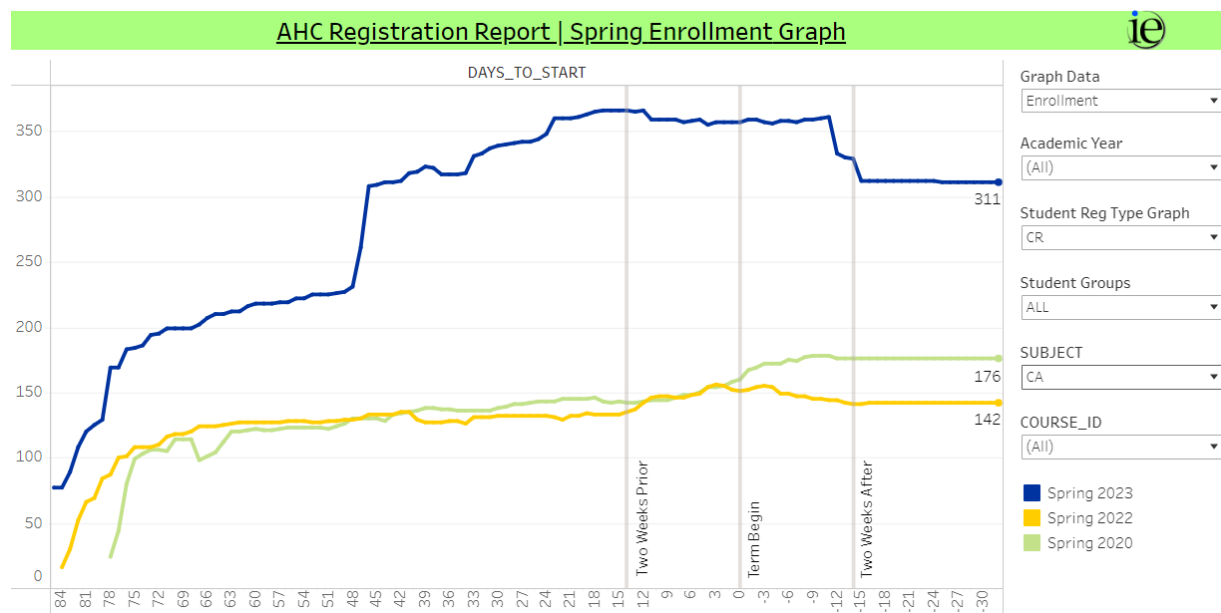


Area of Focus Discussion - CURRICULUM AND TEACHING DESIGN

2022/2023 Culinary Arts & Management

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices.



1. **What data were analyzed and what were the main conclusions?**

This year the Culinary Arts & Management program is evaluating two of the main priorities from our comprehensive 2020/2021 Program Review.

Increasing enrollment - As the latest Spring 2023 chart shows, our enrollment has more than doubled compared to Spring 2022. The main reason is the culmination of our work to partner with the Santa Maria high school district. We not only helped plan the new CTE (Career Technical Education) Center kitchen in 2018, but we also hired and trained Chef Russell Thomas to teach our culinary classes in 2021. Chef Russ applied for the new full-time CTE Culinary Instructor this past summer and earned the position. With the help of Julia Sokolovska, we established three concurrent/dual enrollment classes at the high school. We are using the same textbook, Canvas content, and instructor so the students can earn Hancock credits. This also speeds up the degree attainment, which is a priority for all AHC (Allan Hancock College) programs. We look to expand this initiative to Santa Ynez and Lompoc high schools next year.

Increasing CA Budget - This has finally been resolved but will not take effect until spring 2024. Our budget will then be doubled to account for 17 years of inflation. Our last student materials fee increase was in 2006.

