

ACADEMIC PROGRAM REVIEW

Culinary Arts

GROSSMONT
COLLEGE



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SIGNATURE PAGE:

PLEASE BEGIN YOUR REPORT WITH A SIGNATURE PAGE, INCLUDING SIGNATURES FROM ALL FULL-TIME FACULTY IN YOUR DEPARTMENT, AS WELL AS ANY PART-TIME FACULTY THAT CONTRIBUTED TO THIS SELF-STUDY REPORT. A SUGGESTED FORMAT IS SHOWN BELOW

Please precede your faculty signatures with this statement:

“This program review report for (insert the years of self-study review period. These are the years covered in your new six-year review (example 2012 - 2018) is respectfully submitted by the members of the Grossmont College (insert your department name here).

Faculty Member A

Faculty Member B

Etc.

DEPARTMENT/PROGRAM ACADEMIC PROGRAM REVIEW

SECTION 1 – OVERVIEW. DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS



- 1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.**

The Grossmont College Culinary Arts Program is designed to provide courses and hands-on training for development of skills, knowledge and practice for application in the hospitality/food service industry and lead toward an Associate Degrees and /or Certificates in Culinary Arts, Baking and Pastry and Culinary Entrepreneurship. It emphasizes curriculum related to current industry standards.

In 1990 the program began as a few cooking courses as a support to the Food Service Management Program beginning. In 1993, the Food Service Management Program was terminated. It was also decided that the ROP (Regional Occupational Programs) sponsored cooking classes would continue based on popular enrollment. The pioneers to oversee this growth were Cathie Robertson and George Yackey.

In 1996, Chef Joe Orate was hired to fill the needs of the program. He recommended that culinary arts become a training program for the food service industry focusing on job related standards. Student learning outcomes were evaluated, and standards were changed to meet the needs of the industry.

In 1997, ROP increased its class offerings. All Culinary Arts courses are a collaborative effort with ROP and Grossmont College and were available for college credit. The majority of the students did enroll for college credit and paid tuition. The program was funded by ROP. Grossmont College ROP was one of 22 districts in San Diego County with ROP on its campus. The program became so popular it created wait lists of students per offering. During this time, two adjunct chef instructors were added to the faculty. Fine Dining Class was added to serve lunch and dinners to faculty and staff and gave our students hands-on experience. The increase in ROP sponsored classes significantly increased the number of culinary students. Self-assurance of success was felt by students, faculty and administration.

At this time, the Advisory Committee, San Diego Chefs and Administration did research and site visits of other accomplished culinary programs due to the increased enrollments. New directives proceeded and a complete revision of the ROP curriculum was created. A revised 31-unit Certificate of Achievement and an addition of a degree in Culinary Arts also were in motion. Application for a full-time chef instructor faculty also followed. By 2000, FACS was dissolved and Culinary Arts program has grown to the point where they could stand alone. Curriculum for 17 new courses was written and approved and a certificate and a degree have been added.

Eight more adjunct chef instructors were also added since that time. Our advisory recommended further emphasis in advanced Baking and Pastry Training.

A full-time culinary instructor was added solidifying the direction of the program.

In 2001, curriculum for Advanced Baking and Pastry classes in Chocolate Making, Sugar and Centerpiece Work, Bread Baking, and Cake Decoration were written and approved. The advisory committee and student recommendation expressed emphasis in opening their own food service operations creating curriculum for **Culinary** Entrepreneurship and Certificates of Proficiencies in four different areas of emphasis in culinary arts.

Culinary Entrepreneurship and Certificates of Proficiencies curriculum was written and approved by 2002. By 2003, the culinary program now offered the following AA Degrees and Certificates of Achievement in all areas of emphasis:

- Culinary Arts
- Baking and

- Pastry
- Culinary Entrepreneur
- Certificate of Proficiency in Banquet Cook, Line Cook, Prep Cook, Pastry Cook

Application for a full time Pastry Chef instructor was approved in 2004 and funded by GC/ROP. With the growth of the program, student surveys and advisory committee recommendation, a culinary facility with up to date equipment was emphasized in the college planning. Funds were available through bond money for plans on remodeling the culinary and pastry lab kitchen facilities as a part of the Student Center remodel.

In 2006, Chef James Foran was hired as the full time Pastry Chef Instructor and to further expand the Pastry Arts program. His background includes being Executive Pastry Chef at One Market, The Mandarin Orient Hotel in San Francisco and The Bellagio in Las Vegas as well as being published with Wiley for his dessert artistry and contributing to many industry trade magazines. Our program now had two full time culinary instructors that follow up with continuity of curriculum and standards set by the department.

In 2010, administration approved the consolidation of both the culinary and pastry kitchens in the College renovation plans for the Student Center. In 2012, the renovation was completed, and the culinary art building was open. Administration, community and student's reaction was overwhelmingly positive with the training facility. Enrollment numbers continued to be impacted with wait lists in many sections.

In 2017, Joe Orate left Grossmont College and James Foran took on the role as the Culinary Arts coordinator. With the absence of a permanent culinary full-time instructor, Chef Josephine Rossi was chosen to fill the position. Her dedicated experience as Executive Pastry Chef turned Cooperate Chef for Whisknadle Hospitality Group gave Chef Rossi a discerning background perfect for modernizing the culinary curriculum. Since then, the culinary courses have continued to evolve under Chef Rossi, meeting the demands of industry standards and our diverse student population with new and exciting techniques.

With a hiring committee approval for a 3rd full time instructor in 2019 comes Chef Valerie Carlone Baker most recently an instructor from The Art Institute Inland Empire. Having a strong background in catering, private events, wine knowledge and business, Valerie's professional experience has already had an impact on the continuing development of our program's classes in her short time with us.

Today, the program now consists of:

- 3 full time instructors.
- 6 adjunct faculty (4 of which are Grossmont College alumni).
- 1 full time classified staff member (handling department outreach, purchasing, and general lab equipment maintenance).
- 5 part time NANCE support staff.

The cost summary for students currently is:

Culinary Arts Certificate

- Uniform \$50.00 (approximate)
- Black Shoes: \$30-\$150 (approximate)
- Knife/Tool set \$150 -\$250 (approximate)
- Textbook(s): \$80 each (approximate)
- \$1,748 (38 units x \$46 per unit)
- \$440 - 11 lab courses with \$40 lab fee

200+250+80+1748+440= \$2,718

Baking & Pastry Certificate

+Add the cost of baking kit and extra textbook.



Chef James Foran Bio:

As a native New Yorker, James has always been drawn to the culinary arts. Graduating with a degree in Pastry Arts from Johnson and Wales University, he dove headfirst into a demanding yet hard-to-pass-up opportunity with the great Jean-Georges

Vongerichten at The Drake Hotel in Manhattan. Building essential French pastry techniques and a strong work ethic over his period with Vongerichten, James moved on to work in San Francisco advancing as Executive Pastry Chef at such highly acclaimed establishments as Vertigo Restaurant, One Market, Bruno's and The Mandarin Oriental Hotel.

Looking for a new challenge, he accepted a position as Executive Pastry Chef at Bellagio Hotel's celebrated Picasso restaurant in Las Vegas, where he can now look back on as a valuable period of growth and awareness.

While visiting San Diego, James came to realize how much of his work is truly inspired by having access to locally farmed produce, and soon after left the desert to be back in California. The move to SoCal formed the beginning of a lifelong culinary bond and mutual respect with Chef Carl Schroeder as Pastry Chef/Consultant of Arterra Restaurant and now Market Restaurant since it opened in 2006.

As well as creating and collaborating with other restaurants and food services, James's main career path and passion is being a full time Pastry Arts Instructor/ Coordinator at Grossmont College in San Diego. " it seemed like a natural progression to pass on much of the valuable knowledge I have acquired to aspiring Chefs. Teaching creates its own set of challenges and rewards which at the end of the day, makes me an overall better chef and a better person". He has taken his years of hard work and experience to develop a Pastry Arts program at Grossmont College that mimics the training experience he wishes he had as a student. "The program is always developing along with our industry and technology. Employers that hire our students know we value quality of instruction/technique and instill professionalism. Having these strong relations with our industry and culinary advisors is vital for the success of our students and opens up many doors for employment opportunities".

Chef James has participated alongside celebrated chefs at The James Beard House in NYC six times, contributed to the books Neo Classic Desserts, Market Restaurant Cookbook and Food and Wine Best Of, Pastry Art and Design, Bon Appetite, Chocolatier, Sunset and Riviera magazines, done a variety of TV appearances and demonstrations including winning Food Networks Chopped- Chock Full of Chocolate filmed in 2019 and aired 2020. He was awarded San Diego Chef De Cuisine Outstanding Pastry Chef 2016, 1st place San Francisco Palace Arts Museum Pastry Arts Contest, 1st, 2nd and 3rd place Quady Winery Dessert Competitions and 1st place Del Mar Fair Chocolate Competition 2018.

Community outreach and fundraising events are very near and dear to Chef James Foran's career. Over the years, he has volunteered numerous times for these events: Elizabeth Taylor's Passport (San Francisco), Meals on Wheels, Celebrate the Craft, Father Joes Kitchen, San Diego Youth Center Creations in Chocolate, NACE Chefs

Panel, Bravo San Diego, Mama's Kitchen San Diego, AIDS Emergency Fund, Project Open Hand, Democratic Convention, ARC Food and Wine Auction, fundraisers for Senator Brian Jones, Pacific Island Festival, San Diego Food and Wine Festival



Chef Josephine Rossi Bio:

Chef Jojo Rossi started at Grossmont College as an adjunct instructor Spring 2016 and now is a full-time instructor. Chef Jojo comes to Grossmont College with over 20 years of cooking experience.

Jojo graduated from the University of San Diego with a BA in history. She went on to study secondary education at San Francisco State University. After a year living abroad in Italy, she became enamored with Italian regional cuisine and decided to pursue cooking and baking upon her return to the states. Jojo was admitted to the prestigious Le Cordon Bleu program at The California Culinary Academy where she earned a certificate in baking and pastry arts. She is currently pursuing a master's degree in educational and instructional technology.

Jojo worked for a number of years as a pastry cook and assistant pastry chef in North Berkeley's famed foodie haven. When Jojo returned to her hometown of San Diego she worked at some of the city's top restaurants. As pastry sous chef at upscale Market Restaurant in Del Mar she developed a strong foundation in regional farm to table cooking and baking. Jojo was hired as the executive pastry chef at La Jolla's famed farm to table restaurant, Whisknadle in 2010. Her experience primarily revolves around New American Cuisine, Italian regional cuisine, farm to table, fine dining, upscale dining and pastry.

