

2021-2022 Comprehensive Instructional Program Review - CA Latest Version

2021-2022 Comprehensive Instructional Program Review

Program Overview and Goals

Mission and Alignment : Version by Lopez, Jesusita on 12/06/2021 09:53



CERRITOS COLLEGE
CULINARY ARTS

Cerritos College Culinary Arts department provides its diverse student population with high-quality, comprehensive instructional programs in the professional foodservice industry through clear, equity-minded pathways to their educational goals. In doing so, we develop culturally competent students with the knowledge, skills, and values that prepare them to be productive members of their chosen career pathways. Our programs produce students that are competitive in the work force, innovative and creative in their skill sets and are prepared to enter the workforce as productive cooks.

Vision

The Culinary Arts department will provide a real-world environment for learning with innovative technics of delivery to assist with closing achievement gaps.

Values

- Support and promote student success, transfer, and employment
- Foster "hospitality" within our classrooms and interactions with students, faculty, and staff: "Our students are the customer".
- Develop and maintain supportive partnerships with our educational and business communities
- Promote respect and trust in all people regardless of background
- Celebrate diversity in people, cultures, beliefs, and nurture relationships through education

Explain how your program supports the College's Mission.

The CA department is in alignment with the colleges mission, vision, and values. We do this by aligning our program with the college and our industry. We do this by constant communications with our industry, participate in public events (Golden Globes), host the Marukan Cup of Culinary Excellence and meet with local high schools bi-annually with our "Culinary Trac" program.

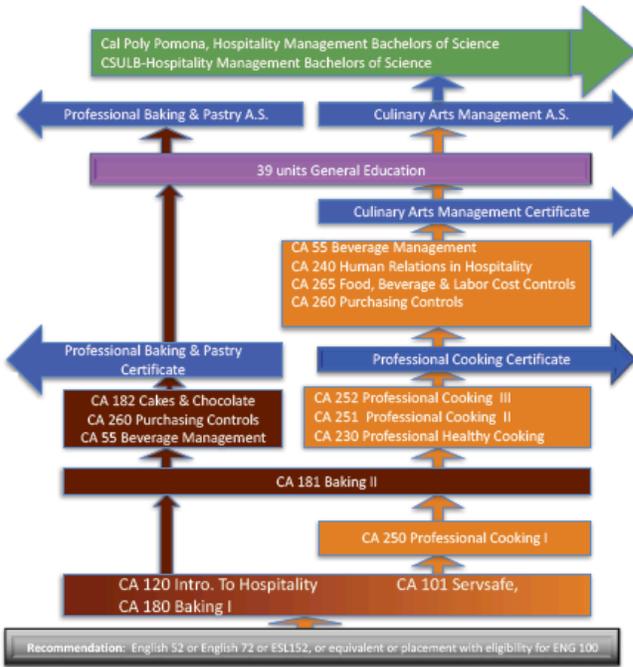
Degrees and Certificates : Version by Pierini, Michael on 11/14/2021 21:49

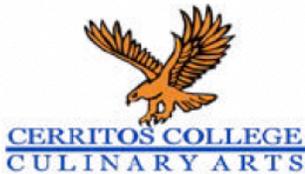
List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

The Culinary Arts Department created tiered curriculum to assist the students in achieving their long-term goals with short-term rewards. Currently, we offer 5 certificates, 3 associates of science and 2 associates of science for transfer degrees. With our current offerings, we cover two TOP codes: 1306 & 1307.

Within Culinary Arts, all students start at the bottom tier, taking classes and earning degrees along the way. All students have the option of exiting the program after earning a certificate (blue arrow) or continuing to earn higher certificates and/or degrees. The highest degree available to our students is transferring to CSULB or Cal Poly Pomona and earning a degree in Hospitality Management.

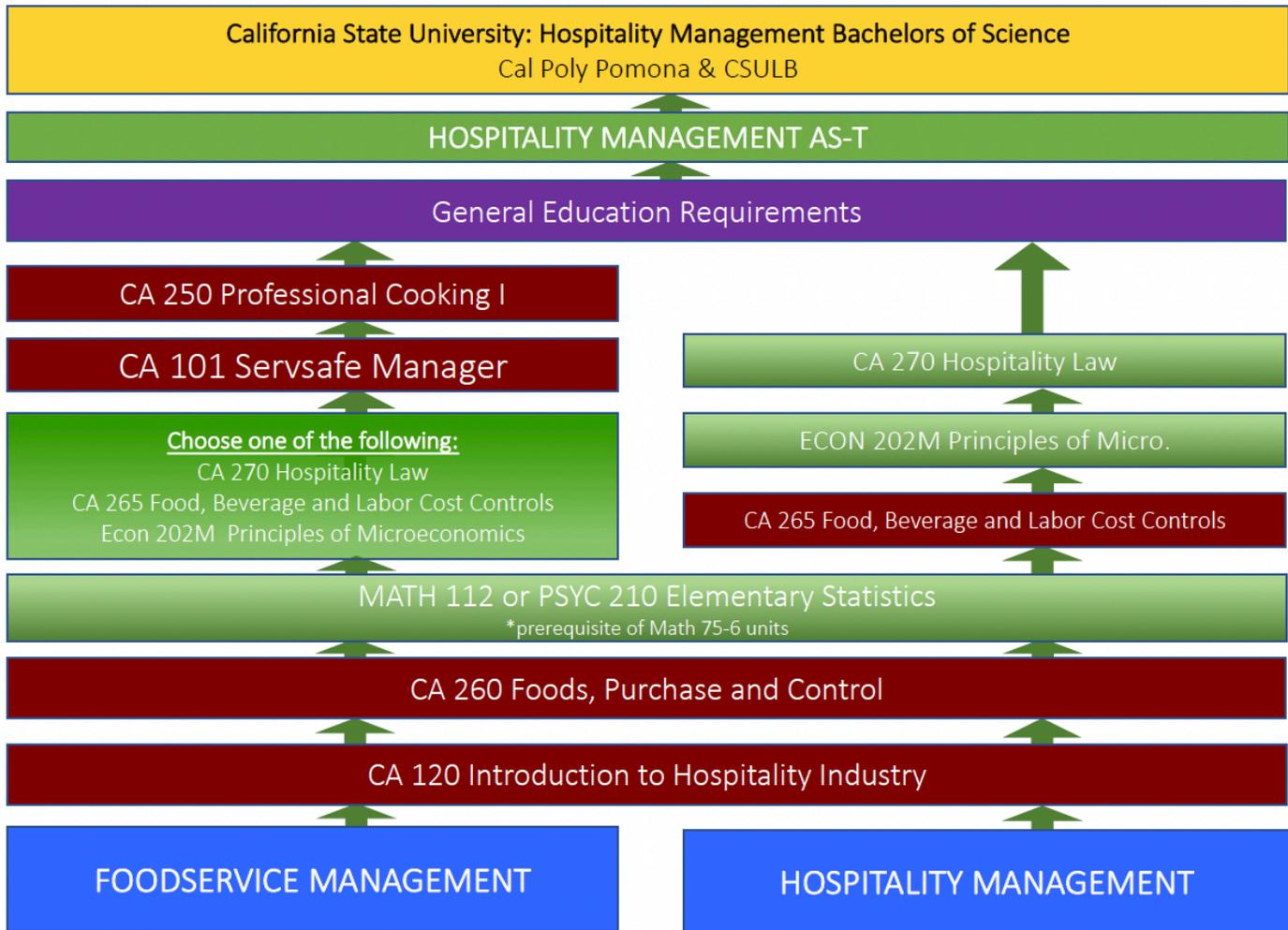
- | | |
|----------------------------------|---|
| 1. Culinary Arts Management: | 49 units Certificate of Achievement & AS degree |
| 2. Professional Cooking: | 39 units Certificate of Achievement & AS degree |
| 3. Professional Baking & Pastry: | 22 units Certificate of Achievement& AS degree |
| 4. Food service Management: | 21 units Certificate of Achievement & AS-T |
| 5. Hospitality Management | 19 units Certificate of Achievement & AS-T |





Hospitality Management AS-T Degree

- Foodservice Management - 21 units
- Hospitality Management - 19 units



Six-Year Program Goals : Version by Lew, Ernest on 12/08/2021 02:12

Goal A:

Expand Dual-enrollment.

We are working with the office of Educational Partnerships and Programs to provide our Culinary-Trac high schools with a dual-enrollment class and pathways from high school to our certificate and degree programs. This will allow high schools to enroll in a class at Cerritos College while attending the class at their local high school campus. Details and curriculum will be defined in the 2021/22 year, curriculum created 2022/23 with projected implementation for the academic year 2023/24.

As part of this goal of creating greater dual-enrollment, we will be creating a pipe-line of graduates that will be available to be employed at local high schools as instructors and instructional aides.

Goal B:

Expand high school partnerships.

Our Culinary-Trac program has been in existence for 6 years following our last PR. Our goal is to provide mentoring to local high school(HS) instructors and administrators to assist their students success and transfer to college. We currently have 8 local HS in participation and will be expanding to 18 in the future. This will allow a greater enrollment to Cerritos College and provide students with a clear pathway beyond high school. Goal will be met by 2023.

We currently articulate with 4 local high schools our CA101 Safety and Sanitation 1 unit class with a goal of expanding our high school articulations to 12 schools. Our Hospitality Management and Culinary Arts Management are currently articulated with Cal Poly Pomona and CSULB's hospitality management programs. Our newest program, Hospitality Management is 100% articulated California state wide and our Culinary Arts Management AS is 49% transferrable. Our goal is to make our Culinary Arts Management into an Associates of Science for Transfer degree by submitting articulation agreements for CA101 as a 2 unit course. Our goal is implementation by 2022/23.

Goal C:

Expand release time for Director, reorganize department chair positions and the operations of on campus businesses.

Currently our department has a director and a separate department chair position, both are given 20% release time each. Our goal is to provide continuity of direction by combining the two positions into one and expand the release time to 40%. This will allow the director to have adequate time to invest in the current expansion of the positions responsibilities. The new creation of the Hospitality Management program under TOP code 1307, a department chair position will need to be added based on enrollment and FTES counts. This will need a 10-20% release time for the department chair that will be under the direction of the Director of Culinary Arts.

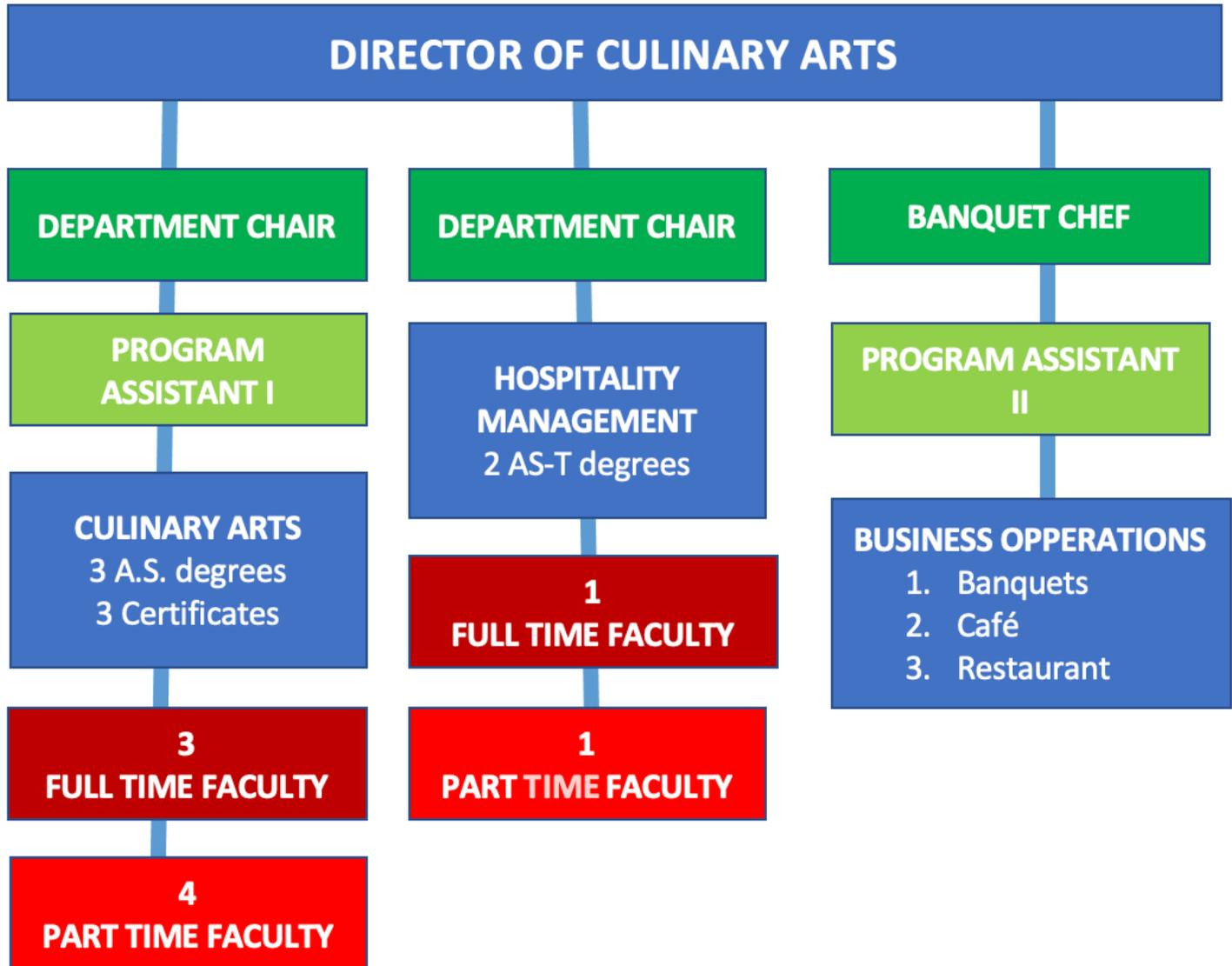
DEPARTMENT RESTRUCTURING

The Culinary Arts department offers 7 degrees, 2 TOP codes, 3 on campus business that generates profits that are utilized to fund products for student learning. The 3 on campus food outlets allow our students to earn 800+ hours of kitchen lab time to enhance their education and prepare them for the industry. This kitchen lab provides an "internship" space for students and eliminates the need for offering our students "externships". This internship offers our economically disadvantaged students the opportunity to learn without incurring any personal hardship due to lack of transportation or finances.

By combining the two above mentioned positions, this will allow for a new director to the position and direct the department into a new vision with the current outlined goals. The need of one (1) classified program assistant is needed for the support of the 3 food outlets that support student internships.

Implementation would be in 2022/23.

Department Flow Chart:



New staffing is needed for the future growth of the department with both part-time and full-time faculty. The goal is to hire 2 part-time faculty and 1 full-time faculty to cover the expansion as outlined in this PR.

Hiring of PT faculty in 2022/23 and hiring of the FT faculty in 2023/24.

With the expansion of new faculty and new speciality classes, faculty training will be needed to keep our department current with topics, methods and technics within our industry. Implementation will be ongoing as new faculty are hired.

The Culinary Arts Department will need to replace one full-time faculty member due to retirement in 2026.

Goal D:

Create a communication method for all CA faculty and staff.

As a large department with 6 Pt, 3 FT faculty and 4 classified staff, communication within the department will need to be address. Our goal is to utilize the currently funded Microsoft Teams

as our main source of communication within the department and division. Implementation will be by fall 2022.

Goal E:

Skills Lab expansion of usage that aligns with curriculum changes.