2. ***Based on the data analysis and looking through a lens of equity, what do you perceive as challenges with student success or access in your area of focus?***

Our “lens of equity” ignores skin color and ethnicity. We look at the challenges faced by any student striving to complete their education and successfully entering the workforce. We are a CTE program and are focused on “Changing the Odds” for all students by improving their earning potential in the workplace. The main academic challenges we are seeing post-pandemic are related to skills in math, English, and computer literacy. While it would be easier to simply modify our program to meet the student’s level of ability, it would not help them in the workforce. The hospitality industry is booming in California, and there are many high-paying opportunities for students that have a degree in a program that has not lowered its academic standards.

The students’ work ethic has also reached new lows, with 40% of our culinary students not working a part-time job, according to polling during orientation. We will focus on our partnership with the Career Center and encourage participation in Jobseeker and Cooperative Work Experience. It is my opinion that successful students can take a full-time academic load while still working a part-time job. Too often students are told they are not able to handle the two activities, but I feel that young people will believe what they are told, and do not challenge themselves. This not only makes them reliant on limited student services, but also diminishes their self-esteem. Students unable to handle a work/education balance are not as likely to be successful in the workplace.

3. ***What are your plans for change or innovation?***

We initiated our plan to change our program in 2020 by modifying the courses to post most lecture content on Canvas. The timing was perfect. The pandemic forced many programs to pivot to Emergency Remote Teaching, and we transitioned much easier than most. We will continue to have Canvas content in every course, while documenting lecture topics by video. We also have 75 videos showing recipes and skills demonstrations using our new HD camera. We will continue to produce these helpful videos.

This fall we will move back to the classroom by offering CA 119 and CA 124 in person. Once our enrollment allows more than one section of the management related courses, we can offer one of each modality.

We are also part of the new North County Jail education initiative. I taught there in Spring 2022 and will return this fall along with part-time faculty Lee Gottheimer.

4. ***How will you measure the results of your plans to determine if they are successful?***

Student retention and degree/certificate completion. We will also track post completion employment data.

5. ***What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?***

This has always been a top priority for our program since the Culinary Arts & Management program lives within the Hospitality Industry umbrella. I personally attend every lab orientation, introducing myself and learning the student's name and academic/career goals. Every student also has numerous ways to contact me, including my cell phone number for calls and texts. This fall we will also incorporate a mandatory meeting for DE courses between the instructor and student, preferably in-person, but via Zoom at a minimum.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. ***Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)***

This report will be shared with all full and part-time faculty in our program for feedback, plus a representative from the Career Center, Concurrent Enrollment, Guided Pathways, related programs (Food Science & Nutrition, Recreation Management).

2. ***Are there specific recommendations regarding the core topic responses from the validation team?***

Ongoing interaction and feedback from AHC departments listed, plus recommendations from part-time faculty.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **ADDED resources** and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested.***

New Program Planning Initiative	
Title:	Explore Concurrent Enrollment with Santa Ynez, Lompoc High
Planning years:	2023-2024
Description: <i>Meet with and tour high school programs in Lompoc and Santa Ynez.</i>	

Resources:	
Priority Level: Low Medium High	
Resource Type: Equipment Staff - (Julia Sokolovska)	
New Program Planning Initiative	
Title:	Complete 30-hour DE Training Cohort
Planning years:	Summer 2023
Description: I will begin the 30-hour DE training course Tuesday, May 30, 2023. Once completed, I will share key points and best practices with PT (Part Time) faculty.	
Resources:	
Priority Level: Low Medium High	
Resource Type: Equipment Staff Faculty Supplies and Materials	
Description: Our recent accreditation report noted we do not have a robust DE training program. Resources were set aside to train over 100 full and part-time faculty on effective DE pedagogy.	

Program Review Signature Page:

Program Review Lead Ron Lovell:



Date: 5-23-2023

Sofia Ramirez Gelpi
Sofia Ramirez Gelpi (May 24, 2023 08:44 PDT)

May 24, 2023

Program Dean



Date

Jun 28, 2023

Vice President, Academic Affairs

Date

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: Culinary Arts & Management Academic Year 2022/2023

- 1) Has your program mission or primary function changed in the last year?

