

APR Instructional Culinary Arts 2022-23 Latest Version

Annual program review for Culinary Arts, reviewing the 2022-23 Academic Year

APR Instructional

Annual Course Student Learning Outcome Data : Version by **Vij, Virat** on **02/23/2024 21:47**

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
CUL101 - Introduction to the Culinary Arts and Foodservice		
4. Discuss/evaluate industry trends as they relate to the various segments of the foodservice and hospitality industry. (Active from Summer 2022)	70.00%	100.00%
5. Discuss and evaluate industry trade periodicals, books, and journals that can contribute to individual growth and learning as they pertain to technical skills. (Active from Summer 2022)	0.00%	100.00%
CUL101 - Introduction to the Culinary Arts and Foodservice		
1. Define the philosophy of the foodservice/hospitality industry and its role in providing customer service. (Active from Winter 2020)	70.00%	100.00%
2. Discuss and evaluate the importance of professional ethics as it applies to the foodservice industry. (Active from Winter 2020)	70.00%	100.00%
3. Discuss the laws and regulations governing hospitality businesses, their employees, and their guests and how these factors influence the operations of all enterprises. (Active from Winter 2020)	70.00%	100.00%
CUL102 - Principles and Practices of Basic Food Preparation		
1. Evaluate and select kitchen tools and equipment. (Active from Winter 2020)	70.00%	100.00%
2. Prepare and cook food for use in the culinary arts industry. (Active from Winter 2020)	70.00%	100.00%
3. Organize and set up a work station to optimally prepare food. (Active from Winter 2020)	70.00%	100.00%
CUL102 - Principles and Practices of Food Preparation		
1. Evaluate the differences in methods to develop flavor through preparation. (Active from Summer 2022)	70.00%	100.00%
2. Identify basic preparation and cooking methods for vegetables, meat, poultry, and seafood. (Active from Summer 2022)	70.00%	100.00%
3. Prepare written requisitions for production requirements (Active from Summer 2022)	70.00%	100.00%
CUL104 - Principles and Practices of Baking and Pastry Arts		
1. Select, research, and explain baking terms. (Active from Winter 2020)	70.00%	100.00%
2. Select, organize, and analyze ingredients used in baking and pastry production. (Active from Winter 2020)	70.00%	100.00%
3. Select, recognize, and utilize equipment and tools used in baking and pastry production. (Active from Winter 2020)	70.00%	100.00%
4. Scale and measure ingredients properly. (Active from Winter 2020)	70.00%	100.00%
5. Produce an array of bakery and pastry products. (Active from Winter 2020)	70.00%	100.00%
6. Judge, interpret, and evaluate quality standards in bakery and pastry products. (Active from Winter 2020)	70.00%	100.00%
CUL108 - Advanced Culinary Methods and Concepts		
1. Apply advanced cooking methods safely and effectively in an operation. (Active from Summer 2022)	70.00%	100.00%