Our skills lab created in 2021 will continue to develop and transform into a multi-use space covering several topic specific areas of culinary arts. The expansion will include more lab tables, chocolate equipment and cake decorating equipment to expand usage of the space. Implementation will be continually for 2021-2024 utilizing Perkins and Work Force Development grants.

The main kitchen lab located in the student center will need updating for current regulations, the elimination of exhausted equipment and expand equipment as needed for future curriculum development. This will include a point of sale system, refrigeration units, 1 deck oven, 1 combination oven, 2 proofing cabinets and various small wares. The budget needed is \$300,000. and will be funded with Perkins and Work Force grants.

Goal F:

Support of employment for current and alumni students.

Employment and transferring to a university are equally important to our students. Our goal is to utilize the campus career center for all employment of our students by utilizing the "Jobseekers" software that is currently being utilized by all departments on campus. We will train our students on access to the system and implement the training in all introduction classes, CA 250 & 180. Then we will notify our current employer data base of the new system, train them on implementing their data. This will provide a seamless job placement system for our students to utilize during their time at Cerritos College. No funding is needed for this project.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Curriculum changes to lower required units for Culinary Arts Management degree.	Goal A: Completions	In progress	Review current curriculum, define classes for revision or elimination, submit to curriculum committee for approval. Implement 2023/24.
Implement pathways for all certificates and degrees.	Goal A: Completions	In progress	create multiple pathways for part time students. spring 2022. no resources needed.
Create new certificated courses under 21 units each.	Goal A: Completions	Not started	Identify industry need for continued education certificates, create curriculum and submit for approval. Implement 2023/24.
Create a Dual Enrollment class for local high schools.	Goal A: Completions.	In progress	Define a working model that fits dual enrollment, create curriculum and submit for approval. Implement 2024/25.
Expand "Culinary Trac" with teacher trac program with local high schools.	Goal B: Program alignment with partnerships	In progress	expand our current participation from 8 local high schools to 18. Completion by spring 2023.
Continue articulation agreements and adjust to current program changes. Expand Hospitality Management articulation to state-wide universities.	Goal B: Program alignment with partnerships	not started	Identify classes for articulation, coordinate with universities and complete articulations. start after 2023/24 curriculum changes.
Combine Department chair position with Director	Goal C: Promoting leadership & staff development	not started	Combine two positions into one that will create uniformity and consistency with department direction. Spring/Fall 2022.
Promote FT faculty member to director to provide a new vision an direction for the department.	Goal C: Promoting leadership & staff development	Not started	promote current department chair to the combined position of director. spring/fall 2022.
Provide vocational training class opportunities for current and future FT and PT faculty.	Goal C: Promoting leadership & staff development	Not started	identify the need for faculty knowledge base, explore resources available, schedule classes. Resources needed: funding of \$8,000.00
Hire one full time faculty member	Goal C: Promoting leadership & staff development	not started	2023/24 academic year
Hire one full time faculty member to replace one due to retirement	Goal C: Promoting leadership & staff development	not started	fall 2026
Implement Microsoft "Teams" for department communications	Goal D: Communication	not started	implement current software that is available, no further resources needed.
Continue the expansion of the CB106 skills lab to expand usability and class offerings.	Goal E: infrastructure	in progress	identify the need for equipment that will expand the lab usage, identify specific equipment. Funding needed of \$80,000.00. Implement Fall2022/spring 2023.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Continue to develop and expand the current culinary lab kitchen in the student center. The expansion will include point of sale system, replacement of outdated equipment and new equipment to implement with new curriculum content.	Goal E: infrastructure	in progress	Identify equipment needs, specifications and confirm utilities needed. funding needed will be \$300,000 for Perkins and Work Force grants.
Provide employment opportunities for students using campus provided "Jobseekers".	Goal F: Organizational effectiveness	not started	create a training module to guide students on the usage of Jobseekers. Inform local employers of the resource available. Implement Fall 2022
Create Department Chair position for Hospitality Management program	Goal C: Promoting leadership & staff development	not started	By creating a department chair for this separate TOP code this will provide specific focus of one individual to build and expand the pathways into a model for statewide transfer. District funding will require 10-20% release time.
Hire one (1) classified staff, program assistant I	Goal C: Promoting leadership & staff development	not started	This position is required for the restructuring of the department operations.

Assessment Report and Data Analysis

Assessment Report (Part 1: Assessment Table) : Version by **Pierini, Michael** on **10/17/2021 23:56**

On February 19, 2020 Shawna Baskette, Dean of Academic Success sent an email request from the visiting accreditation team. The team requested additional evidence on various SLO items.

On February 20, 2020 the CA department sent evidence for review. The following screen shots is the compiled document saved to Standard II folder for Question #12, "Proof of connection between SLO improvement plans and resource allocation beyond board policy" as sample evidence for the accrediting team.



Student Learning Assessment and Improvement Data

CA 101: Introduction to Food Service and Safety-Sanitation

CA 101 Direct V2

Print

Results Explorer

Count scores from:

Section Direct and Collectiv...

Course

CA101 - Introduction to Foo...

Terms

2018 SP, 2017 FA

Show results as:

Percent

Include Inactive SLOs

Chart View

Table View

SLO Performance Term by Term

SLO	2017 FA				2018 SP			
	Good Performance	Satisfactory Performance	Emergent Performance	N/A	Good Performance	Satisfactory Performance	Emergent Performance	N/A
Student will discuss how contamination of food can occur in food service establishment.	35.05%	19.59%	45.36%	9	30.19% ▼-5%	33.96% ▲14%	35.85% ▼-10%	11 ▲2%
Student will describe the effects and consequences of food borne illness.	43.30%	30.93%	25.77%	9	45.28% ▲2%	28.30% ▼-3%	26.42% ▲1%	11 ▲2%
Student will identify measures/procedures that will reduce or eliminate accidents in food preparation and service areas.	68.04%	15.46%	16.49%	9	71.70% ▲4%	9.43% ▼-6%	18.87% ▲2%	11 ▲2%
Student will illustrate the link between personal hygiene and food safety.	69.07%	22.68%	8.25%	9	79.25% ▲10%	7.55% ▼-15%	13.21% ▲5%	11 ▲2%

Assessment Rubric [View Rubric](#)

SLO	Good Performance	Satisfactory Performance	Emergent Performance	N/A
	3	2	1	
Student will discuss how contamination of food can occur in food service establishment.	33.33%	24.67%	42%	20
Student will describe the effects and consequences of food borne illness.	44%	30%	26%	20
Student will identify measures/procedures that will reduce or eliminate accidents in food preparation and service areas.	69.33%	13.33%	17.33%	20
Student will illustrate the link between personal hygiene and food safety.	72.67%	17.33%	10%	20

CA 101 Assessment Reflection 2018SP, 2017FA

SLO - Student will discuss how contamination of food can occur in food service establishment

Assessment/Reflection:

This SLO depicts a high percentage of Emergent Performance and the department need to review if the assessment is clear. The class exams are worded in the same format the certification test is written and those questions are meant to cause confusion in order to see actual understanding of the response. Would incorporating pedagogy change results?

Improvement Plan:

Methods of instruction can be incorporated into lecture such as videos and computer-based learning using canvas to help students adjust to the writing format. Active training methods were students would be able to assess food contamination would be ideal.

Follow up:

Instructor has incorporated a couple new training methods to address emergent performing SLO. The videos are presented in a manner were a student is dissecting scenes in a kitchen with the assistance of the instructor. This method gives both a visual and cognitive element to the learning in slow motion. Prior to this instructor would run the video without pointing out crucial elements. This also aligns to our efforts of creating technology base learning for our students.

Activity and Resource Allocation from Program Review Plus 2018-2019

ACTIVITY:		Completed	Update classroom and laboratory technology	Effective teaching needs to reflect how students learn, be matched to educational standards, and be integrated into the teaching and learning activities of the classroom and laboratory. Therefore, we need to add up-to-date (increase) technologies for our current population who are technologically more immerse. Increasing our technological footprint will also allow us to meet accessibility for our students with special needs. Integrating technology into the classroom and laboratory is an effective way to connect with students of all learning styles.	
	RESOURCE:	Facilities	Tier 1 - Critical \$14936.00	CB 101 Classroom	Classroom CB 101 is currently been used by culinary classes and the smart podium is minimally functional. We need to upgrade audio and video in CB101 lecture classroom to be specific to our vocation.
	RESOURCE:	Facilities	Tier 1 - Critical \$14936.00	CB 103 Classroom	Classroom CB 103 is currently been used by culinary classes and the smart podium is minimally functional. We need to upgrade audio and video in CB103 lecture classroom to be specific to our vocation.

CA 180: Introduction to Baking Skills

Assessments Reflection Templates

CA 180 Direct V2

Print

Results Explorer

Count scores from:

Section Direct and Collectiv...

Course

CA180 - Introduction to Bak...

Terms

2018 SP, 2017 FA

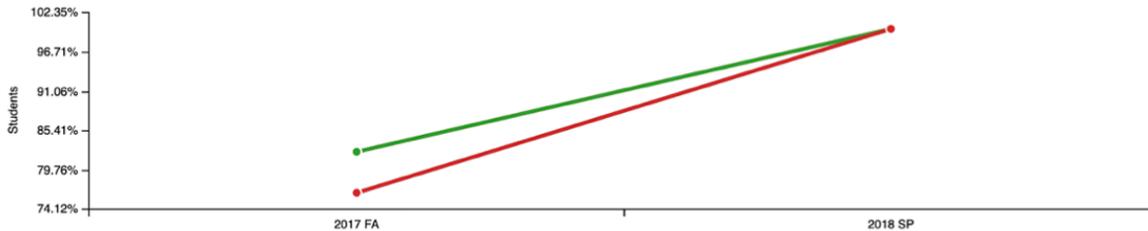
Show results as:

Percent

Include Inactive SLOs

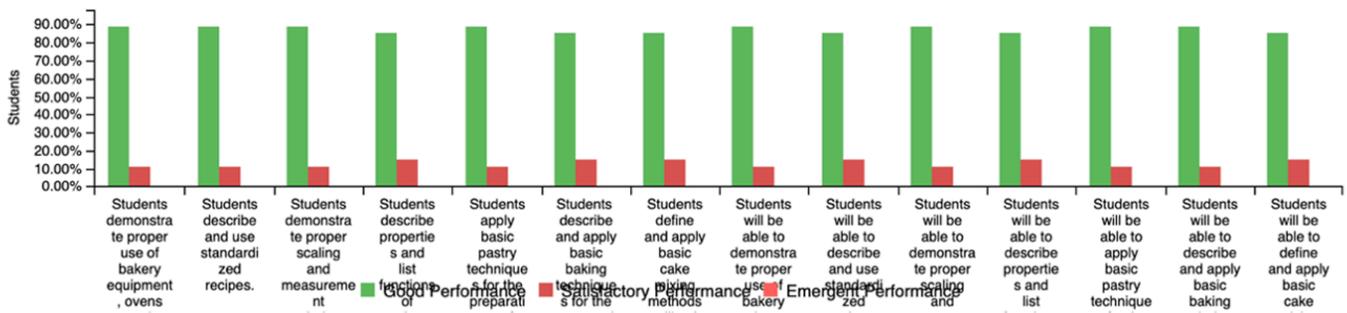
Chart View Table View

SLO Performance



- Students demonstrate proper use of bakery equipment, ovens and mixers.
- Students describe and use standardized recipes.
- Students demonstrate proper scaling and measurement techniques.
- Students describe properties and list functions of various ingredients.
- Students apply basic pastry techniques for the preparation of various pastries.
- Students describe and apply basic baking techniques for the preparation of breads.
- Students define and apply basic cake mixing methods utilized in the preparation of various cakes.
- Students will be able to demonstrate proper use of bakery equipment, ovens and mixers.
- Students will be able to describe and use standardized recipes.
- Students will be able to demonstrate proper scaling and measurement techniques.
- Students will be able to describe properties and list functions of various ingredients.
- Students will be able to apply basic pastry techniques for the preparation of various pastries.
- Students will be able to describe and apply basic baking techniques for the preparation of breads.
- Students will be able to define and apply basic cake mixing methods utilized in the preparation of various cakes

Student at Each Mastery Level per SLO [View Rubric](#)



CA 180 Introduction to Professional Baking and Pastry 2018 SP, 2017 FA

SLO – Students will be able to apply basic pastry techniques for the preparation of various pastries

Assessment/Reflection:

Students performance is in an upward trend this may be to the hands-on approach in lab classes. This was the first semester were all students were in the same lab time with two instructors. This may explain the 10% to 18 % jump in performance. Previous semesters the lecture instructor was on a separate date and retention of techniques was lower. Demonstration tables were purchased, and a smoother transition may be contributing to the upward trending performance.

Improvement Plan:

Suggestions to keep upward trend include the recording of demonstrations and having access for students to revisit when needed.

Follow up:

Video Recordings have been made and production of the videos are in the works. Editing, captioning and time constrains have made task challenging to complete. A few have been posted to class canvas for students to revisit.

Activity and Resource Allocation from Program Review Plus 2018-2019

Show Activity

 	
Activity Name	Demonstration Table
Goal	Increase Kitchen Effectiveness
Status	Completed
Description	Purchase a demonstration table with induction burners for the use of 3 class sections, electrical installation will be needed. Proper demonstration is essential currently stoves are in use to produce items, students don't get to see what is going on as items cook. A demonstration table with induction stoves will allow us to demonstrate without giving our back to students. We will also have the utilization of our cameras to record demonstrations. Induction burners do not require hood and do not have a flame.
Date Due	2018-12-31

Related Resources

	Resource Name	Resource Type	Priority	Tier	Amount	Recurring?	Description
 	Demonstration table with induction	Facilities	2	Tier 2 - Important	10000.00	One-Time Augmentation	Demonstration table with 2 induction burners. Electrical installation will also be needed to support amps and watts for this specialized equipment
 	Electrical Installation for Demonstration table	Facilities	2	Tier 2 - Important	2000.00	One-Time Augmentation	Electrical outlet will need to be converted to support electrical requirement of induction burners on demonstration tables.

ACTIVITY:		Completed	Update classroom and laboratory technology		Effective teaching needs to reflect how students learn, be matched to educational standards, and be integrated into the teaching and learning activities of the classroom and laboratory. Therefore, we need to add up-to-date (increase) technologies for our current population who are technologically more immerse. Increasing our technological footprint will also allow us to meet accessibility for our students with special needs. Integrating technology into the classroom and laboratory is an effective way to connect with students of all learning styles.
	RESOURCE:	Facilities	Tier 1 - Critical \$14936.00	CB 101 Classroom	Classroom CB 101 is currently been used by culinary classes and the smart podium is minimally functional. We need to upgrade audio and video in CB101 lecture classroom to be specific to our vocation.
	RESOURCE:	Facilities	Tier 1 - Critical \$14936.00	CB 103 Classroom	Classroom CB 103 is currently been used by culinary classes and the smart podium is minimally functional. We need to upgrade audio and video in CB103 lecture classroom to be specific to our vocation.