NO

- 2) Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

YES – We had our first cohort from Santa Maria High School District CTE (Career Technical Education) Program complete classes at the SMJUHS Mark Richardson Career Technical Education (CTE)

<https://cte.smjuhsd.k12.ca.us/>

We started with 78 students taking 3 AHC (Allan Hancock College) Culinary courses, taught by our own Chef Russell Thomas. Chef Russ was hired in 2022 to lead the brand-new culinary program full-time. I worked with LeeAnne McNulty to design the future kitchen in 2018. The courses are dual or concurrent enrollment, so the students earn credits for:

CA 119 Introduction to the Hospitality Industry

CA 120 Principles of Foods 1 (entire year)

CA 124 Sanitation, Safety & Equipment

This allows students to take courses taught by a current AHC faculty member, using the same textbook and Canvas content as they would if they took the course at the AHC campus. As mostly high school seniors, they will come to Hancock this fall with half of the 6 required courses already completed.

We also hired another PT (Part Time) Faculty, Lee Gottheimer from Alisal Guest Ranch to teach CA 120. Chef Lee lives in Solvang and has deep connections to the Santa Ynez area. We hope to expand our reach to Santa Ynez High School next year to seek collaboration opportunities.

Learning Outcomes Assessment

- a) Please summarize key results from this year's assessment.

This is the first year utilizing SPOL, so we finalized our Program Learning Outcomes (PLO's) and entered data for the first time. The 2021-2022 data is below.

Outcomes	Outcome Status	Target	Actual Result (Score)	Difference Score
Cooperative Work Experience				
- Culinary Arts				
1 - CA1- Denote the variety of services and busin	Planning Stage	70.00%	88.24%	+18.24%
2 - CA2- Demonstrate competency in safe, sanitary	Planning Stage	70.00%	84.62%	+14.62%
3 - CA3- Analyze and respond to differing busines	Planning Stage	70.00%	84.38%	+14.38%
4 - CA4- Demonstrate competency in oral, written	Planning Stage	70.00%	93.33%	+23.33%
5 - CA5- Supervise and train a diverse employee p	Planning Stage	70.00%	93.33%	+23.33%
6 - CA6- Follow all the governmental laws and reg	Planning Stage	70.00%	91.67%	+21.67%
7 - CA7- Demonstrate basic baking and cooking ski	Planning Stage	70.00%	93.62%	+23.62%

- b) Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The data shows we are exceeding the target outcomes for every goal.

- c) Please summarize recommendations and/or accolades that were made within the program/department.
While we exceeded our goals, our program outcome results were during the pandemic. We have transitioned many courses to online/DL/DE/ERT and would like to increase the rigor and face-to-face teaching in the future. This may lower the outcomes.

Please review and attach any changes to planning documentation, including PLO (Program Learning Outcomes) rubrics, associations, and cycles planning.

No changes

- 3) Is your two-year program map in place and were there any challenges maintaining the planned schedule?
Our map is in place, but having dual or concurrent enrollment classes makes the current map abnormal for incoming students that have already taken the "first semester" classes. We decided to offer all 11 courses this Fall 2023 semester, with courses that are normally only offered in the spring semester.

CA 122 Advanced Baking

CA 123 Principles of Foods 2

CA 325 Specialty Cakes – Baking & Decorating

CA 126 Food Production Cost, Control

It look like this was a particularly good call, since most of these classes have had good enrollment so far. We also offered two sections of CA 121 Basic Baking & Pastry and CA 124 Sanitation, Safety & Equipment

- 4) Were there any staffing changes?
Yes, we added Lee Gottheimer and Russell Thomas moved to the new CTE Center. Chef Russ continues to teach CA 325 on Tuesday nights after he finishes his day at the high school.
- 5) What were your program successes in your area of focus last year?
We communicated the Programs of Study- →Food, Fashion & Fitness- →Culinary Arts & Management pathway to as many students as we could. This included Bulldog Bound, high school visits, advisory boards, industry, and junior high schools. We feel the new website and clear focus allows students to plan their education career with more clarity. This helps reduce the unnecessary courses, which helps them graduate faster.