Jojo had a successful career working for local restaurant group, Whisknadle Hospitality. During her time spent there she filled the roles of pastry chef, line cook, sous chef and executive chef. She finished her tenure there as corporate chef overseeing all aspects of back of the house operations. The highlight of her career was opening three restaurants with the group. Jojo oversaw the openings of Prepkitchen Del

Mar, PrepKitchen Little Italy and Catania in La Jolla. She developed a robust management training program that recognized leaders in the kitchen and promoted them from within. By the time she left in 2016 four of the five executive chefs in the company had started with her as line cooks.

Jojo was hired as a full-time instructor at Grossmont College in the fall of 2017. Using her knowledge of current industry practices, Jojo redesigned the curricula for eleven culinary courses in the department. She continues to enhance her curricula as the industry demands a workforce with knowledge of changing food trends. Jojo heads up Grossmont Colleges Culinary Arts advisory board and sits on the Culinary Arts Advisory board for Grossmont Union High School district. Jojo was also instrumental in drafting articulation agreements in the culinary arts for Grossmont Union High School District and Las Colinas Women's Detention Center.

Jojo has donated her time and expertise to a number of local charitable organizations. She has worked with the Challenged Athletes Foundation, Miracle Babies of San Diego, San Diego Bay Food and Wine Festival, the San Diego Museum of Art and with fundraising efforts at KPBS. Jojo and her students participate yearly in Mama's Day, Mama's Kitchen's annual fundraiser, hosting multiple booths with food samples. Jojo and her students also make dozens of pies each Thanksgiving to support Mama's Kitchen fall fundraiser. As a member of the East county community, Jojo has donated her time and expertise to the La Mesa Arts Academy Middle School Culinary Arts program. She has helped with curriculum and has consulted on kitchen design. She sits on LMAAC's new Culinary Academy Community Advisory Committee and regularly volunteers in the classroom and develops online instructional videos for use in class.

Jojo has been highlighted in The San Diego Union Tribune as a top female chef and has been highlighted in or contributed recipes to the San Diego Union Tribune, La Jolla Light newspaper, the East County Times, Zagat, Riviera Magazine and San Diego Magazine.



Chef Valarie Carlone Baker:

International Chef Valarie Carlone Baker is an award-winning, innovative Chef with an exceptional record of quality, service and experience. Valarie Carlone Baker received her Master Chef culinary degree in Italian Cuisine from the *Italian Culinary Institute* in Calabria, Italy. Chef Valarie also has international experience at such noted establishments as The Palazzo Arzaga and Le Sablon in Italy, along with membership in the Italian Culinary Federation and Grade II Sommelier awarded. Chef Valarie taught culinary classes at *The Art Institute* in the Inland Empire campus and now Grossmont Community College. She appeared on the *Food Network!*

In addition to her delicatessen, Chef Valarie Carlone Baker offers a wide variety of additional culinary services to a broad clientele including; catering, private dining, event planning, menu development, consulting and on-site demonstration chef services. Chef Valarie prides herself in uncompromising standards of high-quality service and superb presentation.

1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section. Based Section 7.2, our advisory recommends we need more full-time faculty to strengthen the consistency in training. Adjunct chefs are ok but the turnover can be bad for the program and students.

In 2019, the hiring committee approved Culinary for an additional full-time chef/instructor.

Based Section 7.2, our advisory committee recommended the possibility of a full-service restaurant on campus to suffice the work experience portion of the program.

We have not received a full-service restaurant on campus. This will continue to be a request since we as a department feel will grow our publicity and work experience courses (CA 281/CA 282) in the programs.

Based on department recommendation, an access door through Griffin Gate to Room 60-170 (classroom) is needed for student and public access due to

inclement weather conditions and room accommodation.

We have not received the new entrance door to room 170. It continues to cause confusion with students entering the kitchen from the back of the building and increases our possibility for pest and rodent infestation due to invitation of outside elements into the kitchen.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS



To answer these questions, refer to your department's catalog descriptions from the most recent college catalog (see “Courses of Instruction” section. This is the blue section).

If your program has an Associate Degree or Certificate program, refer to the relevant pages from the catalog (see “Associate Degree” section. This is the yellow section).

2.1 Describe how your course offerings have changed since the last program

review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

CA 105 was created to offer the cooking enthusiast a course with a lower financial and time commitment than the culinary prerequisites. Having zero book, equipment and uniform costs for the students, this weekend class has been successful in separating the more serious culinary students who want to continue through the program and the hobbyist.

Culinary arts 105 †

Home Cooking Essentials

2 units, 1 hour lecture, 3 hours laboratory

Principles and application of home meal preparation and production. Includes effective utilization of time, equipment, finances and personnel. This course is offered on a Pass/No Pass basis only. *Transfers to CSU*

CA188 was added in response the growing popularity of the craft beer industry in San Diego and beyond. It was modeled after our successful Wine course and spearheaded by Kevin Rhoads, the owner of Groundswell Brewery in Santee. The course has had a slow start since its inception in 2019 with hopes of gaining popularity within our program and the community. As a department we have taken on the role of doing advertising through social media outlets but feel this is an area that the college can greatly improve upon.

Culinary Arts 188 †

World Beer Styles

2 units, 2 hours lecture

An introduction to the various styles of beers produced locally and around the world. The course content includes the history of beer, production practices, taste and analysis and the relationship of food and beer pairings. This course is open to all students 21 years or older. This course is offered on a Pass/No Pass basis only.

CA 169 articulation with two local High Schools, ECVH and IDEA Central High.

Changes currently in the process of curriculum for the Culinary Program are:

- Revised outlines for all courses offered.
- Updated catalogue descriptions for CA. 160,163,165, 166, 169, 171, 172, 173, 174, 175, 176, 177, 178, 180, 183, 184, 185, 186, 280, 281, 282.
- Title Changes for CA. 160, 170, 178.
- Sanitation (CA165) as a corequisite for introductory lab courses.

These proposed changes to the catalogue and program are a result of collaborating with new staff members and our culinary advisory committee. They will be reviewed by curriculum Fall 2020 for approval.

2.2 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

The Culinary Arts department works directly with many different food industry professionals in and around San Diego through our work experience programs, job placements, fundraisers, off campus charity events, Chef organizations, field trips, trade shows and demonstrations. We are a direct resource for many local restaurants, hotels and casinos for student employment because of our reputation in the industry and quality of instruction. Through interaction and discussions with our advisory committee, we are able to sculpt our program to the constant changing demands of the modern professional kitchen. Every instructor in our department has strong connections with local professionals and together this forms a strong network for us to place our students looking for employment and gain knowledge of the workforce. We also interact with other culinary instructors in and around San Diego to share and learn their practices that can strengthen the outcomes for students. We often invite respectable industry colleagues to our culinary dinners so we can gain perspective on our program through their professional perspectives.

2.3 How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

Specific student engagement strategies we use are first and foremost being prepared for class, setting student expectations at the beginning of the course so we can meet them, assessing often (quizzes, exams written and practical),

cooperative learning, classroom technology (online, overhead monitors) social media for relevant content, visual representations and personal stories to illustrate concepts when giving lectures. We shape each culinary course to be relevant and meaningful by using real-world examples that often represent many cultural, environmental and socioeconomic origins. Since food and ingredients have no borders, the students are constantly engaged with regional and cultural foods and the transformation from where it began to today.

Many of our classes in the culinary program are primarily lab classes designed to engage the student with hands on technical application. Students work separately and in teams to execute the course recipes and preparations from start to finish. Since we demonstrate our lessons in stages, the students or collaborative teams need to be engaged in the exercises with their instructor. They must finish and be assessed before the next instructional demonstration begins. This cycle repeats throughout the class session until the student or team has a finished product for the instructor to evaluate through analysis and discussion. If the student is not engaged, there simply isn't product to grade them on. We flip the teams or groups throughout the semester to create new dynamics and enhance team building skills.

2.4. What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

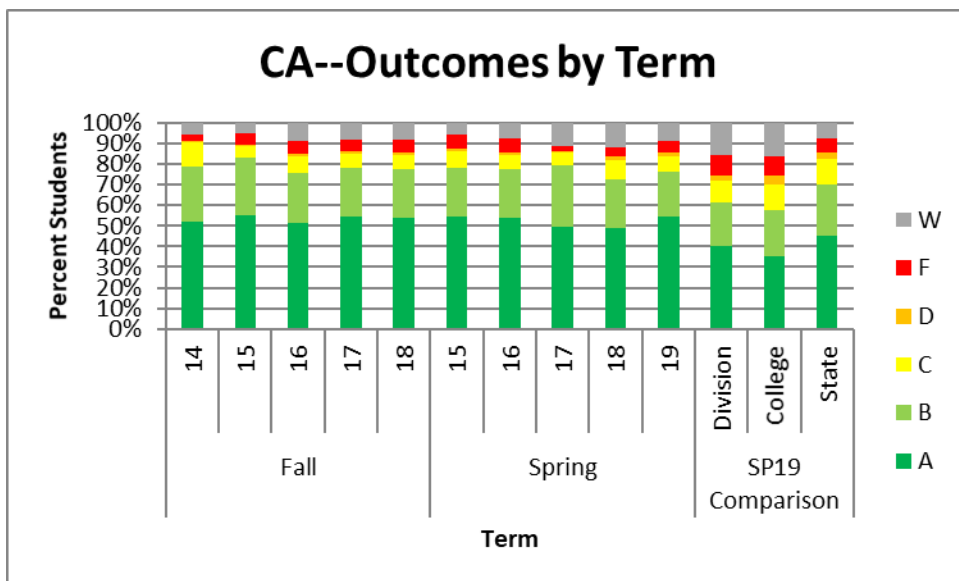
The culinary department has the advantage of working physically close with each other since we all operate out of the same 2 kitchens (with exception of 5 lecture only courses). There is a lot of communication between all of us (full and part time) on a daily basis ranging from ingredient inventory to curriculum improvements.

