Colony and in four local high schools as dual enrollment. The Nutrition and Culinary departments as well as the Culinary Arts Advisory Committee collaborated to create a dynamic and health-inspiring curriculum with relevant and current Student Learning Outcomes. The program currently has one full-time instructor who is split between nutrition and culinary, as well as acts as co-culinary lead. There are five part-time faculty members, all with professional and commercial culinary experience, who are well-connected to the local community.

The CAP is working hard to support institutional goals, objectives, and learning outcomes. The Kitchen Terminal is a great interim teaching laboratory in which students learn in a high tech, state-of-the-art facility, however, grant funds are not a sustainable way to fund the facility. In the future, building a dedicated teaching lab will increase student access and continue to prepare students to enter the workforce.

The CAP’s curriculum reflects our diverse student population and celebrates students from all backgrounds. The teachers are dedicated to supporting all students and promoting campus resources.

In order to grow the CAP, a full-time culinary faculty member will be required as well as a SLO campus teaching lab and potential food truck, to help ensure program success, persistence, and student retention. These requests support institutional goals 1 (access), 5 (workforce), 6 (facilities/technologies), and 7 (fiscal).

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle

The CAP is contributing to college FTEs with the increased enrollment. The CAP offers culinary classes and programs at multiple facilities, including the California Men's Colony, the Grizzly Academy, The Kitchen Terminal, People's Self-Help Housing, and five local high schools as well as both the San Luis Obispo Cuesta Campus and the North County campus. The CAP has also supported the overall college budget by paying for culinary program needs, including equipment and facility space, with Strong Workforce grant funds.

VIII. After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before **May 12, 2023.**

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Cherie Moore	<i>Cherie S. Moore</i>	Mar 3, 2023
Division Chair/Director Name	Signature	Date

Kate Haisch	<i>Katherine Haisch</i>	Mar 3, 2023
Name	Signature	Date

Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [Faculty Prioritization Process Handbook](#)

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

Addendum 1: Student Learning Outcomes Assessment Calendar

	Culinary Courses	Previous Assessments	Cycle	Frequency offered	Assessment Plan	Next assessment
CUL	110 Basic	Spring 18	Biennial	Planned for SP 2023	Assess when offered	Assess when offered
CUL	210 Fundamentals I	Fall 18; Fall 19; Sp 21	Biennial	Fall & Spring	Fall even	Spring, 2023
CUL	213 Safety Handlers	New to this dept.	Biennial	Not currently offered	Assess when offered	Assess when offered
CUL	215 Safety Manager	New class	Biennial	Fall & Spring	Fall odd	Fall 23
CUL	220 Fundamentals II	Spring 21	Biennial	Fall & Spring	Fall even	Spring, 2023
CUL	225 Baking	Fall 19; Fall 20; Sp 21, Fall 22	Biennial	Fall & Spring	Fall odd	Fall 24
CUL	241 Gardening	New class	Biennial	Fall & Spring	Spring even	Fall 23
CUL	243 World	Spring 21	Biennial	Spring	Spring odd	Spring 23
CUL	245 Adv Baking	Spring 21	Biennial	Spring	Spring odd	Spring 24
CUL	249 Plant Based	Spring 22	Biennial	Fall & Spring	Spring odd	Spring 24
CUL	252 Work	Spring 23	Biennial	Fall & Spring	Spring even	Spring 25
CUL	254 Entrepreneur		Biennial	Not yet offered	Assess when offered	when offered
CUL	255 Catering		Biennial	Not yet offered	Assess when offered	when offered
CUL	260 Production		Biennial	Not yet offered	Assess when offered	when offered
CUL	290 Math	Spring 20; Fall 22	Biennial	Fall & Spring	Fall odd	Fall 24









CUL_ARTS_CPPR_S23 Final

Final Audit Report

2023-03-04

Created:	2023-03-03
By:	Vicki Schemmer (vschemme@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAnBy2Djppq-ogKivmliH3f1LNumEla0CDM

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