Course by SLO	Expected Performance	Performance
CA120 - Introduction to the Hospitality Industry		
Define hospitality and the philosophy of the hospitality industry.	100.00%	100.00%
Define hospitality and the philosophy of the hospitality industry. (Active from 2013 FA)		
Describe the growth and development of the hospitality and tourism industry. (Active from 2013 FA)	100.00%	100.00%
describe various types of managed operations within industry (Active from 2013 FA)	100.00%	100.00%
Discuss professional ethics practiced in the hospitality industry (Active from 2013 FA)	100.00%	100.00%
Evaluate career opportunities within the hospitality industry. (Active from 2013 FA)	100.00%	100.00%
Explain the role of front of the house and back of the house operations. (Active from 2013 FA)	100.00%	100.00%
explain tourism and factors affecting its trends and growth (Active from 2013 FA)	100.00%	100.00%
Give examples of the various cuisines and contributions of leading experts in hospitality (Active from 2013 FA)	100.00%	100.00%
Identify professional organizations within the field of hospitality and explain purpose and benefits. (Active from 2013 FA)	100.00%	100.00%
CA180 - Introduction to Baking Skills		
Students will be able to define and apply basic cake mixing methods utilized in the preparation of various cakes (Active from 2015 SP)	100.00%	74.68%
Students will be able to demonstrate proper scaling and measurement techniques. (Active from 2015 SP)	100.00%	74.68%
Students will be able to apply basic pastry techniques for the preparation of various pastries. (Active from 2015 SP)	100.00%	74.68%
Students will be able to demonstrate proper use of bakery equipment, ovens and mixers. (Active from 2015 SP)	100.00%	74.68%
Students will be able to describe and apply basic baking techniques for the preparation of breads. (Active from 2015 SP)	100.00%	74.26%
Students will be able to describe and use standardized recipes. (Active from 2015 SP)	100.00%	74.26%
Students will be able to describe properties and list functions of various ingredients. (Active from 2015 SP)	100.00%	73.84%
Students demonstrate proper use of bakery equipment, ovens and mixers. (Active from 2013 FA)	100.00%	68.31%

Course by SLO	Expected Performance	Performance
Students describe and use standardized recipes. (Active from 2013 FA)	100.00%	68.31%
Students demonstrate proper scaling and measurement techniques. (Active from 2013 FA)	100.00%	68.31%
Students describe properties and list functions of various ingredients. (Active from 2013 FA)	100.00%	67.76%
Students apply basic pastry techniques for the preparation of various pastries. (Active from 2013 FA)	100.00%	68.31%
Students define and apply basic cake mixing methods utilized in the preparation of various cakes. (Active from 2013 FA)	100.00%	67.76%
Students describe and apply basic baking techniques for the preparation of breads. (Active from 2013 FA)	100.00%	67.76%
CA181 - Professional Baking and Pastry Production I		
Students will be able to apply the fundamentals of basic pastry techniques for the preparation of European Style Cakes (Active from 2013 FA)	100.00%	100.00%
Students will be able to define and describe basic cooking methods for the preparation of fruit desserts (Active from 2013 FA)	100.00%	71.43%
Students apply the fundamentals of basic pastry techniques for the preparation of European Style Cakes. (Active from 2013 FA)	100.00%	100.00%
Students will define and prepare pate choux variations using proper methods of preparation. (Active from 2013 FA)	100.00%	100.00%
Students define and describe the variety of cookie types and the mixing methods utilized to produce them. (Active from 2013 FA)	100.00%	100.00%
Students will be able to formulate the cost of recipes and determine a selling price for dessert items. (Active from 2013 FA)	100.00%	100.00%
Students describe and demonstrate proper techniques for the preparation of creams, custards and mousses. (Active from 2013 FA)	100.00%	100.00%
Students will be able to describe and demonstrate proper techniques for the preparation of creams, custards and mousses. (Active from 2013 FA)	100.00%	100.00%
Students define and prepare pate choux variations using proper methods of preparation. (Active from 2013 FA)	100.00%	100.00%
Students will be able to define and describe ice creams, sorbet and sherbets. (Active from 2013 FA)	100.00%	85.71%
Students define and describe basic cooking methods for the preparation of fruit desserts. (Active from 2013 FA)	100.00%	83.33%
Students will be able to define and describe the variety of cookie types and the mixing methods utilized to produce them. (Active from 2013 FA)	100.00%	100.00%
Students prepare and evaluate the quality of a variety of quick breads. (Active from 2013 FA)	100.00%	100.00%
Students will be able to prepare and evaluate the quality of a variety of quick breads. (Active from 2013 FA)	100.00%	100.00%
Students define and describe ice creams, sorbet and sherbets. (Active from 2013 FA)	100.00%	83.33%
Students formulate the cost of recipes and determine a selling price for dessert items. (Active from 2013 FA)	100.00%	100.00%
CA182 - Professional Baking and Pastry Production II		
Students will be able to construct and create a themed petit four display and menu. (Active from 2013 FA)	100.00%	0.00%
Students will be able to evaluate, judge and appraise various baking and pastry products. (Active from 2013 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
Students prepare advanced baking products. (Active from 2013 FA)	100.00%	0.00%
Students will be able to design and prepare a balanced plate up desserts. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate the necessary skills and attitudes to adapt to the dynamic nature of a pastry work environment. (Active from 2013 FA)	100.00%	0.00%
Students will be able to design and construct a display wedding cake using various techniques. (Active from 2013 FA)	100.00%	0.00%
Students design and prepare a balanced plate up desserts. (Active from 2013 FA)	100.00%	0.00%
Students will be able to demonstrate the necessary skills and attitudes to adapt to the dynamic nature of a pastry work environment. (Active from 2013 FA)	100.00%	0.00%
Students construct and create a themed petit four display and menu. (Active from 2013 FA)	100.00%	0.00%
Students will be able to design and construct an artistic presentation showpiece (sugar or chocolate). (Active from 2013 FA)	100.00%	0.00%
Students design and construct an artistic presentation showpiece (sugar or chocolate). (Active from 2013 FA)	100.00%	0.00%
Students will be able to prepare advanced baking products (Active from 2013 FA)	100.00%	0.00%
Students design and construct a display wedding cake using various techniques. (Active from 2013 FA)	100.00%	0.00%
Students evaluate, judge and appraise various baking and pastry products. (Active from 2013 FA)	100.00%	0.00%
Students describe and demonstrate proper techniques for the preparation of creams, custards and mousses. (Active from 2013 FA)	100.00%	0.00%
Students define and prepare pate choux variations using proper methods of preparation. (Active from 2013 FA)	100.00%	0.00%
Students define and describe basic cooking methods for the preparation of fruit desserts. (Active from 2013 FA)	100.00%	0.00%
Students prepare and evaluate the quality of a variety of quick breads. (Active from 2013 FA)	100.00%	0.00%
Students define and describe ice creams, sorbet and sherbets. (Active from 2013 FA)	100.00%	0.00%
Students formulate the cost of recipes and determine a selling price for dessert items. (Active from 2013 FA)	100.00%	0.00%
CA230 - Professional Healthy Cooking		
Identify American regional cuisine by geographical areas (Active from 2020 SP)	100.00%	45.45%
CA240 - Human Relations in Hospitality		
A. Describe the process of management through effective communication skills (Active from 2019 FA)	100.00%	0.00%
B. Describe leadership styles and analyze when each is most important (Active from 2019 FA)	100.00%	0.00%
C. Discuss time management and other organizational management techniques (Active from 2019 FA)	100.00%	0.00%
D. Create, compare, and contrast training methods (Active from 2019 FA)	100.00%	0.00%
E. Evaluate methods of conflict resolution and grievance procedures (Active from 2019 FA)	100.00%	0.00%
F. Discuss legal issues related to managerial decisions (Active from 2019 FA)	100.00%	0.00%
G. Analyze types and methods of employee evaluation (Active from 2019 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
H. Explain the importance of individual development to your restaurant or foodservice center (Active from 2019 FA)	100.00%	0.00%
CA260 - Foods Purchase and Control		
Students analyze the different costs pertinent to food and beverage operations. (Active from 2013 FA)	100.00%	0.00%
Students identify and explain the principles of effective purchasing. (Active from 2013 FA)	100.00%	0.00%
Students identify financial controls in the hospitality industry. (Active from 2013 FA)	100.00%	0.00%
Students identify various criteria as they relate to the quality of products. (Active from 2013 FA)	100.00%	0.00%
Students analyze the different costs pertinent to food and beverage operations. (Active from 2013 FA)	100.00%	0.00%
Students identify and explain the principles of effective purchasing. (Active from 2013 FA)	100.00%	0.00%
Students identify various criteria as they relate to the quality of products. (Active from 2013 FA)	100.00%	0.00%
Students identify financial controls in the Hospitality Industry. (Active from 2013 FA)	100.00%	0.00%
CA265 - Food, Beverage, & Labor Cost		
Define as purchased, edible portion, as served, and yield percentage. (Active from 2013 FA)	100.00%	0.00%
Students analyze the cost of a menu based on raw material cost. (Active from 2013 FA)	100.00%	0.00%
Students express U.S. measurements and do conversions. (Active from 2013 FA)	100.00%	0.00%
Students operate a four function calculator. (Active from 2013 FA)	100.00%	0.00%
Students will calculate yield percentage. (Active from 2013 FA)	100.00%	0.00%
Students will compute menu prices using food cost percentage method. (Active from 2013 FA)	100.00%	0.00%
Students will estimate purchasing quantities using edible portion, as purchased, and yield percentages. (Active from 2013 FA)	100.00%	0.00%
CA270 - Hospitality Law		
A. Demonstrate a theoretical understanding of the principles of hospitality law and practically apply the basic legal theory and prevention techniques through critical analysis and thinking processes (Active from 2020 FA)	100.00%	0.00%
B. Recognize, analyze, and evaluate legal issues for the purpose of making and articulating appropriate decisions as executives performing managerial responsibilities (Active from 2020 FA)	100.00%	0.00%
C. Differentiate between the law and ethics by illustrating when to use each in making decisions (Active from 2020 FA)	100.00%	0.00%
D. Formulate operational policies to conform to the requirement of the various state, local and federal agency guidelines (Active from 2020 FA)	100.00%	0.00%
E. Demonstrate the ability to read and analyze a legal case and formulate solutions to cases and practical examples using analytical and critical thinking skills (Active from 2020 FA)	100.00%	0.00%
F. Apply ethical reasoning and professional judgement to real world managerial situations (Active from 2020 FA)	100.00%	0.00%
CA - 101 - Introduction to Food Service, Safety, and Sanitation		
Student will discuss how contamination of food can occur in food service establishment. (Active from 2013 FA)	100.00%	33.14%

Course by SLO	Expected Performance	Performance
Student will describe the effects and consequences of food borne illness. (Active from 2013 FA)	100.00%	43.60%
Student will identify measures/procedures that will reduce or eliminate accidents in food preparation and service areas. (Active from 2013 FA)	100.00%	49.71%
Student will illustrate the link between personal hygiene and food safety. (Active from 2013 FA)	100.00%	53.70%
CA - 230 - Professional Healthy Cooking		
Determine energy needs based upon basal metabolic rate and exercise expenditure (Active from 2013 FA)	100.00%	0.00%
Explain why nutrition is important to the food service industry (Active from 2013 FA)	100.00%	90.91%
Suggest healthful substitutes for high-fat, sugar, salt, and other food items (Active from 2013 FA)	100.00%	72.73%
Suggest ways to make menus and recipes more healthful (Active from 2013 FA)	100.00%	81.82%
Identify current USDA My Plate principles (Active from 2013 FA)	100.00%	77.27%
Apply principles of nutrition to menu development (Active from 2013 FA)	100.00%	90.91%
List and describe the techniques for food preparation that preserve nutrients (Active from 2013 FA)	100.00%	80.95%
Develop menu layout for a foodservice operation (Active from 2013 FA)	100.00%	86.36%
CA - 250 - Professional Cooking I		
Discuss and describe five milestones in culinary history (Active from 2013 FA)	100.00%	63.16%
Discuss various menus used in food service operations (Active from 2013 FA)	100.00%	63.16%
Identify and recognize products used in a commercial kitchen (Active from 2013 FA)	100.00%	63.16%
Discuss professionalism within the industry (Active from 2013 FA)	100.00%	63.16%
Discuss and describe various stocks and sauces (Active from 2013 FA)	100.00%	63.16%
Discuss professionalism within the industry (Active from 2013 FA)	100.00%	63.16%
Identify safety issues in a work environment (Active from 2013 FA)	100.00%	63.16%
CA - 251 - Professional Cooking II		
Discuss and describe five milestones in culinary history (Active from 2013 FA)	100.00%	0.00%
Examine and analyze various menus used in foodservice operations (Active from 2013 FA)	100.00%	0.00%
Analyze the proper product use in various applications (Active from 2013 FA)	100.00%	0.00%
Demonstrate and practice industry knife cuts (Active from 2013 FA)	100.00%	0.00%
Demonstrate and practice methods of making stocks and sauces (Active from 2013 FA)	100.00%	0.00%
Examine the effects of professionalism (Active from 2013 FA)	100.00%	0.00%
Examine and analyze various menus used in foodservice operations (Active from 2013 FA)	100.00%	0.00%
CA - 252 - Professional Cooking III		
Assess and evaluate the effects of five historical events (Active from 2013 FA)	100.00%	0.00%
Compose and create a working menu (Active from 2013 FA)	100.00%	0.00%
Devise and create entrees using various products identified by cuisine type (Active from 2013 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
Compose and measure industry standard cuts (Active from 2013 FA)	100.00%	0.00%
Create and select the proper sauces for various entrees (Active from 2013 FA)	100.00%	0.00%
Judge and measure the professionalism of industry professionals and workers (Active from 2013 FA)	100.00%	0.00%
Assess and create a safe working environment (Active from 2013 FA)	100.00%	0.00%

Assessment Report (Part 2: Assessment Responses) : Version by Pierini, Michael on 10/17/2021 23:56

Student Learning Outcome (SLO) assessment is a valuable tool for instructors to understand the achievement of students and adjust teaching methods to support student success. The most recent SLO report for the Culinary Arts Department covers the semesters from Fall 2017 to Spring 2020. During the time period of this report Culinary Arts faculty reported 2730 course assessments. Students scored 62.2% good, 20.9% satisfactory, and 16.9% emergent. These percentages were mostly similar for the courses reporting data, however there was great inconsistency in the reporting of SLOs. There are several reasons that may explain the inconsistent reporting of SLOs; 1) low faculty compliance due to unfamiliarity to the requirement 2) the frustration faculty feel when trying to utilize eLumen for SLO assessment.

Cerritos College SLO Committee - Course SLO Assessment Results - Three Year Comparison (Fall 2017 to Spring 2020)

Health Occ Division	Semester	Number of Assessments				Percentages		
		Good	Satis.	Emergent	Total	Good	Satis.	Emergent
Culinary Arts	Spring 2020	94	37	33	164	57.3%	22.6%	20.1%
	Fall 2019	695	180	270	1,145	60.7%	15.7%	23.6%
	Spring 2019	631	172	145	948	66.6%	18.1%	15.3%
	Fall 2018	559	351	147	1,057	52.9%	33.2%	13.9%
	Spring 2018	352	42	54	448	78.6%	9.4%	12.1%
	Fall 2017	399	134	93	626	63.7%	21.4%	14.9%
	Total		2,730	916	742	4,388	62.2%	20.9%

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

The goal for the Culinary Arts Department is to involve all part-time and full-time faculty who have a teaching responsibility in SLO data collection and analysis. Faculty will be encouraged to input SLO data into eLumen and provide an analysis of the results. Action or improvement plans will be written as needed, based on the results of the reported data. The Department will hold a training session during a departmental meeting to go over SLO planning, data collection and entry into eLumen, and results analysis. The goal will be to collect, analyze and input data twice per year (after each Fall & Spring semester) for all CA Department course offerings. SLO data will also be presented at Advisory Committee meetings once per year. SLO's for all courses will be reviewed and revised as needed during scheduled curriculum course reviews.