New adjunct faculty are trained initially through team teaching methods with the full-time instructor who has previously taught the class. Eventually when the new hire takes over the class, they have all of the current course content (presentations, Canvas shell, recipes, assessments, rubrics, proposed budget and order guides). When Valarie Carlone Baker started with us in Fall 2019, she was given the course materials ahead of time and trailed alongside other chefs to get acclimated to the kitchens, technology, curriculum and students. With any

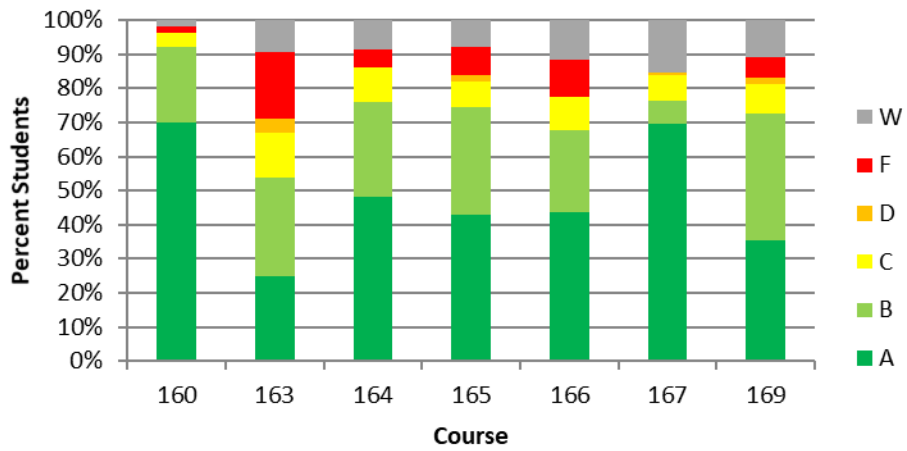
new hire, we see the opportunity to collaborate and improve upon pre-existing course materials. This is the case with every instructor we have in Culinary Arts giving all of us a sense of pride and openness to exploring new ideas to better our department.

All of the Culinary Arts classes follow the same format for syllabi, classroom/ kitchen policies, student accountability, assessments (quizzes, written exams, practical exams) and have systems in place for how we structure our labs. Although the content of each course varies according to the course content and SLO's, the formats remain consistent. All culinary instructors use Canvas for students to access course materials, grades and student/instructor communication. All full time and part time instructors have office hours posted and available to students.

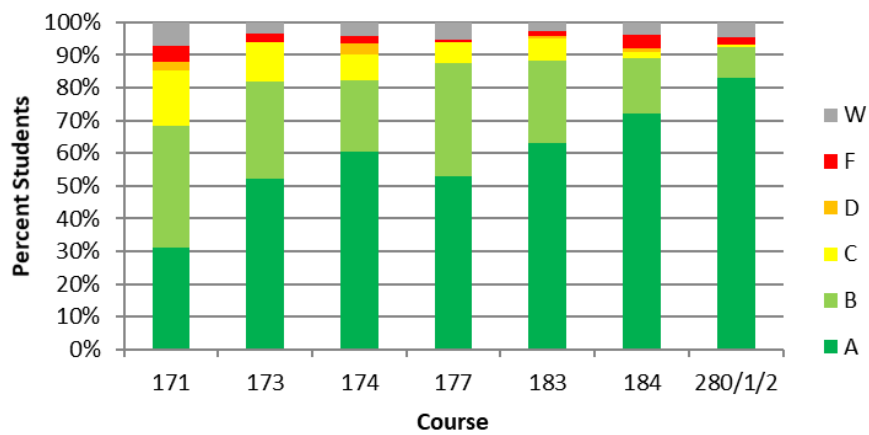
2.5 Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection. [The Program Review Data Liaison can help you with this section and will be providing you with all required data.]

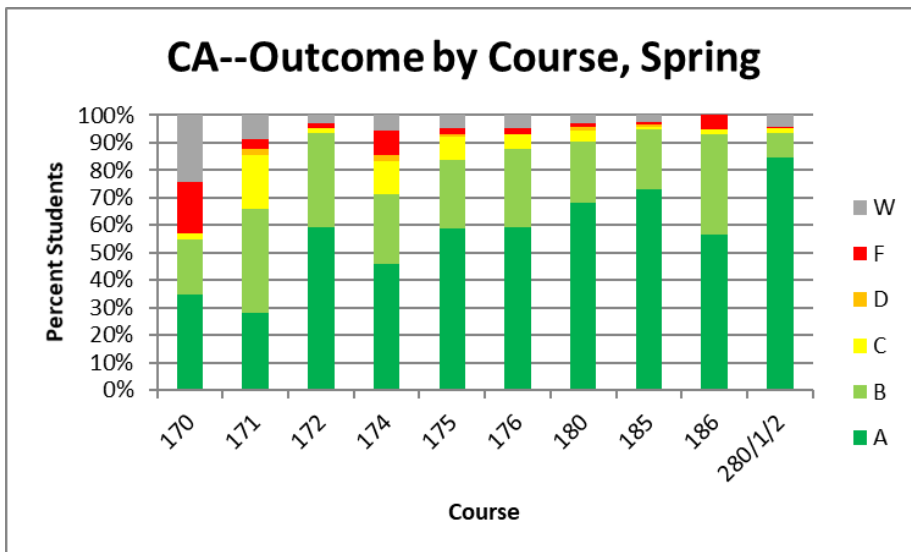
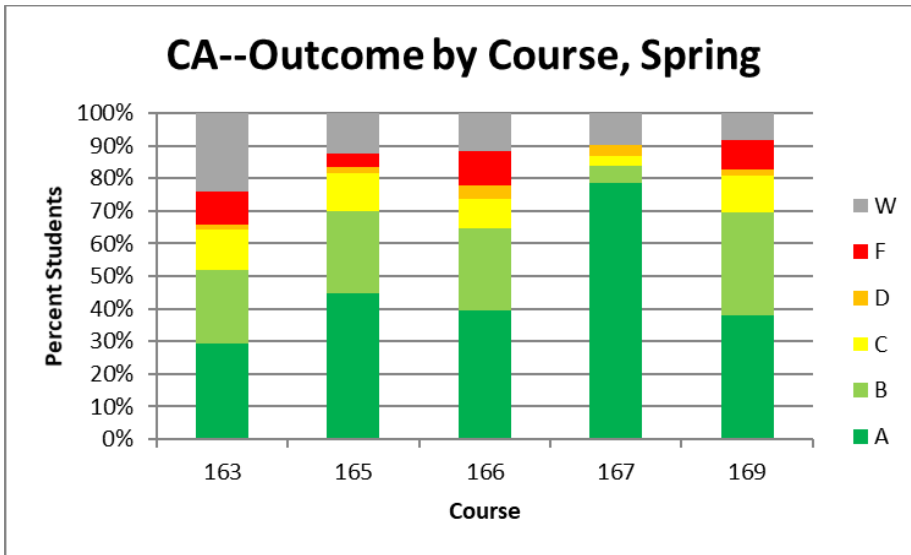


CA--Outcome by Course, Fall



CA--Outcome by Course, Fall





Our lowest outcomes are our lecture only courses (CA 163,165,166,170). Culinary Arts students who are going for a degree often who register for these courses. Since our student's emphasis is primarily on learning practical cooking skills in a laboratory setting (most of our courses), we do see a decrease in student retention in a lecture only context. The pattern is reflective in missing class, assignments and assessments. Students who stop showing for class after 3 sessions are notified by the instructor and encouraged to make up the work or drop the course. This can result in a failing grade if the student decides to stop

attending without notification. Now that we have the courses on Canvas and more flexibility with assignments and lecture, the overall outcomes are increasing for all these lecture courses. Note: We have had a lot of staffing changes for these courses in particular over the past 6 years since they are often taught by adjunct instructors.

CA 281,282 both our work experience courses Fall and Spring which show very high outcomes. The outcomes are reflected on the completion and quality of required scheduled hours the student is expected to perform. The establishment (professional kitchen) provides us with summaries of the student's performances as well as our two instructor sight visits. The work is either paid or volunteered depending on the kitchen. Many students end up completing these courses at their place of work if they are already employed in a licensed commercial kitchen. Often if the student feels they cannot complete the hours, they will drop to avoid a failing grade or incomplete.

CA 167 is our Wines of the Worlds course which does not require a prerequisite and serves as an elective for our program and a fun course for wine enthusiasts. Given the nature of this class and the high level of interest, our outcomes have always been very high.

CA 184,185 are more advanced Baking and Pastry courses (Bread, Chocolate) that have slightly higher outcomes than the other lab courses. These classes are taken with high interest and a focus on expanding knowledge learned from the prerequisites. The level of commitment from students in these courses reflects in the attendance, high work standards and assessments.

2.6 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery method? Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert graph here).

We do not have any courses online but are developing our lecture courses to be offered DE. We are also working on transitioning some of the CA lab courses hybrid, allowing for more accessibility to students with more demanding schedules.

2.7 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

- CA169 is articulated with all high schools offering Culinary Arts in the Grossmont Union High School District
- CA 169 is articulated with Las Colinas Women's detention Center
- In the past we have offered CA 169 as a dual-enrollment course with El Cajon Valley High School (GUHSD)

2.8 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

Articulation agreements are reviewed and renewed every 2 years when they expire.

Instructors from the high schools are invited to campus to meet with our chef instructors to go over curriculum, learning objectives and student learning outcomes when the agreements need to be reviewed.

Equipment needs are evaluated and addressed.

Curriculum is shared with teachers and they have the complete course, with all content, formative assessments and summative assessments. Anytime the course is updated, the new content is shared with the teachers in the agreement. We follow up through emails, phone calls and sight visits when necessary.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)



- 3.1 Describe any changes (e.g., addition/deletion of SLOs, postponement of assessments) your department has made to your SLO assessment cycle. Include a brief description of why these changes were necessary. NOTE: Changes should include reassessment of SLOs requiring further attention.**

All of Culinary Arts SLO's (26 in total) have been updated and approved as of 5/20/20. The courses previously had a range of 9 to 11 SLO's which have been edited, revised and consolidated to 3-4 SLO's per course. These changes were necessary after updating all of our courses (and outlines) with our new full-time faculty members, and careful review from our advisory committee. Having 3-4 focused SLO's per course will allow for improved teaching strategies and assessment.

- 3.2 Give examples of how your department/unit has used SLO assessment results to improve a course, course sequence, and/or program over this program review cycle. In your narrative, please pay particular attention to assessment of courses that directly lead to a certificate/ degree/transfer (e.g., English 120, Psychology 120) and/or constitute a high enrollment course. For help with this prompt, please see the chart on the following page:**

Both CA 169 and CA 174 (Introductory classes) have been improved through SLO assessments. The result was to change the curricula allowing for more

individual hands on work for specific tasks and practical outcomes. There is a lot of teamwork in CA labs but looking at SLO assessments encouraged us to try a more hands on approach being mindful of our food budget and class time. We have seen a positive increase in outcome for both courses thus far. We are also working on a revision of co-requisites adding CA165 (Sanitation) as a result of SLO sanitation assessments.

SLO assessments in all many of our lab courses has shown us the need for equipment and technology improvements in our facilities. With the help of grant money, we were able to update some older kitchen equipment and purchase and install new equipment that allows students to practice new skill sets in the ever-changing food service industry. Overhead monitors have been installed in both kitchens for student accessibility for viewing and recording demonstrations.

Lastly, SLO assessments have made us look deeper into changing some of our teaching techniques offering more visuals through technology via classroom internet and uploaded content to Canvas.

3.3 What resources (time, professional development, curriculum approval process, etc.) did you need to carry out these improvements? Please explain.