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
2. Describe how to facilitate desired outcomes of advanced culinary techniques from an internal business perspective and customer perspective. (Active from Summer 2022)	70.00%	100.00%
3. Execute and understand the operational daily duties of a chef in a restaurant and catering operation. (Active from Summer 2022)	70.00%	100.00%
4. Describe and understand basic animal anatomy as it relates to fabrication/butchery and selecting appropriate techniques for preparation and cookery. (Active from Summer 2022)	70.00%	100.00%
5. Demonstrate key operational duties that promote successful foodservice operations and business. (Active from Summer 2022)	70.00%	100.00%
CUL109 - American and International Cuisines		
1. Describe and discuss the major American regional cuisines, flavors, ingredients, and culinary staples. (Active from Summer 2022)	70.00%	100.00%
2. Describe and discuss the major International cuisines, flavors, ingredients, and culinary staples. (Active from Summer 2022)	70.00%	100.00%
3. Identify the unique preparations and cooking techniques native to the regions. (Active from Summer 2022)	70.00%	100.00%
4. Identify the relationships between climate, topography, and diet of the regions. (Active from Summer 2022)	70.00%	100.00%
CUL120 - Introduction to Wine		
1. Analyze and rate wines empirically. (Active from Fall 2015)	70.00%	100.00%
2. Identify the various grapes from around the world and the wines made from these grapes. (Active from Fall 2015)	70.00%	100.00%
3. Define and comprehend terroir as it relates to wine. (Active from Fall 2015)	70.00%	100.00%
CUL125 - Wines of the World		
1. Identify and evaluate wines from different countries. (Active from Fall 2015)	70.00%	100.00%
2. Analyze global wines within the context of the forces that shaped the viticultural and enological practices of various countries. (Active from Fall 2015)	70.00%	100.00%
3. Analyze the major issues involved in grape growing and wine making. (Active from Fall 2015)	70.00%	100.00%
4. Compare and contrast international wines for their suitability and relationship to food. (Active from Fall 2015)	70.00%	100.00%
CUL128 - Wines of California		
1. Evaluate quality differences and characteristics in wines from various regions of California. (Active from Fall 2015)	70.00%	0.00%
2. Compare and contrast the grape growing and winemaking regions of California. (Active from Fall 2015)	70.00%	0.00%
3. Investigate the processes of growing grapes and winemaking in California. (Active from Fall 2015)	70.00%	0.00%
CUL161 - Food Sanitation: ServSafe Essentials		
1. Sequence hand washing technique in proper order. (Active from Fall 2015)	70.00%	100.00%
2. Compare and contrast the common food-borne illnesses. (Active from Fall 2015)	70.00%	100.00%
CUL550 - Culinary Boot Camp		
1. Demonstrate knife skills to include all demonstrated cuts and techniques. (Active from Summer 2019)	70.00%	100.00%
2. Prepare and cook food for use in the culinary arts industry. (Active from Summer 2019)	70.00%	100.00%
3. Organize and set up a workstation to optimally prepare food. (Active from Summer 2019)	70.00%	100.00%

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
CUL103A - Food Safety and Sanitation		
1. Discuss the importance of food safety and sanitation in the food and culinary industry. (Active from Summer 2019)	70.00%	100.00%
2. Recognize safety hazards in the kitchen. (Active from Summer 2019)	70.00%	100.00%
3. Identify sources and prevention methods of food contamination. (Active from Summer 2019)	70.00%	100.00%
4. Prepare safe food based on current food safety and sanitation guidelines. (Active from Summer 2019)	70.00%	100.00%
CUL103A - Food Safety and Sanitation		
5. Explain the importance of personal hygiene to prevent cross-contamination. (Active from Summer 2022)	70.00%	100.00%
CUL180A - Culinary Arts Training 1		
1. Prepare and cook food for use in the culinary arts industry. (Active from Summer 2019)	70.00%	0.00%
2. Demonstrate safe food handling practices. (Active from Summer 2019)	70.00%	0.00%
3. Demonstrate proper use of knives and knife cuts. (Active from Summer 2019)	70.00%	0.00%
CUL180B - Culinary Arts Training 2		
1. Prepare and cook food for use in the culinary arts industry. (Active from Summer 2016)	70.00%	0.00%
2. Demonstrate safe and effective use of knives and other essential equipment tools and equipment. (Active from Summer 2016)	70.00%	0.00%
CUL180C - Culinary Arts Training 3		
1. Prepare and cook food for use in the culinary arts industry. (Active from Summer 2016)	70.00%	0.00%
2. Describe basic baking practices, including correct use of formulas and techniques for ensuring effective production of baked goods at high altitudes. (Active from Summer 2016)	70.00%	0.00%
CUL180D - Culinary Arts Training 4		
1. Demonstrate safe food handling practices, including successfully passing the ServSafe certification exam. (Active from Summer 2016)	70.00%	100.00%
2. Describe advanced baking practices, including production of laminated dough, pies, choux paste, tortes, and cakes. (Active from Summer 2016)	70.00%	100.00%
3. Demonstrate proficiency in organizing and executing a catered event. (Active from Summer 2016)	70.00%	100.00%
CUL180E - Culinary Arts Training 5		
1. Demonstrate proficiency in organizing and executing a catered event. (Active from Summer 2016)	70.00%	0.00%
2. Demonstrate advanced production techniques related to baking, stocks, sauces, soups, meats, and pastas. (Active from Summer 2016)	70.00%	0.00%
3. Demonstrate effective management skills, including food cost budgeting as well as planning and designing a menu. (Active from Summer 2016)	70.00%	0.00%
CUL191AJ - Special Topics: Food Sanitation: ServSafe Essentials (NC9)		
1. Sequence hand washing technique in proper order. (Active from Winter 2021)	70.00%	0.00%
2. Compare and contrast the common food-borne illnesses. (Active from Winter 2021)	70.00%	0.00%

Using the Data Provided (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/LTCCProgramReviewSummary?:iid=1>) please provide the number of students (headcount) that are served by the discipline.