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

In the Fall 2021, the CA department developed an improvement plan to increase SLO assessment and reporting. This improvement plan includes several action items. Most notably, the department has agreed to assess all SLOs in each offered course every semester as part of the regular assessment process. The department director has also increased outreach to full-time and part-time faculty regarding SLOs, particularly by sending a reminder email of the department's commitment to SLO assessment.

Student Learning Outcomes
CA Improvement/ Action Plan
Academic Year: 2021-2022
Course, Program Student Learning Outcome identified for further action:
Analysis of the need for Improvement/Action: 1) Inconsistent reporting of data 2) Low faculty compliance with SLO assessment 3) Difficulty navigating Elumen
Improvement/Action Plan to be completed: 1) Assess all SLO's in each course every semester 2) Increase outreach to all faculty regarding SLOs by sending reminder email: DONE 3) Department Chair attend training opportunities on SLOs: DONE 4) Advertise Elumen training opportunities to all CA faculty: TBD 5) Training at the last department meeting on SLO input and implementation. (DEC/MAY) 6) Provide examples of assessment (DEC/MAY) 7) Director and Department chair follow up on implementation (JAN/JUNE)
Deadline: Fall Semester JANUARY 7 , 2022
Deadline: Spring Semester JUNE 10, 2022

Data Analysis of Program Data : Version by Lopez, Jesusita on 01/30/2023 04:47

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

The demographics, age and race of our students show to be very consistent for the past 7 years. Females, 20–24-year-olds and Hispanic communities tend to dominate our programs.

This is in line with the Cerritos College and the communities we serve.

Our gender counts have consistently been slightly higher with female students due to a higher rate of enrollment of students in our baking & pastry program. This is due in part to offering these classes in the evening hours and 2 days per week allowing working adults the option of attending classes.

Unduplicated Counts

Select Academic Year or Term

Academic Year

Division Health Occupations

Department CULA

Subject All

Course All

Student Special Population

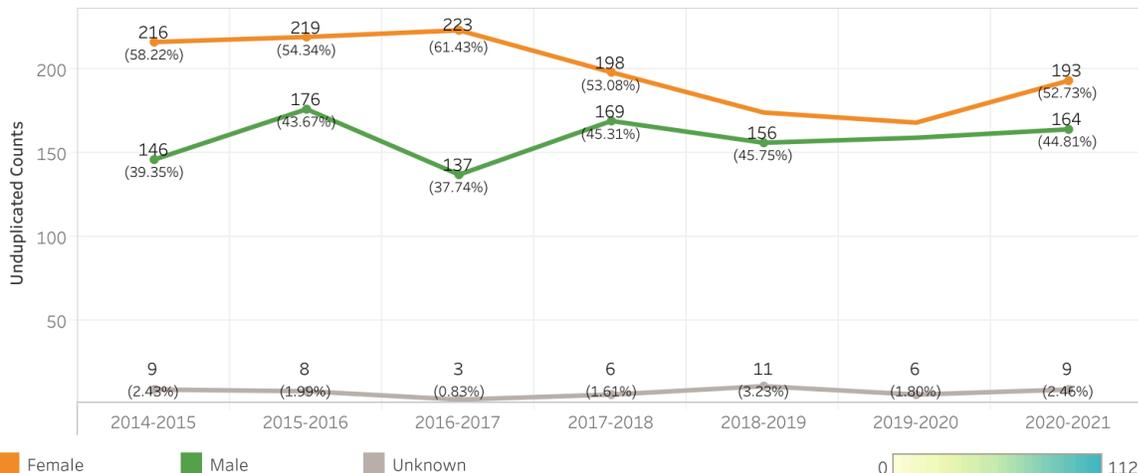
All students

Student Attribute Group

Gender

Student Attribute

All



Division	Department	Subject	Course	Student Attribute	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Health Occupations	CULA	CA	CA 98	Male	0 (0.0%)			1 (100.0%)			
				Female	109 (56.8%)	91 (49.7%)	112 (57.4%)	83 (46.6%)	77 (46.7%)	83 (50.3%)	78 (45.9%)
				Male	78 (40.6%)	87 (47.5%)	83 (42.6%)	89 (50.0%)	80 (48.5%)	80 (48.5%)	86 (50.6%)
			CA 101	Unknown	5 (2.6%)	5 (2.7%)		6 (3.4%)	8 (4.8%)	2 (1.2%)	6 (3.5%)
				Female	52 (54.7%)	49 (50.0%)	69 (72.6%)	62 (54.4%)	51 (48.6%)	41 (48.2%)	62 (53.0%)
				Male	39 (41.1%)	48 (49.0%)	26 (27.4%)	51 (44.7%)	48 (45.7%)	44 (51.8%)	53 (45.3%)
			CA 120	Unknown	4 (4.2%)	1 (1.0%)		1 (0.9%)	6 (5.7%)		2 (1.7%)
				Female	50 (72.5%)	50 (61.7%)	54 (65.9%)	42 (56.8%)	32 (41.6%)	49 (57.0%)	
				Male	18 (26.1%)	29 (35.8%)	27 (32.9%)	31 (41.9%)	41 (53.2%)	35 (40.7%)	
			CA 180	Unknown	1 (1.4%)	2 (2.5%)	1 (1.2%)	1 (1.4%)	4 (5.2%)	2 (2.3%)	

Unduplicated Counts

Select Academic Year or Term

Academic Year

Division Health Occupations

Department CULA

Subject All

Course All

Student Special Population

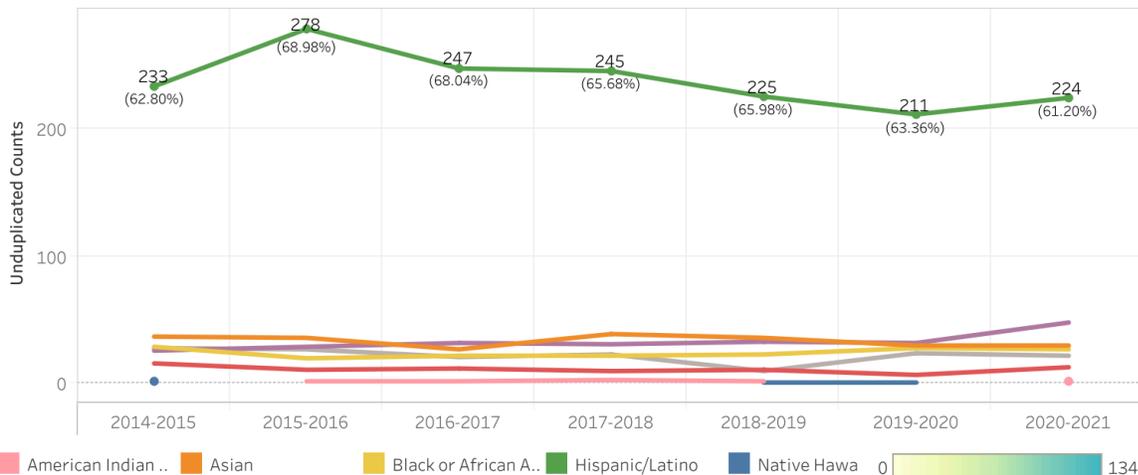
All students

Student Attribute Group

Race/Ethnicity

Student Attribute

All



Division	Department	Subject	Course	Student Attribute	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021			
Health Occupations	CULA	CA	CA 55	Two or More Races		1 (1.4%)	5 (6.0%)	1 (1.5%)	3 (3.8%)	1 (1.1%)	3 (3.4%)			
				Unknown		5 (6.8%)	4 (4.8%)	4 (5.9%)	3 (3.8%)	3 (3.4%)	7 (8.0%)			
				White		4 (5.5%)	12 (14.3%)	5 (7.4%)	9 (11.4%)	11 (12.5%)	7 (8.0%)			
				CA 98	Asian	0 (0.0%)								
					Black or African A..	0 (0.0%)								
					Hispanic/Latino	2 (100.0%)								
					Unknown	0 (0.0%)								
					White	0 (0.0%)			1 (100.0%)					
				CA 101	American Indian or ..		1 (0.5%)	1 (0.5%)	2 (1.1%)	1 (0.6%)			1 (0.6%)	
					Asian	22 (11.5%)	15 (8.2%)	15 (7.7%)	20 (11.2%)	12 (7.3%)	15 (9.1%)	13 (7.6%)		

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

The Spring of 2020 lock-down made an effect on our enrollment, but the downward trend of enrollment started in 2016-17. This lowering of student count was due in part to lowering the maximum class sizes of 4 lab classes and success rates of introduction classes along with the high increase of DSPS (SAS) students. Another factor for lower enrollment is the overall positive economy of Southern California prior to spring 2020. Our typical, historical data shows that when unemployment is low, enrollment is decreased and when unemployment is high, enrollment increases. A factor that is present in most if not all community colleges in California.

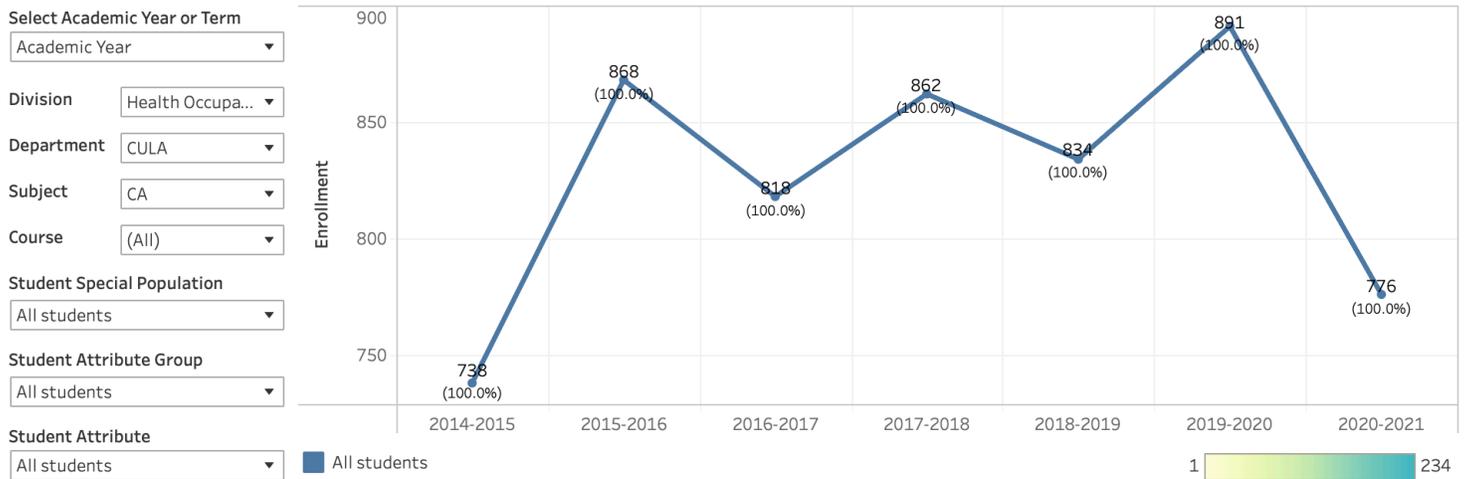
Further review of the data also shows that in the 2019/2020 academic year that more students (333) enrolled in more units than before, increasing enrollment counts. In the 2020/21 academic year the decrease of students were minimal (8), yet unduplicated counts increased by 57 showing that students enrolled in more class during the quarantine period of spring 2020 yet decreased units enrolled for fall 2020.

The data is incomplete to analyze the true effects of the quarantine period until the 2022/23 academic year is completed. This incomplete data is needed to assess future staffing needs, classes offered and more importantly the need to offer classes online, hybrid or traditionally on campus.

Unduplicated Counts



Enrollment Counts



Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

Success and retention rates have remained consistent over the past 6 years with the exception of spring 2020. This is due to the quarantine period that started mid-year spring 2020. The effects were more dramatic in the introduction classes, CA 55, 101, 120. The students that were new to the program and the college were the students that left the program when the transition to online in March 2020. More research is needed to determine if these "lost" students have returned or are willing to return post-pandemic.

Unduplicated Counts

Select Academic Year or Term

Academic Year

Division Health Occupations

Department CULA

Subject All

Course All

Student Special Population

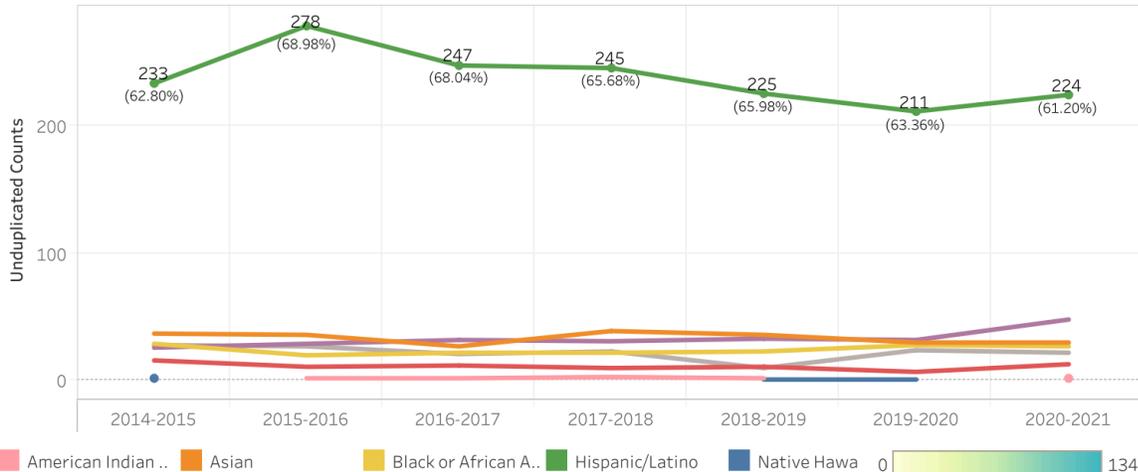
All students

Student Attribute Group

Race/Ethnicity

Student Attribute

All



Division	Department	Subject	Course	Student Attribute	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021		
Health Occupations	CULA	CA	CA 55	Two or More Races		1 (1.4%)	5 (6.0%)	1 (1.5%)	3 (3.8%)	1 (1.1%)	3 (3.4%)		
				Unknown		5 (6.8%)	4 (4.8%)	4 (5.9%)	3 (3.8%)	3 (3.4%)	7 (8.0%)		
				White		4 (5.5%)	12 (14.3%)	5 (7.4%)	9 (11.4%)	11 (12.5%)	7 (8.0%)		
				CA 98	Asian	0 (0.0%)							
				Black or African A..	0 (0.0%)								
				Hispanic/Latino	2 (100.0%)								
				Unknown	0 (0.0%)								
				White	0 (0.0%)		1 (100.0%)						
				CA 101	American Indian or ..		1 (0.5%)	1 (0.5%)	2 (1.1%)	1 (0.6%)		1 (0.6%)	
				Asian	22 (11.5%)	15 (8.2%)	15 (7.7%)	20 (11.2%)	12 (7.3%)	15 (9.1%)	13 (7.6%)		