- Curriculum approval for CA165 to be a co-requisite for CA 169,174.
- More funding for kitchen equipment upgrades.
- Adaptation and funding for a Culinary/Pastry tutor. Since a good portion of our CA SLO's are practical assessments and we are always looking to improve our outcomes, we feel having a scheduled CA tutor would greatly improve these hands-on skills to students that don't have access to outside kitchens.
- Increased Culinary Arts budget to help offset the increasing costs of ingredients.

3.4 What evidence did you collect to demonstrate that the planned improvements were successful? If you have yet to assess the improvements, what evidence do you plan to collect?

- Records of individual student formative and summative assessments and lab grades are kept in Canvas or spreadsheets. We can measure the performance on individual tasks through evaluating these assessments.
- By analyzing daily learning objectives through formative assessments, we can determine that the new equipment, ingredients and use of technology has had a positive impact on our program. There is a record of individual formative

assessments in Canvas or on spreadsheets.

3.5 How will you use this evidence to ensure ongoing course/course sequence/program improvements are sustained?

- Continue to apply a more individual hands on practical format within food budget parameters.
- We will continue to incorporate kitchen upgrades into our planning and lab sessions.
- We will continue to use and build upon our courses in Canvas and assist students who might need initial help with this learning platform.

SECTION 4 - FACILITIES AND SCHEDULING



- 4.1 **List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.**

Culinary Arts has 2 classrooms/kitchens with 25 students' capacity in building 60. Each classroom is divided into lecture and lab space. We also have a dining room that seats approximately 40 used for Ca 160,180 which are our inhouse dining classes. We break down the lecture area as an overflow to do 80 guests per week on Thursdays. Our lecture courses are held in available rooms throughout campus.

4.2 **Are the spaces listed in 4.1 adequate to meet the program's educational objectives?** Yes X No ___

- o If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

We start each class with lecture and utilize the computers and overhead provides. After lecture and a short break, we sanitize all workstations and start demonstrations at the Chef's demo station with students observing in person or by watching the overhead monitors. When the demonstration is completed and the students are clear on the task at hand, they break into their designated workstations (6 total) and begin to follow the steps illustrated by the instructor's lecture and demo. Tools and equipment are stored in locked cages on the peripheral which students have access to. The instructor will then work with the students individually or as a team, depending on the project. Cleaning stations are set up for students to wash their dishes and equipment as they go. Finished work is presented at the workstations or brought to the Chefs station for evaluation. After we have met our educational objectives, the 6 teams are then responsible for cleaning all equipment and floors to finish the class.

- o If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

4.3 **What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?**

Culinary arts lab courses are approximately 5-6 hours long. This is a lengthy time commitment to students factoring in commuting. With this in consideration, we split our prerequisite courses to am (starting 9:00) and pm (starting 4:00). This allows for those students who work or have scheduling conflicts to be accommodated. Intermediate and advanced classes are flipped from am to pm

each time offered for more scheduling accommodations. We as a department do our best to avoid course scheduling overlap. As a department, we also take on the role of counselors helping map our students through the programs according to their schedules and goals. We also include a Culinary Arts Track guide in their syllabus and on Canvas. Below is a sample page.

Culinary Arts classes must be taken in this sequential order.
 Completion in conjunction with the General Education Requirements will result in an Associates Degree, which is HIGHLY RECOMMENDED.
 Completion alone will result in a Certificate of Completion in Culinary Arts.

Culinary Arts Track				
Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Required Prerequisite: None	Required Pre-requisite: CA 165	Required Pre-requisites: CA 169 & 174	Required Pre-requisite: CA 171	Required Pre-requisite: CA 281
Culinary Arts 165 Sanitation for Food Service 1	Culinary Arts 169 Essential Skills for Culinary Arts 3	<i>Culinary Arts 164 International Cooking 3</i>	Culinary Arts 160 Quantity Food Preparation and Production 3	Culinary Arts 282 Advanced Work Experience in Culinary Arts 2
Culinary Arts 163 Food Purchasing for Culinary Arts 1	Culinary Arts 174 Principles of Baking and Pastry Making 3	<i>Culinary Arts 167 Wines of the World 3</i>	Culinary Arts 180 Advanced Food Preparation for Fine Dining 3	
Culinary Arts 166 Menu Management 1		Culinary Arts 170 Introduction to Catering Management 3	Culinary Arts 280 Seminar for Work Experience for Culinary Arts 1	
<i>Culinary Arts 170 Introduction to Catering Management 3</i>		Culinary Arts 171 Intermediate Culinary Skills 3	Culinary Arts 281 Work Experience in Culinary Arts 2	
<i>Health Education 155 Realities of Nutrition 3</i>		Culinary Arts 172 Principles of Soup, Stock and Sauce Preparation 3		
		Culinary Arts 173 Principles of Buffet and Catering 3		
		Culinary Arts 175 Healthy Lifestyle Cuisine 3		
		<i>Culinary Arts 176 Advanced Baking and Pastry Arts 3</i>		
		<i>Culinary Arts 177 Commercial Baking 3</i>		
		Culinary Arts 178 Fruits, Vegetables, Ice Carving & Competition 3		
Required Supplies: Uniform: \$60 Shoes: \$30-\$150 Knife Kit: \$150-\$250 Textbook(s): \$80 each				

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in these spaces.

- New convection ovens rm.173
- New range, flat top, broiler rm173
- New rolling carts
- New cooling speed racks
- New scales
- New metro cages
- New smoker
- Misc. small wears
- Larger deck oven

4.5 Are students trying to access your program impacted by the facility spaces listed in 4.1? Yes X No

- **If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.**

Ca 160, 169, 174, 176,177, 180,185 have waitlisted students ranging from 4-20 depending on the year and semester. Because of the physical kitchen space, we cannot add more sections. We are exploring some applicable courses being hybrid (lab in person, lecture online) allowing more available classroom time to schedule more impacted courses in the future.

- **If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.**

4.6 If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, and open workspaces for students/tutoring, etc.

- The Culinary Arts program would benefit greatly with its own food service outlet. Work experience students could have the option to complete hours, added exposure to east county locals, added exposure to campus community, revenue back to program, better utilization of products produced by students in class, partnership with Gizmos Kitchen.
- We could greatly benefit from a vehicle (Small Ford Transit Van) for local shopping, transportation to and from local culinary events we participate in,

transportation for high school demonstrations and advertising for the college if it's wrapped. At the present time, our classified staff shops with his own vehicle daily. When any of our chefs are doing outside events, we use our own vehicles as well which can be challenging due to lack of space.

- We could use an expansion of our dining room to seat more guests. This allows additional funds coming into the program, allows for more visibility of program and gives the students a more realistic learning experience. Currently we sell out all 11 of our dinners every semester to 72 guests. We reserve a table of 8 every week for administration, advisory committee members and influential VIP's.

SECTION 5 – STUDENT EQUITY AND SUCCESS



NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g. campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

In addition, you should examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think is causing these patterns [Data and a summary of notable patterns will be provided by the Program Review Data Liaison].

Total enrollment dipped 16/17 and has been slowly increasing. We have addressed the situation by volunteering for more outside events to spotlight Culinary (Father Joe's Kitchen, Celebrate the Craft, Chef's de Cuisine award dinners, fundraisers for Senator Brian Jones, San Diego Youth Organization, Pacific Island Festival, San Diego Food and Wine Festival), increasing our social media presence (Grossmont College Culinary Arts Instagram/Facebook pages), increasing our high school visits and tours (Granite Hills, Vista HS, C&CR Work-based Grossmont Union High School District Tour, California Restaurant Association Hospitality Conference Outreach, Chet F. Harritt STEAM School in Santee Tour, Foothills Academy Outreach, IDEA Center High School Outreach, Santana HS Tour, Sycuan Teen Center Tour, Vista HS Tour, Work-Based Learning Project - San Diego County Office of Education Tour, EOPS/NextUp Foster Youth Services Tour, Foothills Academy Outreach, Ramona HS Tour, San Diego County Office of Education Tour, SOAR Academy Kearny Mesa/East Region JCCS Schools Tour, Sycuan Teen Center Tour, Hosted Southwestern College, Hosted Art Institute) and organizing Culinary mixers at Grossmont.

- Decrease in age 20-24 and increase in age both 25-29 and 30-49. On top of consistent program outreach and tours/visits, we are working hard to increase our social media presence for more visibility within our community and beyond with our Grossmont College Culinary Arts Instagram/Facebook pages and updates of students work and accomplishments.

5.2 Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause

those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps. [Data and a summary of notable patterns will be provided by the Program Review Data Liaison]

Culinary Arts went through a transition between 2017-2019 when Joe Orate left on disability and eventually ended his employment. There was in interim culinary instructor put in place before Josephine Rossi was eventually hired and became acclimated to her classes. This is simply a hypothesis for the dip in success and retention for this time period. Clearly as the general economy continues to grow, we seem to have less registered students as well.

With regards to gender and ages in culinary, these numbers seem to be consistent semester to semester. The age group from 30-49 in Fall has the highest success simply because they are looking at program as more a career or second career to provide for. The 50 plus group in the Spring also has more of a higher success rate. Often our older students with life experiences make a strong effort to be successful in class. For ethnicity, the only significant differences are the higher success rate in the Spring.

5.3 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

- Department efforts encouraging students to actively engage include combined field trips, discussions about particular students' success (since we share many of the same), sharing job listings, promoting student volunteers for outside charity/networking events, sharing scholarship information to our students and integrating Canvas tools into our courses.
- Individual efforts include increased individual hands on practical learning, turning office hours into private lab sessions if a student or team want to "re-do" a technique learned in class, one-on-one discussions in assessing lab work or assignments, volunteering for special events prepped in our kitchens. Also holding students accountable for sanitation, safety communication and time management encourages active engagement.

5.4 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in

community events, tournaments, competitions, and fairs) to enhance student learning.

- Culinary Arts has collaborated with the History Department event for George Geary's book: L.A.'s Legendary Restaurants. Our buffet and catering class catered the event in Griffon Gate with recipes from the time period.
- Collaboration with Exercise Science in developing their cooking/lab portion for a new course.
- Collaborated with Gizmos Kitchen with suggested buffet service donations.
- Collaborated with Media for campus radio interviews.
- Collaborated with The Summit campus newspaper with articles highlighting the Culinary Arts program and information.
- Collaborations with event coordinators for: Father Joe's Kitchen, Celebrate the Craft, S.D. Chef's de Cuisine award dinners, fundraisers for Senator Brian Jones, San Diego Youth Organization, Pacific Island Festival, San Diego Food and Wine Festival. All of these student and Chef/instructor volunteer community events.
- Student and Chef participation in competitions with The San Diego Cake Club.
- Student and Chef participation in competitions with Del Mar Fair.
- Televised cooking completions our faculty have participated in: ***Chopped, Sugar Rush, Cake Wars, Chef Wanted w/ Anne Burrell.***

5.5 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trend

5.6 If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Insert the "Degrees and Certificates" data table in this section. [This data table will be provided to you by the Program Review Data Research Liaison.]