Over the last four years, the Culinary department has served between 70 -124 students (duplicated headcount). Different class have different number of students between F2F and DE classes.

Using the Data Provided (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/Demographics?:iid=1>), identify the populations served by the discipline. Are there any inconsistencies? Does the Population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

The last two years, CUL has served between 36% - 42% Hispanic/Latinx students, which is at or above the district averages, and is reflective of community demographics. Between 40% - 60% of students are female or female-identifying. Between 31% - 43% of CUL students are aged 25-49, which is to be expected as a Career and Technical Education program, the department is designed to serve working adults and individuals looking to advance in their careers or learn more skills to meet their personal. As per the data both men and women have equally taken part in culinary classes respectively at 51% and 49%.

Using student success data (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/SuccessRatesOverall?:iid=1>), identify any trends in successful completion of courses.

Are there particular courses (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/SuccessRatesbyCourse?:iid=1>) students are struggling in?

Are there any demographics that are less likely to complete certain courses in the discipline?

What steps need to be taken to support students and the department in meeting its equity obligations?

A review of the data shows a slightly higher completion percentage (success rate) for female students vs. male students, but the N is low, so individual students can easily skew the data. Students of color are generally passing courses at the same rates as White/Non-Hispanic students, and students are succeeding at generally the same rates regardless of age.

Are there any courses lacking Title V Updates?

If so, how many and why?

(Please check your courses in eLumen for the most recent list of courses that require updates.)

There are still some courses that need Title V updates, but staff will be working through them in the upcoming year. In addition, the Certificate and Degree programs were recently updated and therefore some courses no longer in the Degree are anticipated to be deactivated. The full-time faculty is moving away from required textbooks and towards open educational resources (ZTC). Several course like CUL 101, CUL 102, CUL 104, COL107, CUL 108 AND CUL 109 HAVE MOVED TO ZTC framework pending approval by Dr. Larry Green. CUL 103 (TEXTBOOK is still mandatory) as the final examination for a ServSafe manager is from an outside institution certifying students around the region on the set standards common to the industry. The ZTC (zero textbook) will be completed in the next few months by April 2024.

Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

The majority of CUL courses are expected to be F2F or hybrid. There are some distance education options (e.g., CUL 101), and students sometimes have the opportunity to perform some of the required lab work on the job (if there is a qualifying supervising chef available in the workplace). the existing instructor are making it more flexible for students to take classes during the office hours to support growth and opportunity for student who face external challenges related to personal and work related.

Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

Success rates are generally consistent regardless of modality.

Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

The new full-time, tenure-track faculty member is in their first full academic year. The goal going forward is to have a balance of courses taught by the full-time and part-time (adjunct) faculty, with the majority of students taught by Chef V.

Are staffing levels adequate to fulfill the purpose of the program?

Currently staffing levels are adequate to fulfill the purpose of the Culinary program. Staff is working to increase the student enrollments in the program and several efforts are underway. Staffing will be adjusted as per the enrollments and need.

What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

The full-time faculty has taken advantage of many American Culinary Federation courses and other professional development courses including ServSafe Manager and others. Additionally, the full-time faculty has plans to attend a statewide conference (CHEBNA) to address student needs and supports. Full time faculty has earned 72 RPL credits for various courses from LTCC. Full time tenure track faculty has developed various canvas shells (CUL 101, 102, 104, 107, 108 AND 109 along with HSP 100 canvas shell which was improved with new information) to make learning more accessible. All canvas shells have been developed on ZTC (zero textbook model)

HR required online courses completed and certificates achieved – 8 online courses. Certificates at the link above.