CTE two-year review of labor market data and pre-requisite review

- 6) Does the program meet documented labor market demand?
Data is below for our focus. Our industry does not have enough qualified people to meet current

demand. Our industry is hiring or promoting students as soon as they have an AS degree.

Occupational Employment and Wages, May 2022

11-9051 Food Service Managers

Plan, direct, or coordinate activities of an organization or department that serves food and beverages.

[National estimates for Food Service Managers](#)

[Industry profile for Food Service Managers](#)

[Geographic profile for Food Service Managers](#)

National estimates for Food Service Managers:

Employment estimate and mean wage estimates for Food Service Managers:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
231,100	1.6 %	\$ 32.27	\$ 67,130	0.8 %

Percentile wage estimates for Food Service Managers:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 18.62	\$ 23.13	\$ 29.48	\$ 37.24	\$ 48.33
Annual Wage (2)	\$ 38,740	\$ 48,110	\$ 61,310	\$ 77,450	\$ 100,520

- 7) How does the program address needs that are not met by similar programs?
We focus on business as it relates to the hospitality industry. General Business Administration majors take many of the same classes, but our courses are focused on the restaurant, hotel, catering, and resort industries.
- 8) Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
Yes. We are encouraging students to work part-time in the industry so they can see what it is like first-hand. We also caution them to prioritize their degree pursuit, rather than adding hours to their work week. They can increase their workload once they complete our program.
- 9) Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?
Yes
- 10) Have recommendations from the previous report been addressed?
Yes

Use the tables below to fill in **NEW** resources and planning initiatives that do not apply directly to core topics.
This section is only used if there are new planning initiatives and resources requested.

Sample:

New Program Planning Initiative

Title:	<i>Increased Budget for Student Materials Fees</i>		
Planning years:	2018-2024		
Description:			
<p><i>Our budget for student materials fees covers actual food purchases to supply the class recipes. We modified the course activities to fit the available budget by having each table prepare a recipe as opposed to each student. This has negatively affected student learning. The fees have not changed since 2006 and are not adequate. We have been trying to increase the fees formally since 2018, identified the shortfall in our 6-Year Comprehensive Program Review (2020/2021), and relied on emergency budget augmentations every year. We submitted change requests again in 2022 but have finally received permission to increase the fees in spring 2024. This should be adequate to instruct the students if inflation returns to normal levels.</i></p>			
Resources:			
Priority Level:	Low	Medium	High
Resource Type:	Equipment	Staff	Faculty Supplies and Materials
Quantity:	1		
Per Item Price:	\$80-\$90 per student	Price with taxes/shipping, etc.:	\$80-\$90
Description:	Student material fees to purchase ingredients.		

New Program Planning Initiative			
Title:	Additional Full-Time Faculty		
Planning years:	2023/2024		
Description:			
<p>We would like to increase the load for PT Faculty to .80-1.00 to cover the additional courses and sections offered. Our program has only one full-time instructor.</p>			
Resources:			
Priority Level:	Low	Medium	High
Resource Type:	Equipment	Staff	Faculty Supplies and Materials
Quantity:	1		
Per Item Price:	\$80,000	Price with taxes/shipping, etc.:	
Description:			

CULINARY ARTS AND MANAGEMENT

Curriculum and Teaching Design Discussion







2022-2023_encrypted_

Final Audit Report

2023-06-28

Created:	2023-05-25
By:	Sandra Orozco (sorozco@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAwuU_JCk86UB8WIHbi1EYwy79tXUMomDv

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2023-05-25 - 7:45:50 PM GMT- IP address: 104.47.58.126
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