Department	Award		14/15	15/16	16/17	17/18	18/19	Total
Adminsitration of Justice	Admin. of Justice	AST	88	111	119	118	123	559
		AS	10	5	5	1	2	23
	Corrections	COA	11	4	7	0	2	24
		AS	19	26	35	26	29	135
	Forensic Technology	COA	26	34	38	28	36	162
		AS	26	20	13	12	15	86
	Law Enforcement	COA	25	18	16	11	16	86
		AS	10	6	9	1	0	26
	Legal Systems Court Mgmt	COA	10	4	9	2	0	25
AS		4	2	1	2	4	13	
Security Mgmt	COA	4	3	0	2	5	14	
	AA	0	0	0	0	0	0	
Business Office Technology	Administrative Assistant	AS	5	8	6	9	11	39
		COA	6	9	6	10	12	43
	Executive Assistant	AS	2	0	1	1	1	5
		COA	2	0	1	1	0	4
Business	Business Administration	AST	142	131	166	209	225	873
		AS	84	74	86	88	72	404
		COA	116	90	120	135	126	587
	Business General	AS	4	7	8	7	7	33
		COA	4	5	10	6	11	36
Child Development	Master Teacher	AS	7	8	16	16	18	65
		COA	8	9	14	19	19	69
	Site Supervisor	AS	1	1	4	1	3	10
		COA	1	1	4	2	3	11
	Teacher	AS	1	0	0	1	0	2
COA		0	0	0	1	0	1	
Computer Science/Information Systems	Computer Programming	AS	3	4	5	6	10	28
		COA	4	4	4	6	10	28
	LAN Support Specialist	AS	0	3	2	5	3	13
		COA	0	3	3	4	3	13
	Small Computer Specialist	AS	0	1	2	0	1	4
		COA	1	1	2	0	1	5
	Web Design	AS	4	2	1	2	5	14
		COA	4	2	2	4	8	20
Web Development	AS	0	0	0	0	0	0	
Culinary Arts	Culinary Arts	AS	11	14	13	6	4	48
		COA	13	16	17	6	9	61
	Baking & Pastry	AS	8	9	10	13	9	49
		COA	9	11	15	11	17	63
	Culinary Entrepreneurship	AS	5	3	3	1	4	16
		COA	5	3	3	1	4	16
	Banquet Cook	COA	18	8	19	6	12	63
	Line Cook	COA	21	7	18	6	11	63
Pastry Cook	COA	13	6	15	9	16	59	
Prep Cook	COA	16	8	16	6	11	57	
Management, Marketing & International Business	Hospitality & Tourism Mgmt	AS	3	4	7	6	8	28
		COA	3	4	8	6	8	29
	International Business	AS	3	2	0	0	3	8
		COA	3	2	0	1	1	7
	Management	AS	6	6	12	13	6	43
		COA	6	5	15	12	8	46
	Marketing	AS	2	5	1	4	1	13
		COA	2	5	2	4	3	16
Retail Management	AS	2	0	2	2	0	6	
	COA	2	1	3	2	1	9	
CTEWD Division Totals	Associates		450	452	527	550	564	2543
	Certificates		333	263	367	301	353	1617
University Studies	Business & Economics	AA	138	117	135	181	168	739

Out of our degrees, Culinary and Baking and Pastry have close to the same numbers of degrees while Culinary Entrepreneur degrees compare much lower. Most students come into our program with the anticipation of training in Culinary/Pastry because they want to learn about cooking techniques and have as much hands-on time as possible. Since the Entrepreneurship program focusses on the business side of the Food and Beverage Industry and less on actual cooking, it is a lesser option for most students who want to learn the techniques behind cooking. However, it is a good option for those more interested in the managerial business side of the food industry and serves that important purpose for the students. The number of certificates issued is fairly consistent with each other as noted above.

5.7 If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do they graduate on time? What careers do they pursue? What are starting salaries in the field?

Culinary Arts department prepares students immediately for the work force in an industry that is already in high demand for employees of all levels. We have had some students continue on to Universities (C.I.A, Johnson & Wales), but primarily they either start working in the field while attending classes or after they graduate with an associate degree. Our industry's requirements have changed for employment over the past few years where before, a culinary degree was often required for application. Now it is only recommended giving those students who want employment before graduation opportunities. Some students take advantage of this and end up dropping or postponing school to free up their work schedule while others continue with classes to obtain certificates or degree major.

We have many students employed in all levels and positions of Food and Beverage throughout San Diego and beyond. We also have many former students who employ our students in their own businesses or managerial positions. Here is a short list we have included in our Department section of Grossmont Colleges website:

- Bali-Hi Restaurant
- Bankers Hill Restaurant
- Black Market Bakery
- Blind Lady Ale House
- Born and raised
- The Crack Shack
- Georges Modern Cuisine
- Ironside
- Jamul Casino

- Jenny Wenny Cakes
- Juniper and Ivy
- Market Restaurant and Bar
- NAT's Sweets
- Nine-Ten Restaurant
- Nothing Bundt Cakes
- Picnic People
- Point Loma Nazarene University
- Pop Pie Co.
- S.D. Farmers Markets
- SDSU
- Sycuan Casino
- UCSD
- USD
- Viejas Casino
- Vons

Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

The students that are serious and realistic about starting in the Food and Beverage Industry unquestionably gain employment in the field and a chance at success. This is evident all-around San Diego's restaurants, hotels, casinos and students owned businesses (Pop Pie, Stella Jean's Ice Cream, Jenny Wenny Cakes). Grossmont College facilitated the skills and opportunity at a fraction of the cost of a private Culinary School to get them started on a food industry career path.

Alumni always know they can reach out to any of our chefs as continual mentorship for guidance with their career decisions as they advance. Grossmont has clearly opened up opportunities for many food enthusiasts to peruse their goals in the food industry. It has also allowed some food enthusiasts who take a few classes the knowledge to know it's not a career they want to pursue. Grossmont gives students an opportunity to explore these options with little financial investment in comparison to most culinary schools.



SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

- Tutoring- there is no Culinary Tutoring which is an area we feel would help many students who don't have access to a kitchen to practice skills learned in class of who don't have money to purchase ingredients.
- Counseling- Counselors can be helpful and at the same time misleading to culinary students. It truly depends who in counseling they speak to. We have taken on the role to help students who are currently enrolled in our program with their educational path. What is concerning to us are the interested students who come to counseling first for information on our program. Often there is misinformation given and/or they pass our emails and phone numbers onto students to directly contact us.
- Health Center- We have used the Health Center often during the day for minor injuries resulting from knives or heat. We have also referred students there for

mental health and are very grateful for both. The major problem are the hours of operation. Because we schedule our culinary lab sessions both morning and nights (until 10:00pm), any injuries that might occur at night don't have the proper facilities to help. Culinary Instructors have used CAPS before for more severe injuries but often have to tend to the minor ones ourselves, which during class can be problematic. Managing 25 students in a cooking lab with 1 NANCE without a nurse on duty feels irresponsible to both the students and the facilitator.

- Library- Very helpful for culinary and research books for students.
- Financial Aid- Very helpful for students since Culinary has lab fees, books, uniforms and tool kits to purchase.

6.2 What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

Financial Aid and ARC have been the most widely used programs for culinary students. There have been many students who otherwise would not have been able to afford all of the required materials if it weren't for financial aid. ARC has provided us with pre-arranged private testing sites, recorders for lectures and sign language interpreters.

6.3 Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

- IT- Very helpful and supportive. Often timely when needed for service or repair.
- Instructional Operations- Very supportive with curriculum strategies and scheduling.
- Business Services- Very helpful and supportive.
- Printing- Very helpful.
- Bookstore- Very helpful.
- Maintenance- This is an area that we believe has room for improvement on its relations to prioritizing jobs. Often when we have a broken piece of equipment, it takes a lengthy time for them to resolve. Because this broken piece of equipment can alter our entire day/week/month in class, we feel there needs to be more of a priority in resolving these issues. We rely on our equipment to run our classes and without, it's extremely problematic resulting in compromised learning outcomes. This is also the case with new equipment installation. There is very little priority and often the new equipment waits sometimes months to be installed or properly set up.
- We have asked facilities to be more diligent on bathroom cleaning/sanitation in the past. It is a challenge to teach the importance of proper sanitation to

our students when the bathrooms outside of our kitchens are the opposite of that. We understand the cleanliness problems associated with a shared public bathroom but feel this area is strongly overlooked. Our public dining guests on Thursday evenings have commented numerous times on the bathroom conditions.

- CAPS- Very helpful.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT



The first table you see in this section is INFORMATIONAL ONLY, so you can understand what type of information you should be providing for this section. The second table you will see is the suggested table format you should use to display your information for this section.

TABLE ONE: INFORMATIONAL ONLY – PLEASE ADDRESS THE CONTENT IN THIS TABLE

OFF CAMPUS	ON CAMPUS
Marketing Flyers, brochures, booths, radio	Marketing Flyers, brochures, booths, Summit newspaper
Discipline Specific activities	

Conferences, Clubs/Organizations, Department Events, Licensing Meetings, Technical Reviews/peer reviewing manuscripts/textbooks and other discipline-specific volunteer activities, regional and state task forces	Campus Volunteerism Involvement in college and other department's activities (campus open houses, science fair, water project, helping out as a theater usher or at a sports team event)
Community Involvement Advisory committees, serving in regional groups, K-12 outreach, Job Fairs, other college-related but not discipline-specific activities	Interdisciplinary Collaboration Collaborating on shared events, cross-listed courses, working with campus student services, linked courses (sharing of expertise/resources between departments to benefit student success, such as guest lectures, shared lab activities, simulation or other special events)
Professional Development Attendance, creation/presentation, grants, sabbaticals	Professional Development Workshop Attendance, creation/presentation of professional development activities, grant-writing and sabbatical projects

Table two on the next page shows how you should organize your activity data. Complete this table with your commentary.

If you need assistance in creating a table, please contact the Program Review Chair. If you are using word, simply select 'insert' from the main menu, then table, and then select the number of columns and rows you want for your table.

Table Two:

Faculty	Activity/Committee	Year(s)	Value to Student Success
James Foran Full Time	S.D. Chef De Cuisine Award Dinner	2014-2019	Prepared desserts for 130 guests with students as well as organizing 8-10 on-site student volunteers per event.
	Safe Zone Training	2018	Creating a safe area for our diverse student population to be aware of when in the kitchens.