Retention Rates

Select Academic Year or Term
Academic Year

Division: Health Occupations

Department: CULA

Subject: All

Course: All

Student Special Population

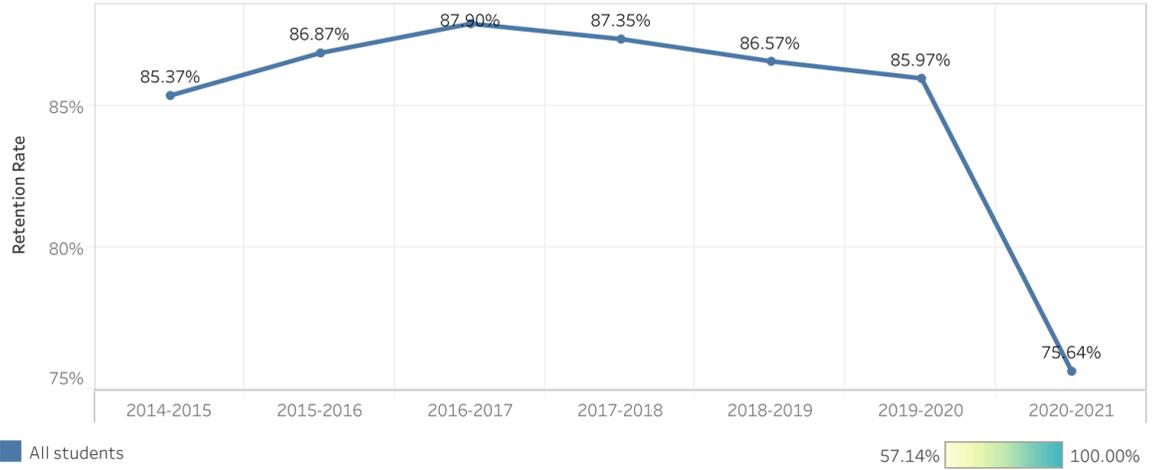
All students

Student Attribute Group

All students

Student Attribute

All



Division	Department	Subject	Course	Student Attribute	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	
Health Occupations	CULA	CA	CA 55	All students		94.52%	91.67%	92.75%	91.25%	89.89%	65.26%	
			CA 98	All students	100.00%			100.00%				
			CA 101	All students	82.13%	81.07%	71.79%	79.41%	76.50%	69.35%	61.78%	
			CA 120	All students	79.80%	80.81%	94.74%	85.09%	87.62%	89.41%	69.75%	
			CA 180	All students	91.30%	87.80%	85.88%	87.84%	86.25%	77.27%		
			CA 181	All students	90.24%	93.65%	100.00%	92.59%	92.59%	91.67%		
			CA 182	All students	89.66%	91.30%	97.22%	97.67%	95.56%	97.50%	86.67%	
			CA 230	All students	92.98%	86.57%	97.06%	92.05%	81.82%	89.23%	92.50%	
			CA 240	All students				87.50%	100.00%	92.59%	92.59%	

The only recent data available at the time of this writing is Summer 2021. Due to lab space limitations our department offered lab classes during the first and second sessions of Summer 2021. The data shows the past 5 years of summer enrollment with summer 2021 increasing enrollment to 151 students, up from 85 the prior summer 2020. Analyzing the data of summer 2021, it can be assumed that our students have returned to above normal levels of enrollment, retention and success rates. This is assumed that this is due to returning our students to campus labs and the faculty effectiveness of adapting to online lectures.

Enrollment Counts

Select Academic Year or Term
Academic Year

Division: Health Occupations

Department: CULA

Subject: CA

Course: (All)

Student Special Population

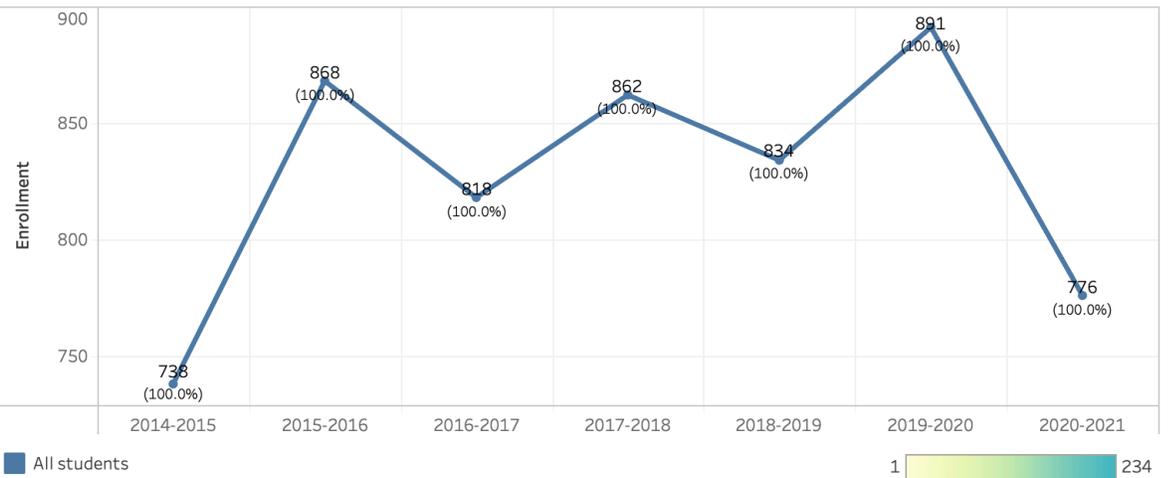
All students

Student Attribute Group

All students

Student Attribute

All students



With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

The success and retention rates have maintained a steady high rate with the exception of one class, CA101 safety and sanitation. This class has seen a steady decrease in success rates due to the testing administered by the National Restaurant Associations Educational Foundation. This change is in the way the test questions are worded and the removal of sample tests given to instructors.

Retention Rates

Select Academic Year or Term
Academic Year

Division Health Occupations

Department CULA

Subject All

Course All

Student Special Population

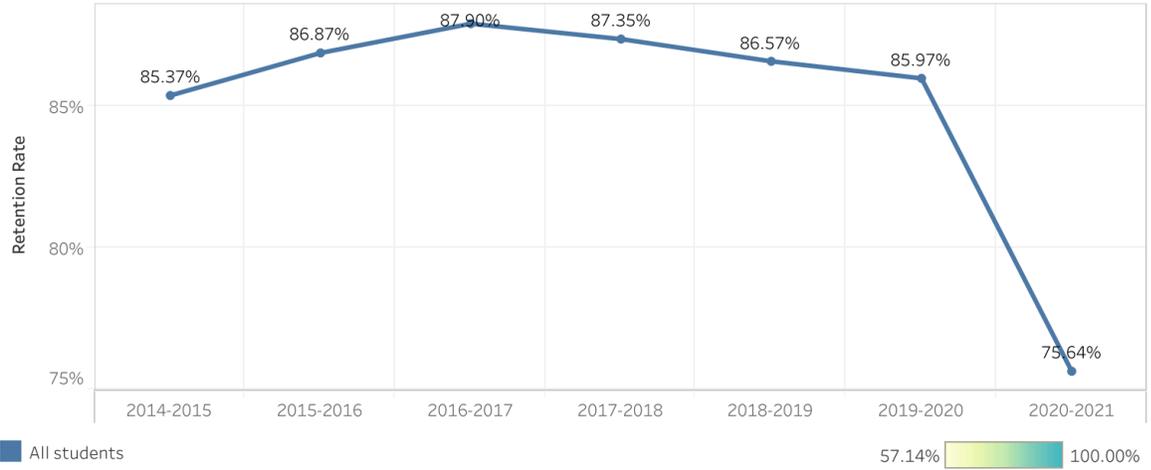
All students

Student Attribute Group

All students

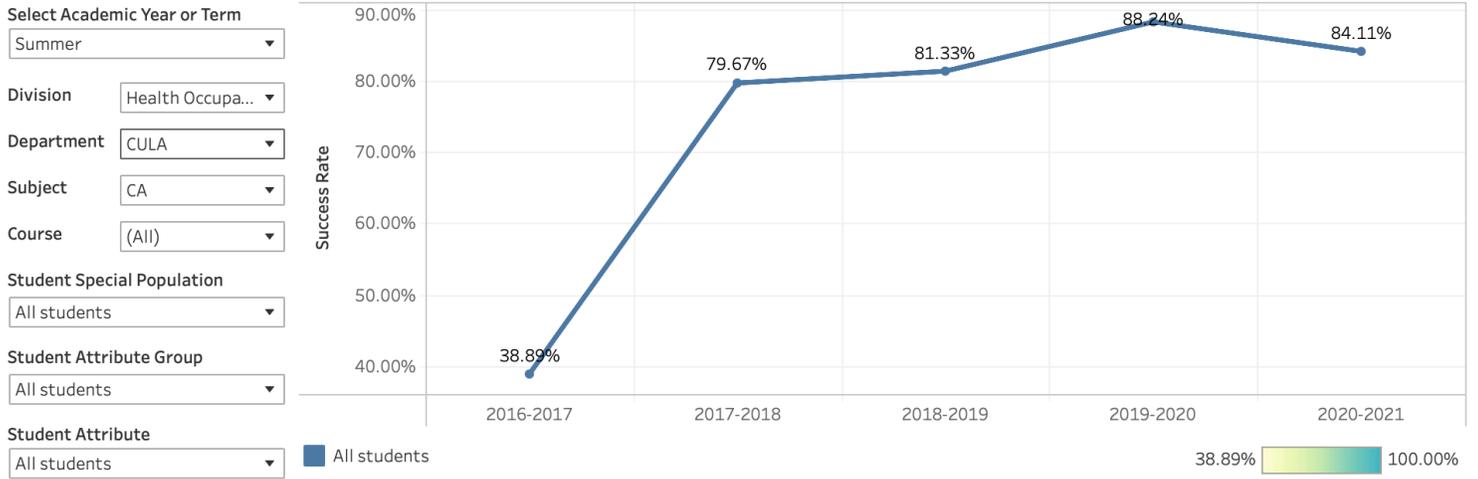
Student Attribute

All



Division	Department	Subject	Course	Student Attribute	2014-2015 Academic Year	2015-2016 Academic Year	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year
Health Occupations	CULA	CA	CA 55	All students		94.52%	91.67%	92.75%	91.25%	89.89%	65.26%
			CA 98	All students	100.00%			100.00%			
			CA 101	All students	82.13%	81.07%	71.79%	79.41%	76.50%	69.35%	61.78%
			CA 120	All students	79.80%	80.81%	94.74%	85.09%	87.62%	89.41%	69.75%
			CA 180	All students	91.30%	87.80%	85.88%	87.84%	86.25%	77.27%	
			CA 181	All students	90.24%	93.65%	100.00%	92.59%	92.59%	91.67%	
			CA 182	All students	89.66%	91.30%	97.22%	97.67%	95.56%	97.50%	86.67%
			CA 230	All students	92.98%	86.57%	97.06%	92.05%	81.82%	89.23%	92.50%
			CA 240	All students				87.50%	100.00%	92.59%	92.59%

Success Rates



Division	Department	Subject	Course	Student Attribute	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
					Summer	Summer	Summer	Summer	Summer
Health Occupations	CULA	CA	CA 101	All students	38.89%	69.57%			
			CA 120	All students		70.97%	75.00%		72.22%
			CA 230	All students		85.00%	85.71%	95.45%	88.57%
			CA 240	All students		87.50%	100.00%	88.89%	84.38%
			CA 265	All students		88.00%	69.57%	83.33%	89.58%

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

A student survey was conducted in the spring 2021 that consisted of two different categories:

1. newly enrolled students
2. advanced students

Our greatest concern is to provide our students with the most cost effective education as possible. The initial expense incurred by our students can be above \$600.00 to include uniforms, tool kits and textbooks. We work with students individually to ensure that the initial expense does not deter them from continuing their educational goals. Methods use include a deferral in the purchase, limit the items for each semester and access to financial aid and CARES act funding. Future goals include securing a private funding source to assist all students by lowering or eliminating the cost.

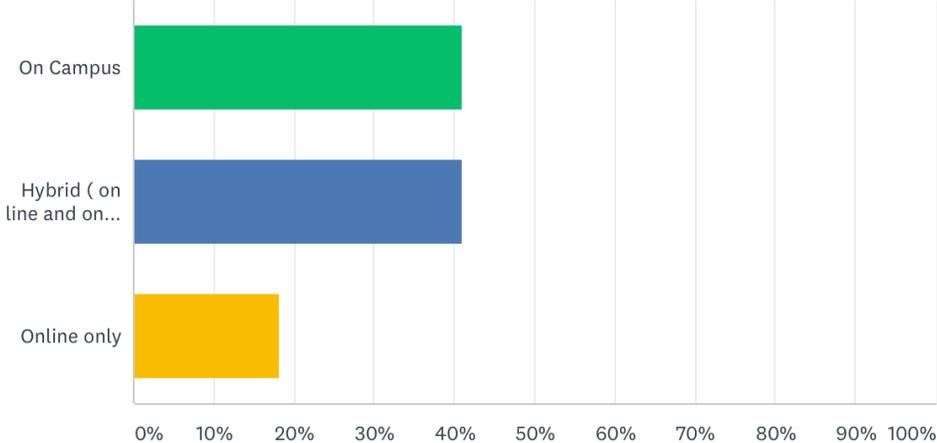
Other concerns included the type of learning environment the students preferred: online, hybrid or on campus. 40% of students preferred the option of Hybrid learning, 36% preferred online only and only 22% preferred on campus. This data will be used for future scheduling of lecture classes.

A student poll was also conducted concerning lectures that are connected with lab classes. 80% of students preferred on campus or hybrid for lectures while only 18% wanted online only options. Again, this data will be used for scheduling purposes in future semesters.

The student equipment is at the students expense and currently runs \$400-450 per student that includes knife kit and uniforms. This expense is incurred in the introduction classes, CA 250 for cooking and CA180 for baking. These equipment items are designed to be used in the lab classes and to also provide a great starting point for students entering the professional workforce. 45% of our surveyed students did say the cost is a financial burden and this will be addressed. We are working with our suppliers to decrease the cost of the equipment and looking for benefactors to fund our scholarship to make sure students are not enrolling due to the cost.

How would you like to have the lecture of a lab class offered? (example:CA250 & CA180)

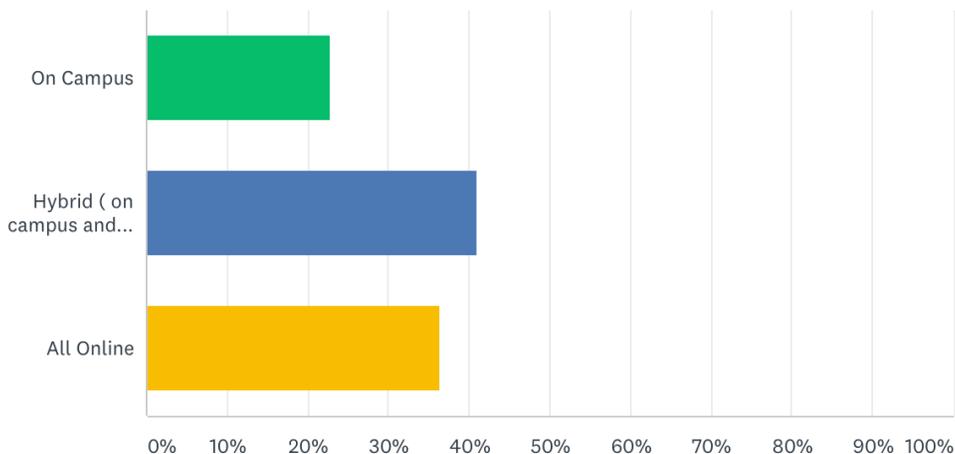
Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ On Campus	40.91% 9
▼ Hybrid (on line and on campus)	40.91% 9
▼ Online only	18.18% 4
TOTAL	22

How would you like to have LECTURE ONLY CLASSES offered? (example: CA101,CA120,CA230)

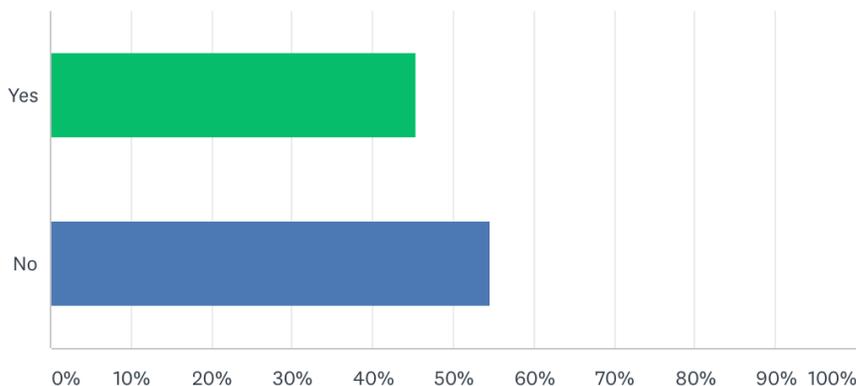
Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ On Campus	22.73% 5
▼ Hybrid (on campus and online)	40.91% 9
▼ All Online	36.36% 8
TOTAL	22

Was the expense of the UNIFORMS and TOOL KITS a burden or a deterrent to enrolling?

Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Yes	45.45% 10
▼ No	54.55% 12
TOTAL	22

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

COURSE	CHANGES/ADDITIONS	DATE	NEXT MANDATORY REVISION
CA 55 Fundamentals of Responsible Alcohol Service CA 101 Intro/Food Serv Safety- Sanitation CA 230 Professional Healthy Cooking CA 240 Human Relations in Hospitality	Review, non-substantial changes and Permanent DE Request	SPRING 2021 In Elumen queue for 10/28/2021 curriculum meeting	Spring 2028
CA 120 Intro to the Hospitality Industry CA 260 Food Purchase and Control CA 265 Food Costing CA 270 Hospitality Law	Review, non-substantial changes and Permanent DE Request	Approved SUMMER 2021	Spring 2027
CA 180 Introduction to Baking Skills CA 181 Professional Baking and Pastry Production I CA 182 Professional Baking and Pastry Production II CA 250 Professional Cooking I	Review, non-substantial changes	FALL 2021 In Development	Spring 2029
CA 251 Professional Cooking II CA 252 Professional Cooking III	Review, substantial changes	FALL 2021 In Development	Spring 2029

Programs, Certificates and courses in development

Certificate	New Courses - Units	Certificate Units	Curriculum Submission Date	Implementation
Professional Cake Decorating	CA 187 Cake Decorating I - 3.5 units CA 188 Cake Decorating II - 3.5 units	18	November 2021	Fall 2022
Allergen and Special Diets Specialty	CA 186 Baking for Special Diets - 4 units	18	September 2022	Fall 2023
Chocolate and Candies Specialty	CA 190 Chocolate Confectionary- 3.5 units CA 191 Sugar Confectionery - 3.5 units	18	September 2022	Fall 2023
Artisan Food and Bread Specialty	CA 183 Artisan Foods - 3.5 units CA 184 Specialty Breads - 3.5 units	18	September 2022	Fall 2023

Labor Market Information (LMI) request was made on 4/1/2021 and report from The Los Angeles Orange Regional Consortium (LAORC) was received on 4/28/2021. The department has two years to complete the certificates and modifications to programs with the LMI data provided.

Explain any course additions to current course offerings.

Course	Articulations To Universities	Effective Date
CA 101 Intro/Food Serv Safety- Sanitation	HRT 225 Cal Poly, Pomona HM 173 CSULB	FALL 2009 FALL 2015
CA 120 Intro to the Hospitality Industry	HRT 101 Cal Poly, Pomona HM 170 CSULB	FALL 2009 FALL 2015
CA 260 Food Purchase and Control	HRT 250 Cal Poly, Pomona	FALL 2009
CA 251 Professional Cooking II	HRT 281/281L Cal Poly, Pomona HM 176 CSULB	FALL 2009 FALL 2015
CA 252 Professional Cooking III	HRT 381/381L Cal Poly, Pomona HM 276 CSULB	FALL 2009 FALL 2015
CA 265 Food Costing	HRT 276 Cal Poly, Pomona	FALL 2015
CA 230 Healthy Cooking	HRT 255 Cal Poly Pomona	FALL 2019
CA 270 Hospitality Law	HRT 240 Cal Poly, Pomona HM 278 CSULB	FALL 2020

Course	C-ID Approvals	Degree	Effective Date
CA 120 Intro to the Hospitality Industry	HOSP 100	AS-T Hospitality	Fall 2019
CA 250 Professional Cooking I	HOSP 160	AS-T Hospitality	Fall 2019
CA 265 Food Costing	HOSP 120	AS-T Hospitality	Fall 2019
CA 270 Hospitality Law	HOSP 150	AS-T Hospitality	Fall 2020
CA 101 Intro/Food Serv Safety- Sanitation	HOSP 110	AS-T Hospitality	In Development

CA department created a CA 270 Hospitality Law class for its new AS-T that was approved in FALL 2020. It also received C-ID approval. The department has also requested permanent DE for lecture courses only. This will give the department options to offer our AS-T in Hospitality as an online degree.

We have also increased some of our labs to accommodate the new kitchen capacity due to COVID social distancing. Due to the limited capacity in the kitchen the department offered an additional four baking and pastry labs during the sessions of summer for the first time. We continue work out the course offerings and monitor our students progress. When we return to normal occupancy it is our intent not to offer any lab sessions in the summer.

Explain any course deletions and inactivations from current course offerings.

We are scheduled to delete our CA55 Servsafe Alcohol 1 unit class due to lack of support from the National Restaurant Association and industry need.

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

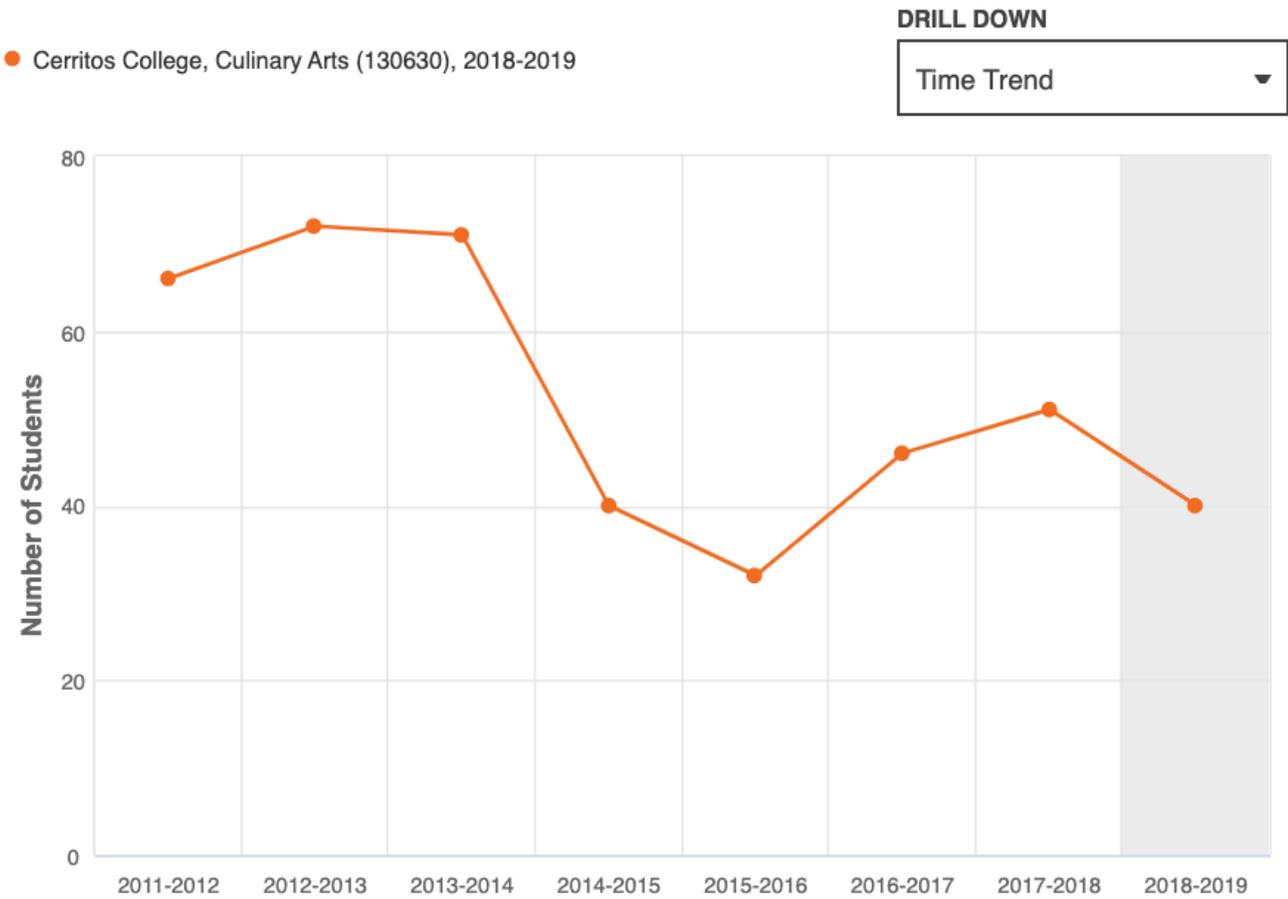
- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

The curriculum, certificates, and degrees successfully meet the career training needs for the students who are part of the CA Program. This is evidenced by consistently high completion rates in the program. Most courses required for all our certificates and degrees are offered each semester. Only two courses are offered yearly.

The Chancellor's Office Management Information System *Launchboard* provides the following historical data.

Earned a Degree or Certificate (Completers)

Number of unduplicated students who met the Community College Pipeline definition for completion, meaning that they earned one or more noncredit certificates, Chancellor's Office approved credit certificates, associate degrees, or community college bachelor's degrees in the selected year and were also enrolled within the same community college district in the selected year



Source: Chancellor's Office Management Information System

[Technical Definition](#)

Overall	
2011-2012	66
2012-2013	72
2013-2014	71
2014-2015	40
2015-2016	32

2016-2017	46
2017-2018	51
2018-2019	40

This historical data depicts the transitions that occurred in the CA department. In preparation to our renovation in 2015 all of our lab classes were downsized to fit in our temporary location. It was at this time that the department implemented the new curriculum for our program. The new curriculum also adjusted lab class sizes to ratios of 24 to 1. Our completers were on an upward trend since (15-16) with 32 completers, in (16-17) with 46 completers, (17-18) with 51 completers. In (18-19) we dipped due to the pandemic with 40 completers. In Spring of 2019 all of our lab classes received I (incomplete) grade due to a forced shut down due to the pandemic. All completers were now postponed one semester. Unfortunately, the introductory labs only had about half of the students returned. We will be dealing with the fallout for the next two years three years. The department has taken great effort to complete students and move them on.

The program has an adequate number of completers. The department is cognizant of the importance of completing students. It takes great lengths to assist students with their petition for certificates and degrees. The faculty help complete forms and assist with their submissions. During the pandemic this task was specifically difficult due to the lack of proper electronic forms. Students now had a cumbersome process to follow. It was now assumed that students could print, scan, have adobe, and resubmit documentation. In addition, there was no proof of confirmation the documents were received. Faculty encourage and walk students through the new process but are not able to see it through as before.

Another negative impact the department has identify is the roll out of the Learning and Career Pathways (LCP)'s is limiting students to sign up for one certificate or degree at a time. Our department encourages students to take various certificates and degrees concurrently. The implementation of the LCP's will not allow for a student to sign up for additional classes that are not on the specified LCP. Financial aid is tied to it as well. This means students that might need one or two classes for a second degree or certificate will not be allowed to register for the additional courses, until their current LCP is complete. Financial Aid will not cover the extra classes. At this point students are forced to add an extra semester to complete their extra certificates/degrees. This will impact our completers in years to follow.

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

The CA department has one class, CA101 that offers an ServSafe Managers Foods Safety certification that is valid for 5 years. This class is offered in a 9 week, 2 hours per week format with certification as its final examination and is required for our beginning students prior to enrolling in any Lab classes. This is offered by the National Restaurant Associations, Educational Foundation and requires an online examination with a licensed proctor.

Over the past 3 academic years, the National Restaurant Association (NRA) has changed its testing questions to a "application or scenario" type question that needs experience to implement the knowledge. As these are new students without lab time on campus, this has proven to be a challenge as evident by our lowering of the success rates.

In an effort to improve success rates and align this course with the rest of the community colleges, the department will be making substantial changes by changing this course from a one unit course to a two unit course. This substantial change will also allow us to attain C-ID credit for the course.



Program Reflection

Six-Year Program Reflection : Version by Pierini, Michael on 10/17/2021 23:56

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

The CA departments last program review process occurred during the 2015-16 academic years. At this time, the kitchen lab completed a renovation of the entire facility in the Fall 2015. This renovation included a larger floorplan to allow 3 lab classes at a time, audio & video system to enhance delivery of content, modernizing of all student lab equipment.

As an outcome of the 2015-16 program review process, a complete curriculum review and of all classes, programs, certificates, and Associates of Sciences degrees (AS). This process of evaluation became the basis to create our cornerstone program, Culinary Arts Management (SAM). This degree was a combination of private and public culinary school content along with adjustments based on the needs of our student population. This is a "first of its kind" degree in the community college system that focused on giving students the skills to obtain managerial positions in professional food service. The Culinary Arts degrees are "Tiered" as directed by the Vice President of Academic Affairs, Dr. Schilling. The long-term goal of the department is to offer the first bachelor's degree in Culinary Arts Management, upon chancellor's office approval.

This review process also signified a larger shift in the priorities of our department, "to make transferring to a university accessible to our students". Prior to this, our student's transferred rate was less than 5%. With the curriculum changes that occurred, we were able to obtain 50% of all CA classes accepted as transferable to CSU. Along with this change came higher academic standards in all classes in CA.

The newest pathways in Hospitality Management are 100% transferable when students earn an Associates of Science for Transfer (AS-T). Data for transfer students from Cerritos College to Cal Poly Pomona and CSULB's hospitality management is not yet documented in CSU tableau system but a recent poll of our students (5/18/2021) shows that 50% are on track to earn an AS-T and 42% plan to transfer to a university.

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

The Culinary Arts department has been on a slow but steady increase of FTES of full-time equivalent students for the past 6 years. The enrollment counts have fluctuated in the past 6 years due to the difference between full time and part time students. The obvious decrease in the spring of 2020 is due to new students dropping classes and the program due to the Covid 19 pandemic. this decrease is expected to rebound to normal or above normal numbers by the spring 2022 semester.