1. [Bloodborne Pathogen Exposure Prevention: Full Course](#)
2. [Fire Extinguisher Safety: Full Course](#)
3. [Hazard Communication: Right to Understand \(GHS\): Full Course](#)
4. [Injury and Illness Prevention Program \(IIPP\): Employee](#)
5. [LTCC IIPP plan: Custom](#)
6. [Mandated Reporter: Child Abuse and Neglect: Full Course \(California\)](#)
7. [Safety Data Sheets: Full Course](#)
8. [Sexual Harassment Prevention for Non-Managers \(SB 1343\): Full Course \(California\)](#)

American Culinary Federation ACF – Studied, completed, and achieved the following certificates. A total of 121 hours of study and completed certificates.

Date	Description	Hours
4/29/2023	Safety and Sanitation - 30 Hours	30.00
5/2/2023	Supervisory Management - 30 Hour Course	30.00
5/15/2023	Culinary Nutrition - 30 hour course	30.00
5/28/2023	ChefsForum: The Secrets of Southern Biscuits	1.00
5/29/2023	Introduction to Foodservice - 30 hour course	30.00

More information ACF– link (<https://olc.acfchefs.org/topclass/topclass.do?object-list-classid=xLearnerActivities&template=LearningCenter>) also at the end of the document. You have to open link and then click completed.

Attended - Virtual Training on Bystander Intervention in Academic Setting. **Hospitality, Culinary and Tourism Regional Industry Advisory meeting and culinary round table. Took the lead to be lead for Blue Meta Major (Business, Hospitality and Management). LTCC EOPS/Equity Wellness & Healing Guest Speaker-Ruben Canedo** with further involvement for a two day conference for CHEBNA 24 as above. Took road trips to visit various institutions and meeting with culinary teams at various regional levels. Took part in Culinary BOOTCAMPs with CCC. Taught 6 new classes while developing the programs.

Where applicable, outline and explain any budget shortfalls for this discipline.

There are some immediate needs around CUL instructional equipment, including an induction oven/grill and other pieces of equipment including liquid nitrogen and sous vide methods. Strong Workforce Local funds should be adequate to cover anticipated costs.

A list of equipment and items will be shared with the budget manager after going through the facility and needs of the students.

Liquid nitrogen, plates for various presentations, displays equipment, Japanese and Asian cooking equipment and tools and various tools for bread and dessert baking. Items used for advanced cooking techniques and commercial hand held blenders.

If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

Students will learn advanced and industry-valued cooking methods, and with the expected food production in the next 18-24 months additional equipment and supplies will be required. A list of equipment will be shared with the budget manager.

Using the SLO Data above, are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

A review of the SLO data above shows that students are performing at expected levels. CSLOs have recently been updated for certain courses to match the Course Outline of Record.

What are the major strengths of your department?

Individual support of students by faculty, who gives his personal phone number out so he can be reached at any time for additional support. The philosophy of the department is to provide individualized instruction for all students and enable them to meet their class and work goals. The idea is to meet the students where they are and help and support them through their educational journey.

In what ways could your department improve to better meet the needs of the College and support student success?

Course materials have been added to the Canvas course shells, so even if students cannot attend on a certain day, they will not fall behind or have to drop. There are ideas to create a statewide culinary (BBQ) competition to engage students and industry partners and elevate the awareness of the program. Recently a Culinary Roundtable was conducted a full room of local industry professionals to make connections and provide career pathways and training for students and incumbent workers. A number of student recruitment efforts are underway, including marketing to students across campus and initiative for dual enrollments with local SLTHS and Nevada Union grass valley campuses. Efforts are underway to see if J1 students can get benefit of education by transferring to F1 student visa category from the local industry partners. International student recruitment is also on the table for bringing in cohort of students who could benefit from international education and exposure while supporting the college with international student revenues.

What are the biggest challenges your department may face in making these improvements?

Local student numbers, international student recruiting connected to housing, and the fact that students join classes at any time (vs all starting in fall as a cohort).

Identify any other questions, comments, suggestions, or concerns you may have.

There is hope but collaborative efforts at the highest level are required along with a fully functional marketing team.

Dean Review : Version by **Deeds, Brad** on **02/26/2024 21:25**

Brad Deeds