	Canvas Training	2018	Offering additional platform for students to have more information and course materials. Gives students another tool for communication or queries.
	Dept. Social Media	2015-2019	Creating and updating social media pages (Instagram/Facebook) for students to share pictures of work to the public while advertising the Culinary program.
	Market Restaurant Book	2016	Contributed all the desserts in this published book by acclaimed San Diego restaurant
	Celebrate the Craft	2014-2019	Prepared desserts with student volunteers for yearly highly publicized culinary fundraising event at The Lodge at Torrey Pines showcasing San Diego's leading chefs, farmers and winemakers. Each event there were 10-12 student volunteers helping on-site.
	Mama's Kitchen Annual Fundraiser	2018	Prepared desserts with student volunteers for Annual event in La Jolla to raise money for people struggling with AIDS or cancer.
	San Diego Youth Organization Creations in Chocolate	2016-2019	Prepared chocolate centerpieces with students for fundraising event helping youth in San Diego.
	Senator Brian Jones event	2017, 2019	Prepared desserts with student volunteers and showcased Grossmont College at public event.
	The Food Networks Chopped	2019	Represented the college by competing in nationally televised cooking competition. Students valued by seeing their chef working towards a goal under difficult circumstances.

	Chet F. Harritt STEAM School in Santee	2018	Tour of facility, building future students.
	Santana HS tour	2018	Tour of facility, building future students.
	Sycuan Teen Center Tour	2018	Tour of facility, building future students.
	Vista HS Tour	2018	Tour of facility, building future students.
	Work Based Learning Project- San Diego County Office of Education Tour	2018	Tour of facility, building future students.
	EOPS/NextUp Foster Youth Services Tour	2019	Tour of facility, building future students.
	San Diego County Office of Education	2019	Tour of facility, building future students.
	SOAR Academy Kearny Mesa/East Region JCCS Schools Tour	2019	Tour of facility, building future students.
	Sycuan Teen Center Tour	2019	Tour of facility, building future students.
	Vista HS Tour	2019	Tour of facility, building future students.
	Hosted Southwester College	2019	Tour of facility, building future students.
	Hosted San Diego Art Institute	2019	Tour of facility, building future students.
	Culinary Mixers	2018	Job Industry and network opportunities for students to interview with employers and get jobs on the spot.
	Del Mar Fair Chocolate Competition	2018	Opportunity for students to help assist in the preparation for Chocolate a competition

	San Diego Cake Show	2017, 2018	Help mentor students competing in yearly competition in the Del Mar Fairgrounds.
	San Diego Cake Show	2017-2019	Guest judge for the competitions and assigned categories. In doing so, I was granted free passes for the students to have access to the trade show and competition.
	WAAC	2017-2019	Member of the Grossmont College committee
	Nutrition Hiring Committee	2018	Member of committee in the hiring process for new full timer.
	Grossmont College Radio Show	2018	Guest Chef/Instructor to talk about our program.
	History Dept. Collaboration	2017	Organized food pairing with L.A food history presentation in Griffin Gate.
	Nutrition Dept. Collaboration	2019	Worked with chair in organizing kitchen/lab availability in Ca. kitchens for Nutrition lab course.
	Flex Week demonstrations	2015, 2016, 2018	Cooking demonstrations in alignment with theme for Professional Development.
	Pacific island Festival San Diego	2017-2019	Prepared baked goods with students for the events.
	San Diego Food and Wine Festival	2018-2019	Organized student volunteers for the annual event.
Kris Saradpon CA Classified Staff	Granite Hills HS	2017	On-site presentation of Grossmont College Culinary Department
	California restaurant Association Hospitality Conference	2018	On-site presentation of Grossmont College Culinary Department
	Foothills Academy	2018	On-site presentation of Grossmont College Culinary Department to HS students.

	Granite Hills	2018	On-site presentation of Grossmont College Culinary Department to HS students
	IDEA Center HS	2018	On-site presentation of Grossmont College Culinary Department to HS students.
	Santana HS	2018	On-site presentation of Grossmont College Culinary Department to HS students.
	Servsafe Certification	2018	Food service safety education and exam.
	Vendini online reservation system	2018	Set up, maintained and marketed Thursday night dinner online sales.
Josephine Rossi Full time	Culinary Curriculum updates	2017-2019	Facilitated in modernizing and redesigning Culinary curriculum for 11 courses. This contributes immensely to students experience and makes course content more applicable to industry standards.
	Culinary Advisory Board	2017-2019	Heads advisory board for biannual meetings.
	Advisory Board member Grossmont Union HS	2017-2019	Contributes valuable ideas and information for new culinary students and potential Grossmont students.
	Articulation Agreements Grossmont Union High School	2018	Instrumental in drafting articulation agreement.
	Articulation Agreement Las Colinas	2018	Instrumental in drafting articulation agreement for women's detention center.
	Mama's Kitchen Annual Fundraiser	2018	Prepared food with student volunteers for Annual event in La Jolla to raise money for people struggling with AIDS or cancer.
	Mama's Kitchen Thanksgiving Charity Event	2019	Baked pies with students for annual Thanksgiving event to feed the needy.

	LMAAC Culinary Advisory Board	2018-2019	Sits on the board exploring new teaching and learning strategies for HS culinary students. Contributes with demonstrations for students.
	San Diego County Church Charity Events	2017-2019	Work with students to contribute baked goods for annual fundraising and charity events.
	Canvas Training	2018	Offering additional platform for students to have more information and course materials. Gives students another tool for communication or queries.
	San Diego Food and Wine Festival	2018-2019	Organized student volunteers for the annual event.
Valarie Carlone Baker Full time	Canvas Training	2019	Offering additional platform for students to have more information and course materials. Gives students another tool for communication or queries.
	Curriculum Development	2019	Worked together with Josephine Rossi in updating Culinary curriculum for Ca169, 170,171, 173.

7.1 Referring to the above table, what activities contributed most to student success?

- The fundraising/charity events with student volunteer help. These are students who are looking for experience and not afraid to jump in and help. The value comes from being part of an event that requires hard work, dedicated chefs/organizers, high quality food, high standards and string reactions from guests. There are often a lot of networking possibilities when students volunteer to help local chefs.
- Canvas Training is a huge asset for students' success we are seeing in all of our courses. Offering the content in a clear and easy to follow outline is extremely beneficial to our students. The ease of having presentations, syllabi, recipes, quizzes, communication and announcements within reach helps the students with organizing the course materials and assignments.

7.2 Please provide an overall reflection on your department's activity displayed

in your table

- We take enrollment seriously and are doing a lot of work with outreach through tours and visits to local High Schools since college advertising unfortunately seems to be lacking.

7.3 Are your overall faculty professional development needs sufficient to ensure students are successful in your program?

Yes No

If no, please describe what faculty professional development needs are not being met.

SECTION 8 – FISCAL & HUMAN RESOURCES



NOTE: All required data tables and graphs will be compiled and delivered to you by the Program Review Data Liaison.

Fiscal Resources

Refer to the Table provided that shows Enrollment, % Fill, Earned WSCH, FTEF and WSCH/FTEF to answer these questions. Data for Fall, Spring and Summer semesters are provided separately.

	FA14	FA15	FA16	FA17	FA18
Earned Enroll	457	459	412	411	465
Max Enroll	505	535	510	585	750
% Fill	90.5	85.8	80.8	70.3	62.0
Earned WSCH	1646.4	1662.5	1454.9	1503.3	1668.1
Total FTEF	3.8	3.9	3.8	4.0	4.8
Earned WSCH/FTEF	438.6	424.0	381.7	379.3	344.7
	SP15	SP16	SP17	SP18	SP19
Earned Enroll	460	493	410	434	449
Max Enroll	580	568	595	590	651
% Fill	79.3	86.8	68.9	73.6	69.0
Earned WSCH	1620.5	1683.6	1555.8	1589.4	1618.6
Total FTEF	4.1	4.1	4.3	4.1	4.6
Earned WSCH/FTEF	398.7	410.7	361.6	385.8	350.1
	SU14	SU15	SU16	SU17	SU18
Earned Enroll	74	54	47	67	89
Max Enroll	140	190	140	212	260
% Fill	52.9	28.4	33.6	31.6	34.2
Earned WSCH	330.8	223.6	197.4	275.8	281.9
Total FTEF	1.0	0.7	0.7	1.2	1.1
Earned WSCH/FTEF	345.3	331.2	292.2	239.2	250.3

8.1 Describe any patterns in enrollment; maximum enrolment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

2017/2018 in Culinary saw an increase in existing courses offered as well as articulation with 2 high schools at the request of our dean and vice principle. We also included 2 new courses as 299's which would also explain the large increase in max enrollment and decrease in % filled.

Our lab courses have a maximum capacity of 25 students in each kitchen. Safety and availability of resources dictates that number. Our lecture only courses have a 40-student maximum capacity which is the room capacity.

We add more sections when we have large waitlists either the second 8 week or the following semester.

- 8.2 **Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.**

This mostly occurred in 2018 with the added sections offered, articulations and 2-299' courses. Some of our lecture courses (with exception of ca165 sanitation) have low Earned WSCH/FTEF but are required for those students completing a degree. Our work experience classes (ca281/282) also have low enrollments in regard to the max. but also required for degrees. We can discuss offering the work experience courses only in Fall and Spring.

- 8.3. **For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.**

Our General Funds have decreased \$17,225 since 2015 for the fiscal year while the costs of ingredients have increased significantly, and the amount of sections offered has increased. Although we are able to subsidize some of the money with our Thursday campus restaurant service revenue, we would like to see our General Funds increased to \$65,000.

- 8.4 **If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.**

We have received funds from **Strong Workforce** programs allowing our department to make some much needed kitchen equipment upgrades and equipment purchases.

Human Resources

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the following questions.

	FA14	FA15	FA16	FA17	FA18
FT Faculty Count	2	2	2	2	2
PT Faculty Count	4	6	7	5	8
Full-Time FTEF	1.96	1.93	1.64	1.99	2.00
X-Pay FTEF	0.57	0.57	0.57	0.39	0.52
Part-Time FTEF	1.23	1.43	1.60	1.58	2.32
Total FTEF	3.75	3.92	3.81	3.96	4.84
FT Percent	67.4%	63.6%	58.0%	60.0%	52.1%
Permanent RT	0.175	0.217	0.217	0.217	0.217
Temporary RT	0	0	0	0	0

- 8.5 **Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.**

Full time faculty will assist the part timers with the weekly ordering procedures for their classes and help cross utilize product to avoid any waste. Full timers will manage the kitchen equipment, manage general kitchen goods and staples, set standards for sanitation and attend more department meetings. There is often cross-over with full time and part time staff where there is time for communication and concerns.