Enrollment Counts

Select Academic Year or Term

Academic Year

Division Health Occupations

Department CULA

Subject All

Course All

Student Special Population

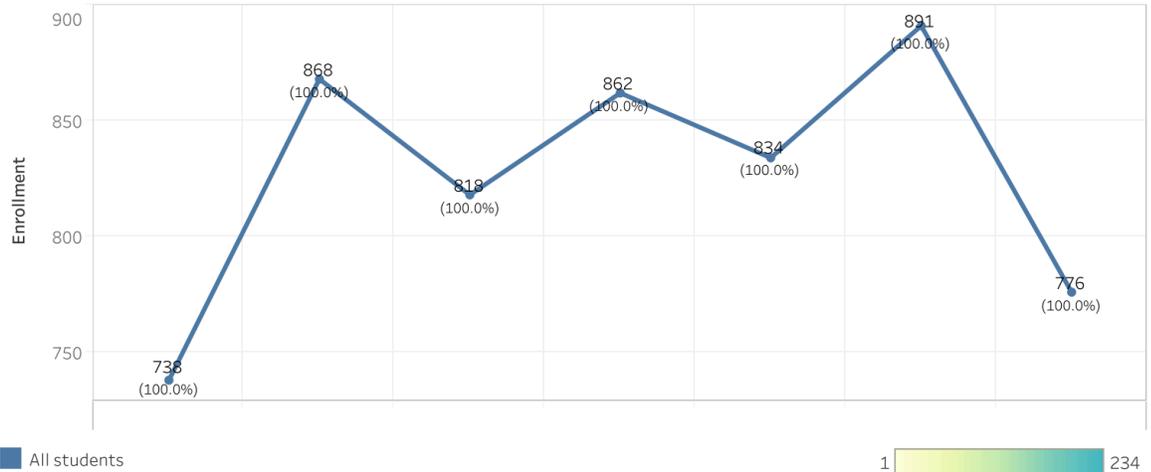
All students

Student Attribute Group

All students

Student Attribute

All



Division	Department	Subject	Course	Student Attribute	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Health Occupations	CULA	CA	CA 55	All students		73 (100.0%)	84 (100.0%)	69 (100.0%)	80 (100.0%)	89 (100.0%)	95 (100.0%)
			CA 98	All students	2 (100.0%)			1 (100.0%)			
			CA 101	All students	207 (100.0%)	206 (100.0%)	234 (100.0%)	204 (100.0%)	183 (100.0%)	186 (100.0%)	191 (100.0%)
			CA 120	All students	99 (100.0%)	99 (100.0%)	95 (100.0%)	114 (100.0%)	105 (100.0%)	85 (100.0%)	119 (100.0%)
			CA 180	All students	69 (100.0%)	82 (100.0%)	85 (100.0%)	74 (100.0%)	80 (100.0%)	88 (100.0%)	
			CA 181	All students	41 (100.0%)	63 (100.0%)	46 (100.0%)	54 (100.0%)	54 (100.0%)	60 (100.0%)	
			CA 182	All students	29 (100.0%)	46 (100.0%)	36 (100.0%)	43 (100.0%)	45 (100.0%)	40 (100.0%)	15 (100.0%)
			CA 230	All students	57 (100.0%)	67 (100.0%)	68 (100.0%)	88 (100.0%)	66 (100.0%)	65 (100.0%)	80 (100.0%)
			CA 240	All students				24 (100.0%)	15 (100.0%)	27 (100.0%)	54 (100.0%)
			CA 250	All students	37 (100.0%)	49 (100.0%)	47 (100.0%)	47 (100.0%)	50 (100.0%)	59 (100.0%)	27 (100.0%)

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

Effects of Covid-19 lockdown

The spring 2020 semester Covid-19 lockdown had a detrimental effect on new students enrollment. Our newly enrolled students (2 semesters completed or less) dropped classes by 18%, effecting the age group of 35-49 the most. Intermediate to advanced students (3-4 semesters completed) the success rates took small decreased in the 8-10% range.

Full-Time Equivalent Students (FTES)

Select Academic Year or Term

Academic Year

Division Health Occupations

Department CULA

Subject All

Course All

Student Special Population

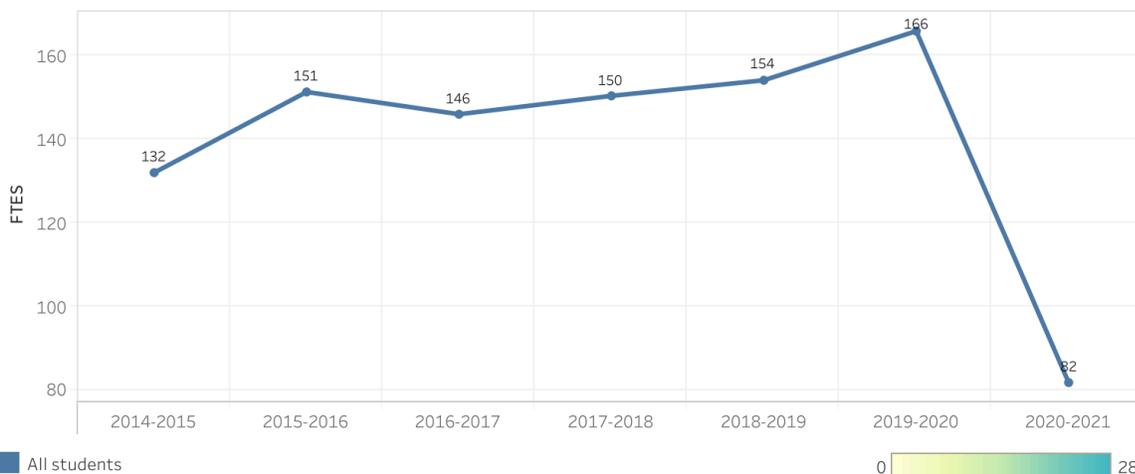
All students

Student Attribute Group

All students

Student Attribute

All



Division	Department	Subject	Course	Student Attribute	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Health Occupations	CULA	CA	CA 55	All students		3	3	2	3	3	3
			CA 98	All students	0		0				
			CA 101	All students	7	7	8	7	6	6	7
			CA 120	All students	10	10	10	12	11	9	12
			CA 180	All students	19	22	24	20	22	24	
			CA 181	All students	14	22	16	19	19	21	
			CA 182	All students	10	16	12	15	15	14	5
			CA 230	All students	6	7	7	9	7	7	8
			CA 240	All students				2	2	3	5
			CA 250	All students	13	17	16	16	17	20	9
			CA 251	All students	22	20	25	18	25	28	4
			CA 252	All students	18	15	20	22	19	20	10
			CA 260	All students	8	9	5	6	6	8	8
			CA 265	All students	6	4		3	2	3	8
CA 270	All students							2			

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

Chef Jessie Lopez has been an active member of the curriculum committee and has attended various professional development conferences in an effort to better participate in the curriculum process.

Chef Ernest Lew has recently completed his doctoral degree in Hospitality Management from Ohio State.

During the past 6 years, since our last program review our department has been busy implementing our Culinary Arts Management A.S. degree and creating our new Hospitality Management A.S.-T. degrees.

The department has created our "Culinary Trac" program that is created to support local high schools with culinary arts programs. Our goal is to provide semi-annual meetings, articulation agreements, mentoring of HS instructors, scholarships for transfer students and industry sponsorship.

Provide a status update on goals from the last program review cycle.

Goals from past program review:

1. Increase participation of advisory committee. This goal has been met by combining our Culinary Trac as active members.
2. Track Alumni Data. This goal has not been met due to limitations of access to records that the college is currently developing alumni data.
3. Provide sufficient personal storage space for female students. Goal has been met by a soft renovation of both locker rooms, we now provided 80 female lockers and 55 male lockers.
4. Implement new curriculum with 2 tier levels of certificates. This goal has been approved, implemented and has proven to be successful.
5. Increase transfer rates of culinary arts students to four-year universities. This goal has been met by gaining articulation agreements with two local universities.
6. Increase SLO direct assessments. This goal is in progress and will be completed by spring 2022.
7. Implement more technology in instruction. This goal has been met by providing video technology for remote learning in CB101, 103, 104, 106 and upgrades to the lab kitchen.
8. Create a director of culinary arts. This goal has been met.
9. Explore creating a foodservice cottage industry certificate for small business entrepreneurship. This goal has been deleted due to lack of demand and content is included into CA252.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

The Culinary Arts department currently receives funding from Perkins, Work Force Development Grants along with district funding.

Resource Requests

Faculty Resource Request(s) : Version by Pierini, Michael on 10/17/2021 23:56

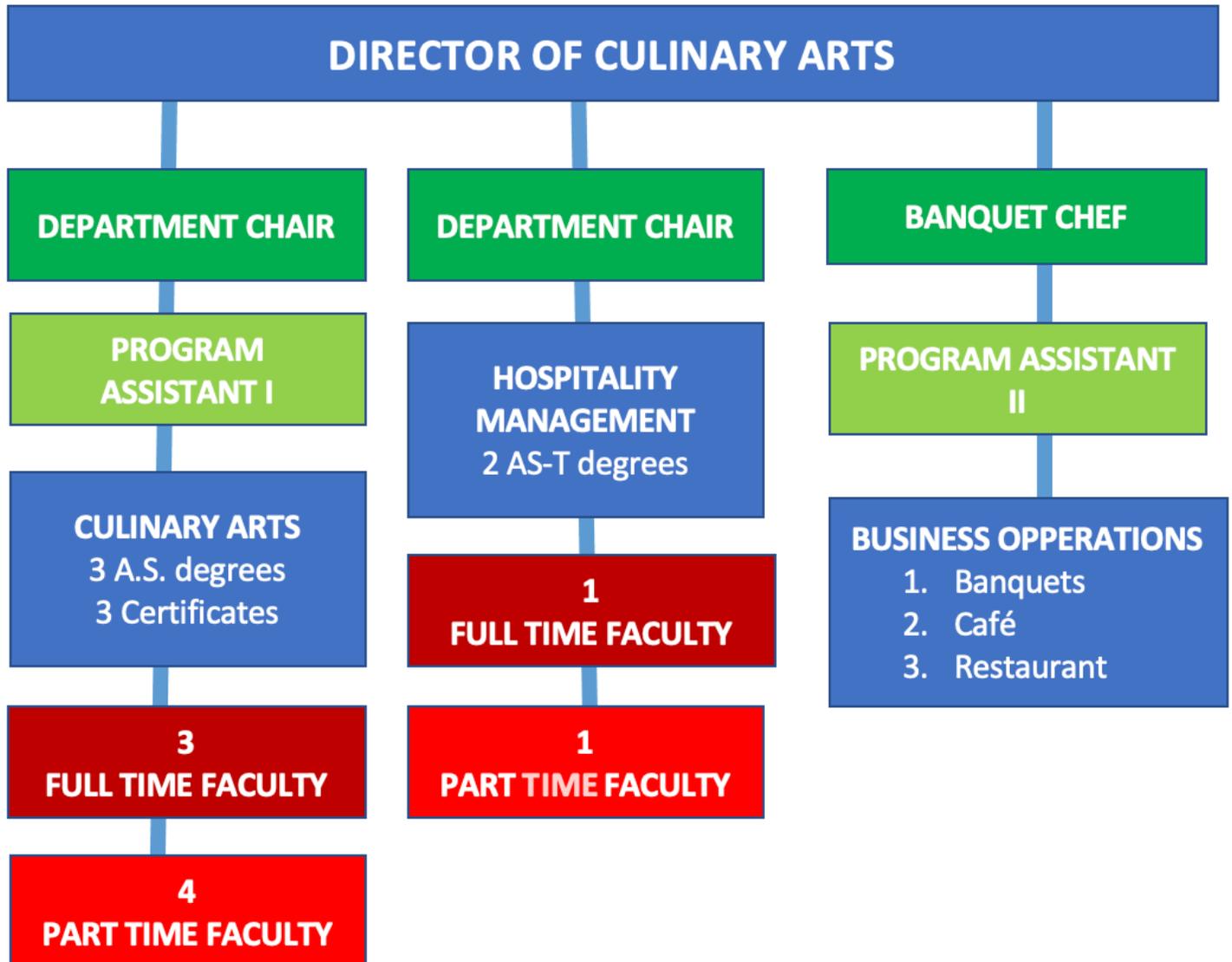
Currently our department has a director and a separate department chair position, both are given 20% release time each. Our goal is to provide continuity of direction by combining the two positions into one and expand the release time to 60%. This will allow the director to have adequate time to invest in the current expansion of the positions responsibilities. Implementation would be in 2022/23.

By combining the two above mentioned positions, this will allow for a new director to the position and direct the department into a new vision with the current outlined goals. Implementation would be in 2022/23.

New staffing is needed for the future growth of the department with both part-time and full-time faculty. The goal is to hire 2 part-time faculty and 1 full-time faculty to cover the expansion as outlined in this PR. Hiring of PT faculty in 2022/23 and hiring of the FT faculty in 2023/24.

With the expansion of new faculty and new speciality classes, faculty training will be needed to keep our department current with topics, methods and technics within our industry. Implementation will be ongoing as new faculty are hired.

The Culinary Arts Department will need to replace one full-time faculty member due to retirement in 2026.



Program/Department/Division:

40% release time for combined Director/Department Chair

10-20% release time for Department Chair of Hospitality Management

1 full time faculty member 2023

2 part time faculty members by 2022/23

1 full time faculty member 2026

Title of instructor position:

1-Department Chair-Hospitality Management
1-Associate Professor of Culinary Arts full time

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1. critical to the continuation of the department.

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New: 20% added release time for Director

New: 1 FT faculty

New: 2 PT faculty

Replacement: 1 FT faculty

Cost estimate:

\$100,000.00

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General Fund

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

The Culinary Arts enrolls 380 unduplicated students, covers two TOP codes (1306 & 1307) and operates 3 foodservice outlets for the faculty, staff, students and local community members.

The increased release time for the director is needed to maintain quality of program, faculty training and guidance, maintain local health code standards, and communications with college management.

New full time faculty (1) and part time(2) members will be needed to fulfill the demands of the industry, increased courses offered and fill the vacancy of the release time for director position.

If this position is not filled, what is the potential impact to student success?

The impact of not filling the requested positions will lead to less classes offered that will create a lower graduation rate for the department.

Classified Resource Request(s) : Version by Pierini, Michael on 10/17/2021 23:56

The Culinary Arts department currently employs 4 classified staff: 2 custodians, 1 banquet chef, 1 program assistant II.

With the goal of restructuring the department, one (1) classified Program Assistant 1 will be needed to for the operation of internship labs for students.

Program/Department/Division:

Culinary Arts

Position requested:

Program Assistant I

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Important

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New Position

Cost estimate:

\$45,000.00

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment

- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General Fund

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

With the restructuring of the Culinary Arts Department, the program assistant is needed to facilitate the operation of the 3 foodservice outlets. These outlets are used for instructional purposes and provides an internship opportunity for the Culinary Arts students.

If this position is not filled, what is the potential impact to student success?

cannot implement the restructuring of the department.

Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.) : Version by Pierini, Michael on 10/17/2021 23:56

10-20% release time for department chair of Hospitality Management.

Program/Department/Division:

Hospitality Management/Culinary Arts/Health Occupations

Position requested:

Department Chair

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Important

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

new

Cost estimate:

\$10,000.-20,000.

Occurrence:

- Recurring expense
- One-time augmentation

recurring expense.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General Fund

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

The creation of release time for the Hospitality Management program will allow to access the TOP code 1307 and create the necessary reports. This position will also allow the department chair to expand the enrollment, content to include a fully online version of the pathways.

If this position is not filled, what is the potential impact to student success?

Lower enrollment, lack of implementing new methods of delivery and coordination with Universities for transfer.

Professional Development Resource Request(s) : Version by Pierini, Michael on 10/17/2021 23:56

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

With funding for faculty members and curriculum approval for expanded certificates, continued education is needed to provide a well trained staff.

