

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
Program Title: Culinary Arts

Agreement No.: 17-C01-006
TOP Code: 130630

Briefly describe the program improvement issue(s) concerning this TOP code.
Core Indicators 2, 4, 5a, 5b surpass negotiated targets for skill attainment, completions, employment, including nontraditional participation and nontraditional completions. Core Indicators 1 (Student with Disabilities) and 3 are below the state-negotiated levels. These outcomes indicate that this department needs to focus on persistence and transfer as well as skill attainment for students with disabilities. New curriculum development should help improve performance levels for Core Indicator 3. Currently, professors continue to connect students with disabilities with resources to succeed in their classrooms.

Briefly describe how the issue(s) will be addressed.
The culinary arts department continues to work on improving Core Indicator 3 by developing a stackable curriculum that students can follow in order to attain beginning certifications followed by intermediate and advance certifications with the capability for a management transfer degree into our articulated classes at Cal Poly Pomona and Cal State Long Beach. Advisory committee members and industry partners support our new curriculum development. Implementation of the new curriculum which include a new certificate and degree in Culinary Arts Management; the last tier of our stackable curriculum has been approved and implementation will begin Summer 2017. There is also a continuous effort to place students in jobs. Goodwill Inc. continues to be an integral part to improving core indicator 3. It is serving our economically disadvantage student, non-traditional student as well as our single parent population and Student with disabilities. Both of these groups are below are negotiated level. Overall, the department seeks out partnerships and individually places students into jobs as long as students are employable. Additional workshops (such as resume writing, interview techniques and scholarship writing) are being offered in order to provide students with the soft skills needed to present themselves to employers or attain scholarships. Furthermore, our partnership with Goodwill Inc. is networking and setting up a job fair tailored for foodservice employment. This year we hosted our third culinary extravaganza that also included a student competition and chef's discussion panel in collaboration with our sponsors. This event has allowed us to bring in the university reps for Cal Poly Pomona and Cal State Long Beach as well as employers looking for students for available jobs. The culinary department has also dropped class enrollment in our laboratory classes to allow for proper student to teacher ratios and meet OSHA requirements. This will result in our core indicators to improve over time. Perkins funds will continue to be used for supplies, marketing, faculty professional development, and to replace outdated equipment with current industry standards. The College will continue to determine student barriers for enrollment in a non-traditional career field and overcome those barriers by presenting both a non-traditional career event for both female and males to allow students career exploration and to meet CTE Faculty. The College will continue to work with IT, and Research and Planning to check our core indicator data to make sure it is correct

Final Report Summary:
1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.
If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effective practices derived from the project in Section 3
Select Yes No Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).
3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

Perkins funding was allocated for instructional equipment needed, updating classroom technologies and guest chef demonstrations. Numerous workshops were made available to students through the Goodwill program. Doing What Matters and industry partners collaborated with the culinary department and successfully hosted the fourth Culinary Arts Extravaganza. This two-day event included a student and alumni competition, a chef's discussion panel and job fair. Participants included alumni, students, and local high school and neighboring Long beach City College culinary programs. This single event opened up networking possibilities as well as data collection from our alumni and possibilities for articulations with high schools. Possibilities to fund a high school culinary competition may also be something that is in the works. The culinary arts department will continue to work with industry partners and community in order to access resources and jobs for students.

Requirement for Uses of Funds	MET	UNMET	NOW MET
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: \$23,696

Professional Dev. (including stipends) Instructional Materials Purchase/Replacement (including software)