The only changes that have occurred in the past 6 years are that we have more communication with each other and higher standards.

- 8.6 **Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).**

Currently we have enough qualified staff with the addition of Valerie Carlone Baker as our 3rd full time instructor. We have enough available part time instructors if we needed to increase the amount of sections offered, substitute or fill in in the case of a leave of absence.

- 8.7 **If staffing levels are not adequate, give a justification of your request for increased Full-Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.**

n/a

- 8.8 **In the table below, list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers.**

Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed. If you have questions on how to complete this table, please contact the Program Review Committee Chair.

Position	Funding	FTE/Hours					
		YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Classified Staff	Ca Budget	1 FTE	1	1	1	1	1
NANCE	Ca Budget	2,000 hrs	2,100	2,200	2,300	2,300	2,400

Do I need to break It down to per NANCE for each year?

8.8 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, give a justification of your request for increased resources.

The duties for our classified staff member are:

- Purchasing and receiving for all culinary courses.
- Maintain storage room inventory.
- Maintain overall equipment function.
- Hiring procedures for NANCES workers.
- Contribute to social media postings.
- Document lab sessions with photos and videos.
- Outreach to promote program.
- Help guide incoming tours.
- Help classroom set-ups and misc. prep when necessary.

Because there are so many moving parts within Culinary from daily ingredient inventory, equipment function, sanitation, weekly restaurant service, NANCE's and special functions and events we participate in, having a classified staff member is imperative for our success. We rely on a large variety of ingredients and the use of many pieces of equipment everyday so keeping ahead of inventory and equipment function allows for the instructor to do their job and translate the lessons and labs. Since we operate on limited times (5 hours), any interruption within the flow of class will result in missed learning objectives and wasted product.

The duties of our NANCE's are:

- Assist in setting up each lab with ingredients, sanitation buckets, sink prep, equipment inventory, Chef's demonstration ingredients and equipment.
- Be a watchful eye for safety/sanitation practices and to notify Chef in charge to avoid injuries.
- Help navigate the demonstration camera for overhead student view.
- Help clean and organize kitchen at the end of lab.
- Sanitize equipment when students have left.
- Check all temperatures of refrigeration.
- Maintain organization throughout kitchen and storage room.
- Help prep for special events when needed.
- Assist in breaking down the kitchens at the end of each class.
- Check that all equipment is powdered down.
- Prepare any important items for the following class if needed.

Our NANCE workers are essential for the Chefs ability to properly set up the kitchens, do demonstrations in a timely manner, be available to assist students individually, keep track of safety, sanitation and inventory more effectively and help maintain the overall condition and organization of the kitchens and lecture areas.

SECTION 9 – SUMMARY AND RECOMMENDATIONS



9.1 Summarize program strengths in terms of:

- **Outreach**
- **Engagement**
- **Retention**

The Culinary Arts Department participates in multiple outreach events each year (Father Joe's Kitchen, Mama's Kitchen, Celebrate the Craft, Chef's de Cuisine award dinners and other events, fundraisers for Senator Brian Jones, San Diego Youth Organization, Pacific Island Festival, San Diego Food and Wine Festival) as examples. Each of these events are opportunities for students to volunteer, network and gain experience and sometimes employment in the professional food industry. Our outreach efforts also expand to hosting H.S. tours and doing presentations and demonstrations in their classrooms/kitchens.

The Culinary Arts Department engages in with its students every day in the way each lab is structured. Our chefs work closely with each individual student in all the courses. We share newly posted jobs both verbally, by posting on our bulletin boards and on our social media platforms (Facebook, Instagram) that our students participate in. Although at the present time all of our classes are face to face, we still have incorporated Canvas as a tool for students to have more access to their course and encourage engagement in the form of discussions. We also take students on field trips and local food demonstrations when applicable.

Culinary engages in campus events by having mixers, fundraisers for Gizmos Kitchen, hosting multiple faculty events in our dining facility catered by our students and collaborating with other departments (History Department event for George Geary's book: L.A.'s Legendary Restaurants and Exercise Science in developing their cooking/lab portion for a new course). We sit on campus hiring committees, WAAC, M&M Committee and GE Curriculum Committee.

Culinary Arts lab classes have high retention and only lose a few students if any during the semester. It's typical with a class of 25 students to end with close to the same amount. We are very clear with expectations on day 1 and very transparent with our objectives. We have open lines of communication with students via email, Canvas, phone and office hours. We also keep in touch with our waitlisted students early in the semesters for potential openings in that course of interest.

9..2 Summarize program weaknesses in terms of:

- **Outreach**
- **Engagement**
- **Retention**

Culinary would benefit from consistently scheduling H.S. tours each semester when there are new students for potential interest in Grossmont College. We could also benefit by reaching out to other local H.S.'s that don't offer culinary but might have similar career interests for their students in Culinary Arts for a tour or visit. We could strongly benefit from more visibility within the San Diego community through advertising.

For engagement, we as a department can be more involved in campus committees. Scheduling is often a factor since our class time plus set-up/break-down/office hours is often over 8 hours, but with planning and online flexibility we could contribute more.

Retention can be increased in our lecture courses by offering on-line options for more scheduling flexibility to students.

9.3 Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

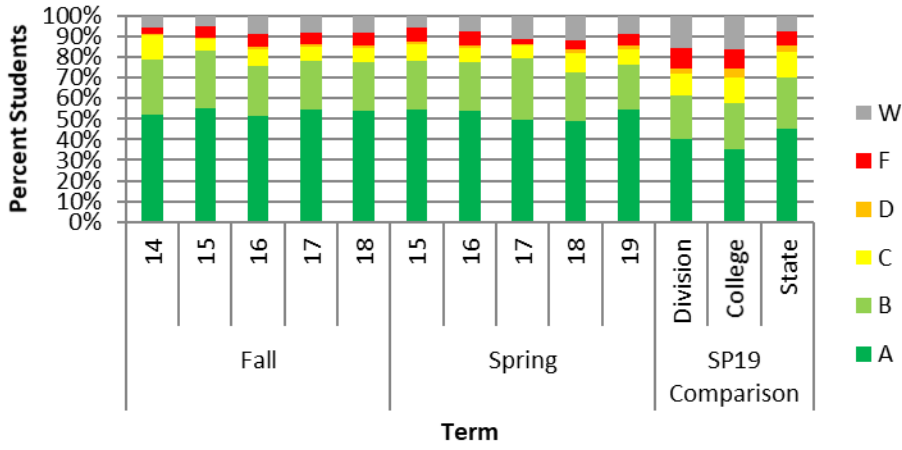
Because of the increasing ingredient costs and lack of increased funding (actually it's decreased with added sections), we are very concerned about how we can maintain the quality and quantity of our labs sessions by having to limit the amount of product because of deficit.

9.4 Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

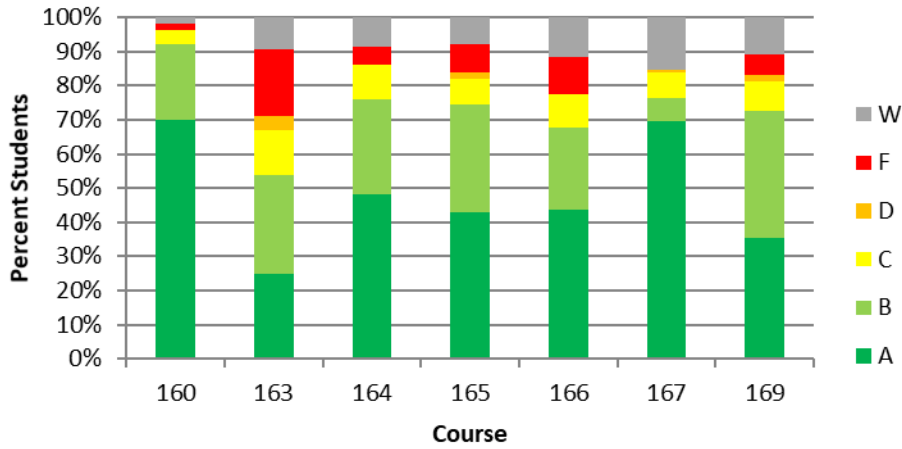
1. Increase our General Fund budget to \$65,000 fiscally.
2. A New Culinary run Food Service Outlet 100% student operated for faculty, students and community members.
3. Entry/Exit door for rm173.
4. Vehicle for food shopping and transporting food and equipment to outside Culinary college functions.
5. Increased media advertising and visibility for our program.