This will include the following:

DE certification of all new faculty

Advanced skill training in chocolate, sugar and artisan bread baking

Professional Development Resource Request(s):

DE certification of 1 full time faculty an 2 part time faculty members.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical

Cost estimate:

\$8,000 estimate for off campus training.

Occurrence:

- Recurring expense
- One-time augmentation

One-time augmentation.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Perkins

Facilities Resource Request(s) : Version by Lopez, Jesusita on 12/06/2021 09:53

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

Our skills lab created in 2021 will continue to develop and transform into a multi-use space covering several topic specific areas of culinary arts. The expansion will include more lab tables, chocolate equipment and cake decorating equipment to expand usage of the space.

\$120,000. budgeted. Implementation will be continually for 2021-2024 utilizing Perkins and Work Force Development grants.

The main kitchen lab located in the student center will need updating for current regulations, the elimination of exhausted equipment and expand equipment as needed for future curriculum development. This will include a point of sale system, refrigeration units, 1 deck oven, 1 combination oven, 2 proofing cabinets and various small wares.

The budget needed is \$300,000. and will be funded with Perkins and Work Force grants.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

By allowing the expansion of CB106 this will allow for lab space of new certificate programs and diversified usage of the space.

By allowing the new equipment in the kitchen lab it will decrease repair costs, allow for a greater variety of learning modules and diversify the space for expansion of certificate programs.

By NOT allowing the expansion and new equipment, the culinary arts department cannot expand certificate programs and will continually have increasing repair expenses.

Facilities Resource Request(s):

Assist with outside contractors for electrical needs.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical

Cost estimate:

CB106 \$180,000.

Kitchen Lab \$300,000

Occurrence:

- Recurring expense
- One-time augmentation

One-time expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Funding will be exclusively with Perkins and Work Force.

Technology and Software Resource Request(s) : Version by Pierini, Michael on 11/14/2021 21:32

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

Point of sale system is needed for student training of front of the house, kitchen, inventory and sales. This data is implemented into our CA260 an 265 classes in a practical application. This POS system is currently used at Cal Poly Pomona in restaurant operations.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

This will give students a more "real world" operation of food outlets, provide industry training and will be utilized in CA251,252,260 & 265 classes.

Technology and Software Resource Request(s):

IT department will need to approve the internal network and provide supervision of wiring installation.

Priority:

1. Critical (mission critical or must have)

- 2. Important (creates value and efficiency for program)
- 3. It can wait (would be nice if the money is available)

Important.

Cost estimate:

The initial hardware and software cost is \$80,000.

Annual software license is \$3,500. annually

Occurrence:

- Recurring expense
- One-time augmentation

One-time augmentation of hardware and software.

Recurring expense for software license.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

One-time augmentation funding from Work Force grant.

Recurring expense from general funding for software license.

Other Resource Request(s) : Version by Lopez, Jesusita on 12/06/2021 09:53

Identify and justify any other needs. Explain how it will help the program better meet its goals.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Other Resource Request(s):

No Value

Priority:

- 1. Critical (mission critical or must have)
- 2. Important (creates value and efficiency for program)
- 3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Prioritized Resource Request Recommendations : Version by Lopez, Jesusita on 12/06/2021 09:53

Resource request:	Priority:	Cost estimate:	Program goal alignment:
1 full time faculty member	1		Goal C
2 part time faculty members	1		Goal C
20% director release time	2		Goal C
Equipment & Technology for CB106	1	120,000.	Goal E
Equipment & Technology for kitchen lab	1	300,000	Goal E
Staff Development	1	8,500	Goal C
Point of sale system	2	85,000	E

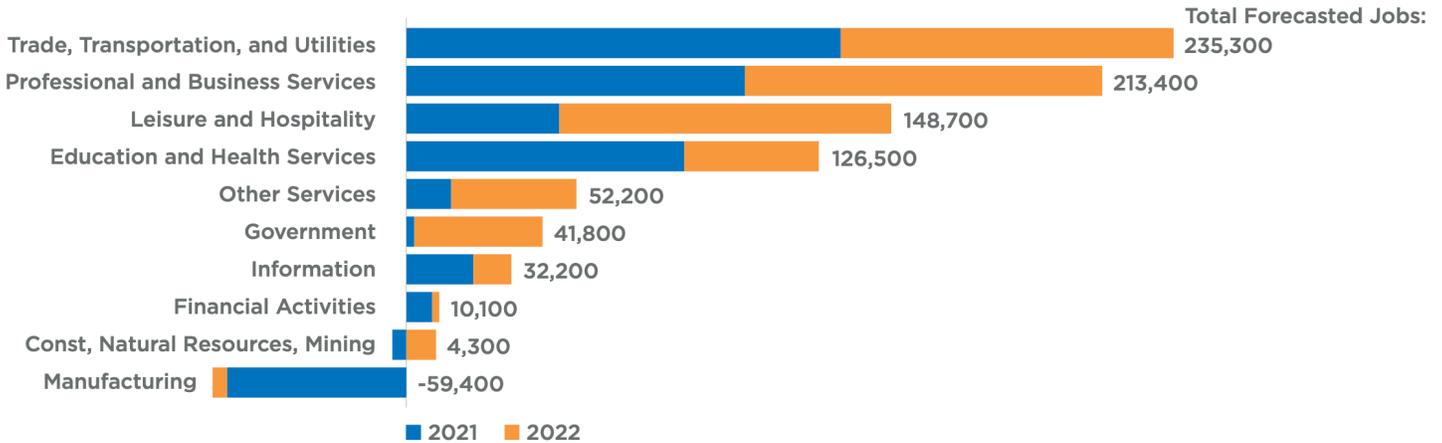
Career Technical Education (CTE) Supplemental Questions : Version by Pierini, Michael on 10/17/2021 23:56

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

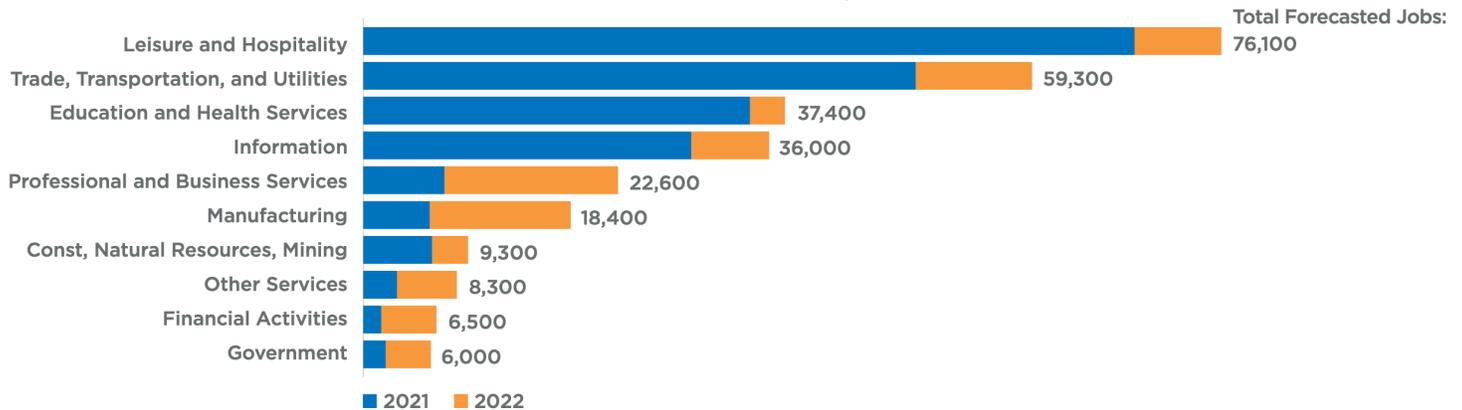
The current labor market is rebounding due to the covid pandemic. Foodservice employees are considered "essential employees" during this time but demand on foodservice was low and exposure rates were high among employees. In January 2021 6:10 covid cases came from restaurants and employees. The current climate of "Policing" customers with mask mandates, vaccine mandates, social distancing and limited capacities that have been in place since March 2020 has taken a toll on our workforce. Employees are reluctant to return to foodservice fearing abuse from customers and exposure to the virus. This has created a strong demand for employees and an overall increase in pay above the standard living wage for Los Angeles County.

The future growth in Los Angeles is estimated at 4-8% after all currently open positions are filled. This is due to many world-wide events scheduled for Los Angeles over the next 6 years to include: Super bowl 2022, World Cup Soccer 2026, Olympics 2028.

2020 to 2022 Employment Growth by Industry



2020 to 2022 Employment Growth by Industry in LA County



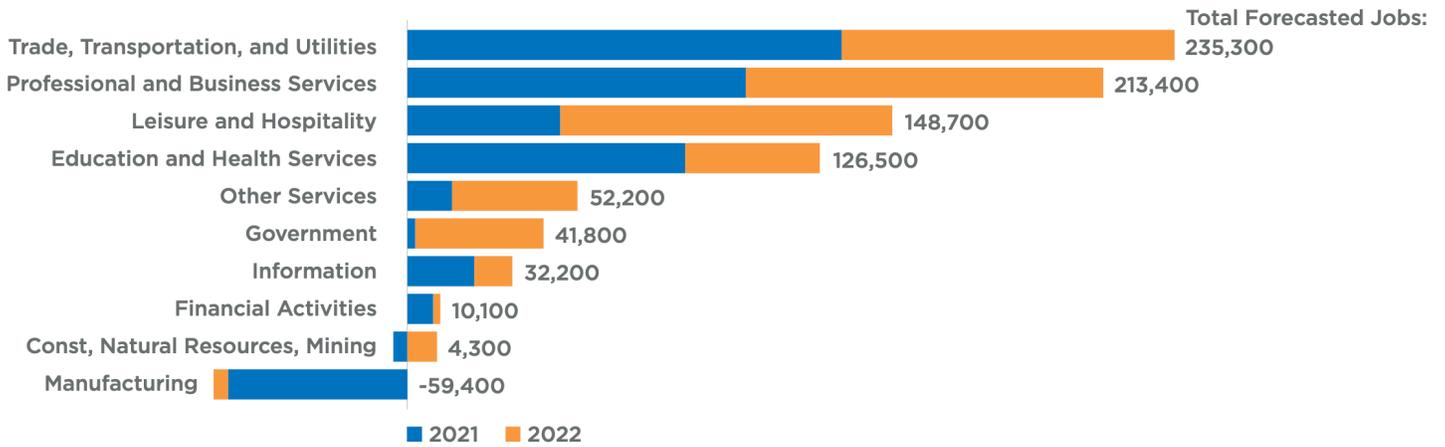
How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

The Cerritos College Culinary Arts program has always been the program in the Los Angeles area that is specifically targeted towards the Hotel and fine dining market versus the fast casual and informal markets of the other programs. This has created a unique opportunity for employment and industry relations over the past decades.

We at Cerritos specialize in multi-faceted techniques that include chocolate working, sugar working, full animal fabrications, charcuterie and curing of animal. These topics are very unique to us and is only covered by other schools in theory only, no practical exposure. The other aspects that make Cerritos unique is the "internship" experience our students have with 800+ hours of real world kitchen operations serving 3 outlets: restaurant, cafe and banquets. This allows our students to experience real world working environment and prepares them for the job market prior to graduation.

Under the current conditions in the California market, this targeted specificity is no longer a viable audience to target our students career pathways. A more generalized knowledge of foodservice is only required in the foreseeable future in Los Angeles. Curriculum goals are reflected in this California Restaurant Associations forecast of job labor force.

2020 to 2022 Employment Growth by Industry



What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

The success and completion rates for Culinary Arts students has been on a steady increase from 69.8% in 2021/15 to 74.9% in 2019/20. The department did have a drastic decrease in success rates for the 2019/20 academic year, 18% decrease due to the quarantine of that took effect March 2020. Many of our newly enrolled students (under 12 units completed in CA) could not make an effective transition from on campus to on line learning. The department working with the college administration worked diligently with each student to assist in overcoming their individual barriers but several students could not regain their academic standing online.

The success and completion rates for the Culinary Arts students by RACE shows a disparity with some races as much as 20%. Asian students showed the only success in the transition from on campus to online learning while Black or African Americans showed the greatest decrease by 28%. This disparity is being addressed by informing all students, specifically African American students the available resources the college has to offer in support of their academic success.

Retention Rates

Select Academic Year or Term
Academic Year

Division Health Occupations

Department CULA

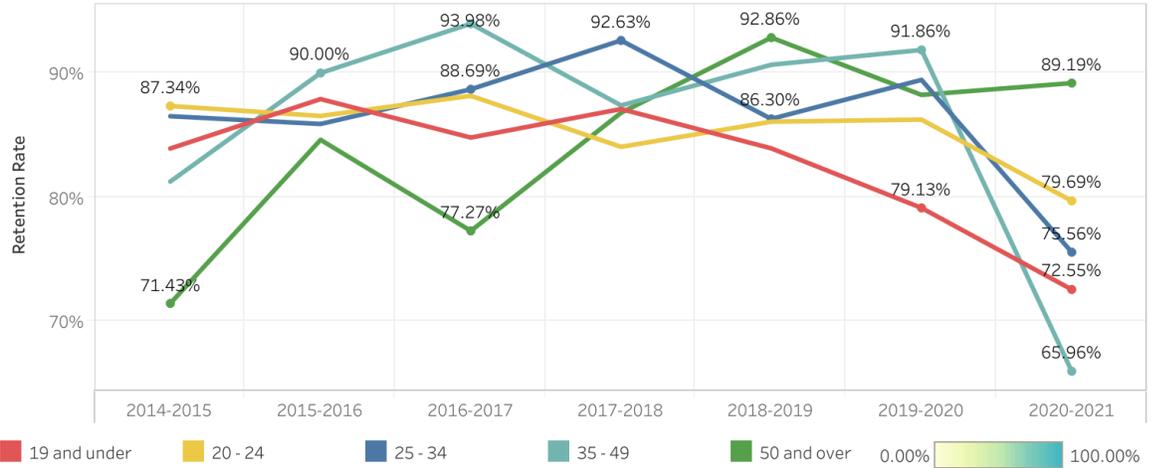
Subject All

Course All

Student Special Population
All students

Student Attribute Group
Age

Student Attribute
All



Division	Department	Subject	Course	Student Attribute	2014-2015 Academic Year	2015-2016 Academic Year	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year
Health Occupations	CULA	CA	CA 55	19 and under		92.31%	66.67% D	100.00%	93.75%	84.21%	57.89%
				20 - 24	94.12%	94.29%	86.67%	84.85%	91.18%	77.14%	
				25 - 34	94.74%	100.00%	100.00%	94.44%	90.91%	55.56%	
				35 - 49	100.00%	100.00%	90.91%	100.00%	63.64%		
				50 and over	100.00%	100.00%	100.00%	100.00%	90.00%	66.67%	
	CA 98	20 - 24	100.00%								
		25 - 34									
		35 - 49	100.00%								
		50 and over				100.00%					
		All students									

List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates. The foodservice industry is only regulated by the local environmental agencies health and human services department. This agency requires that all foodservice employees hold a "Food Handlers Permit" and one manager per shift hold a "Food Managers Permit". These permits are administered by various independent agencies. Cerritos College utilizes the National Restaurant Associations certification of all students pass the Food Managers Permit before continuing into lab classes.

The foodservice industry does not have any mandatory program certifications necessary for the education of foodservice professionals entering into the industry. Recommended organizations include the American Culinary Federation and the National Hotel and Motel Associations.