APPENDIX 1: Grade Distribution Summary

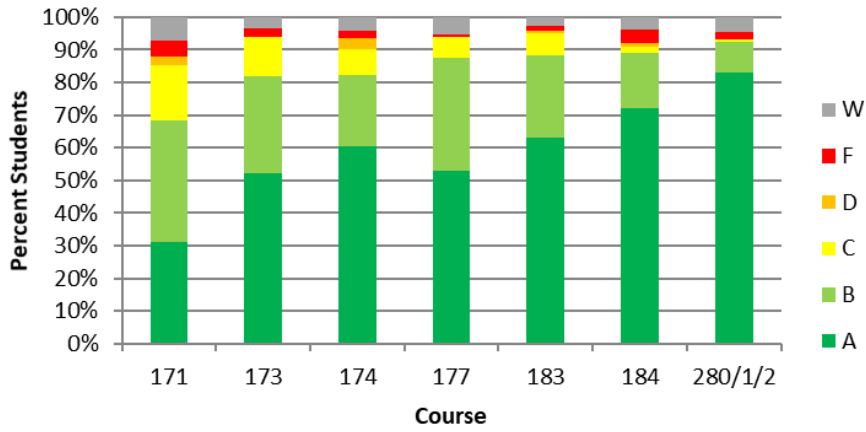
CA--Outcomes by Term



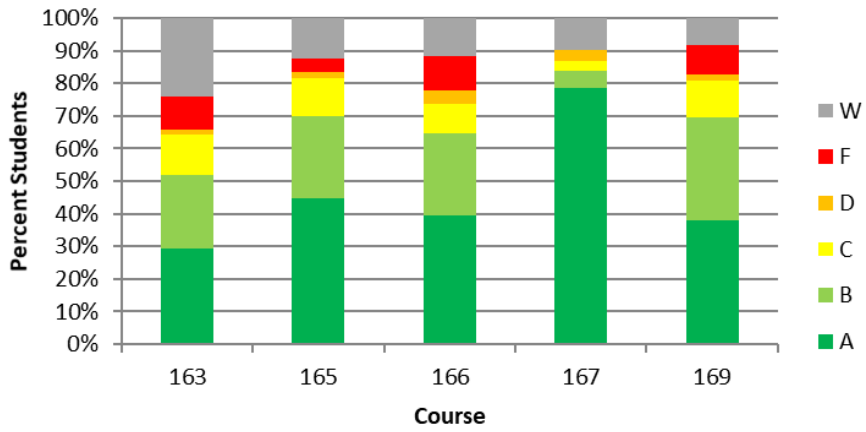
CA--Outcome by Course, Fall

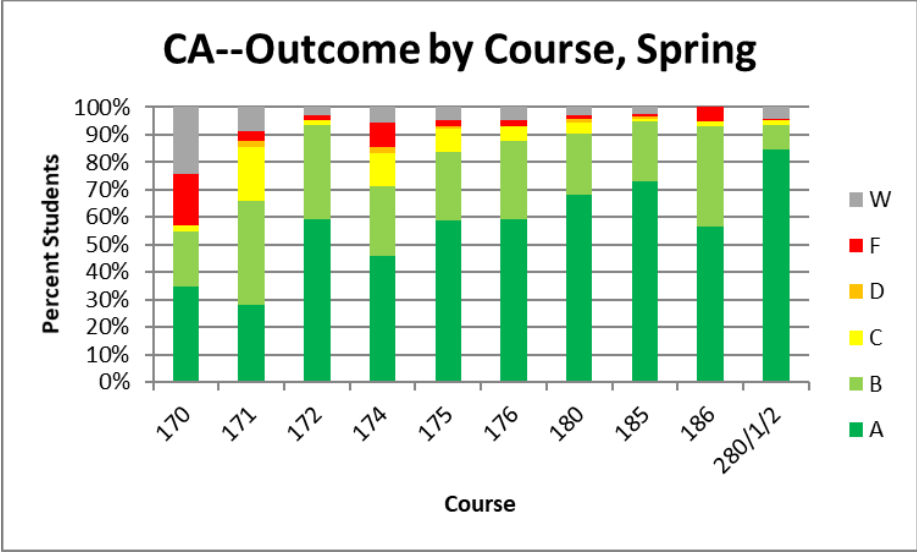


CA--Outcome by Course, Fall

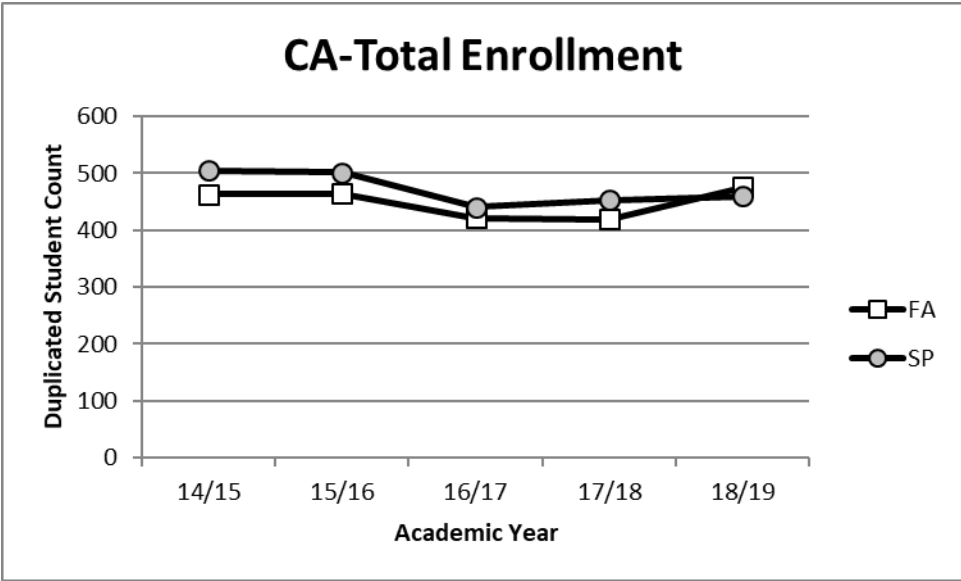


CA--Outcome by Course, Spring

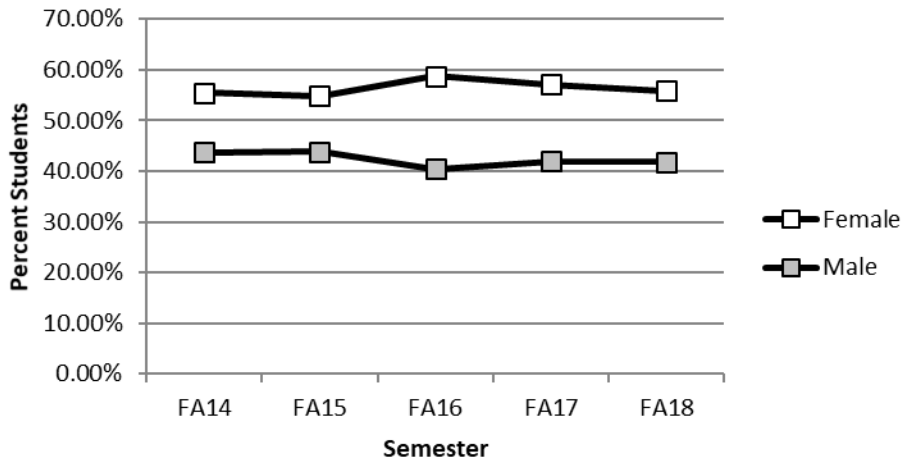




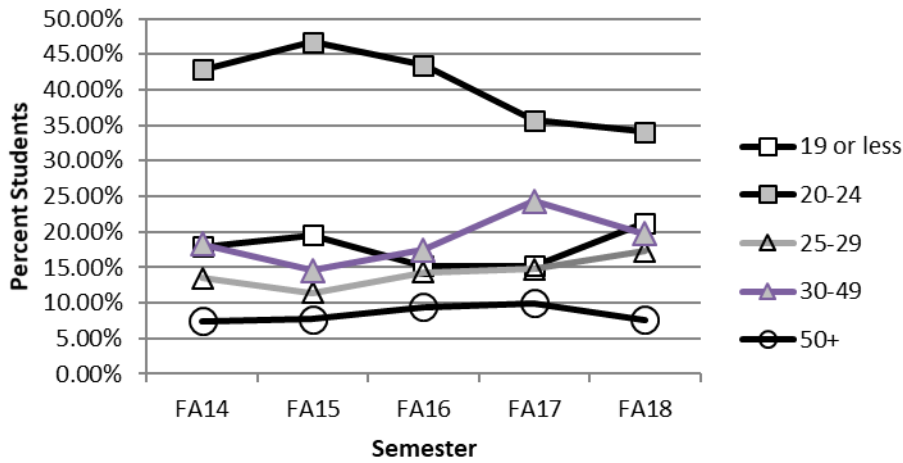
Appendix 2. Enrollment Data



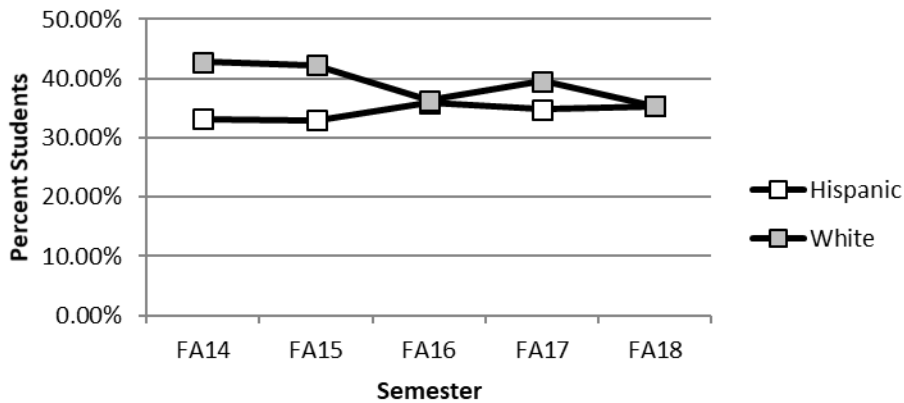
CA--Enrollment by Gender



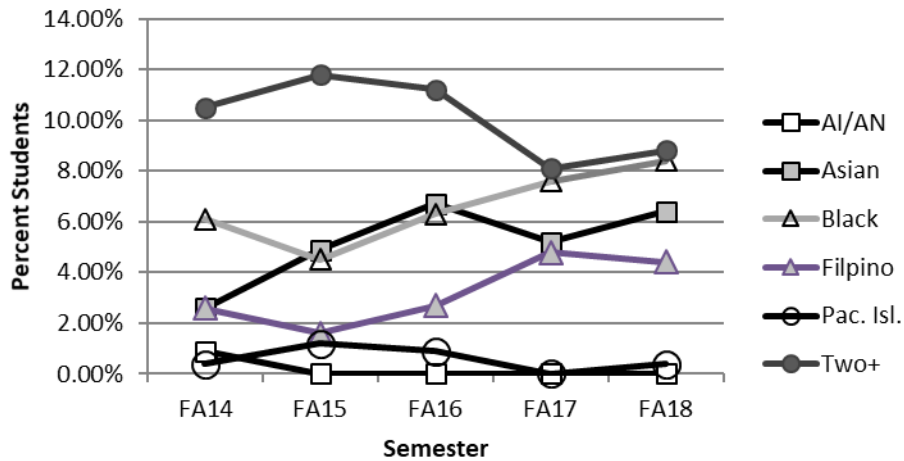
CA--Enrollment by Age



CA--Enrollment by Ethnicity, Hispanic & White



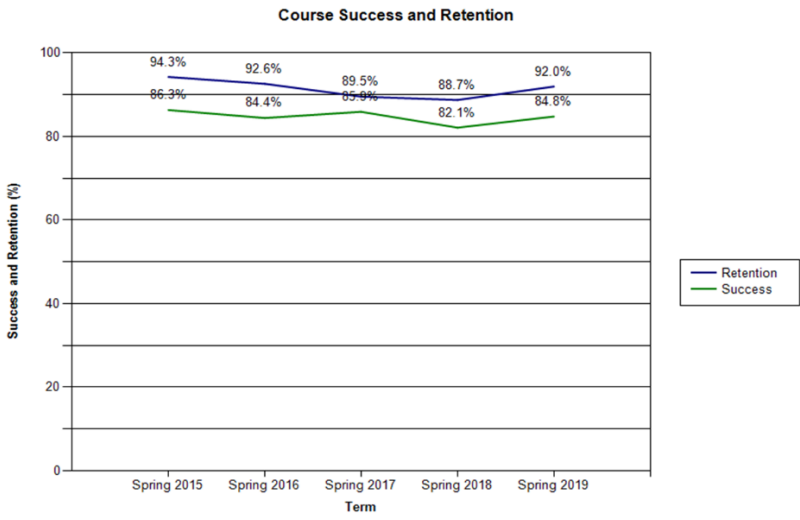
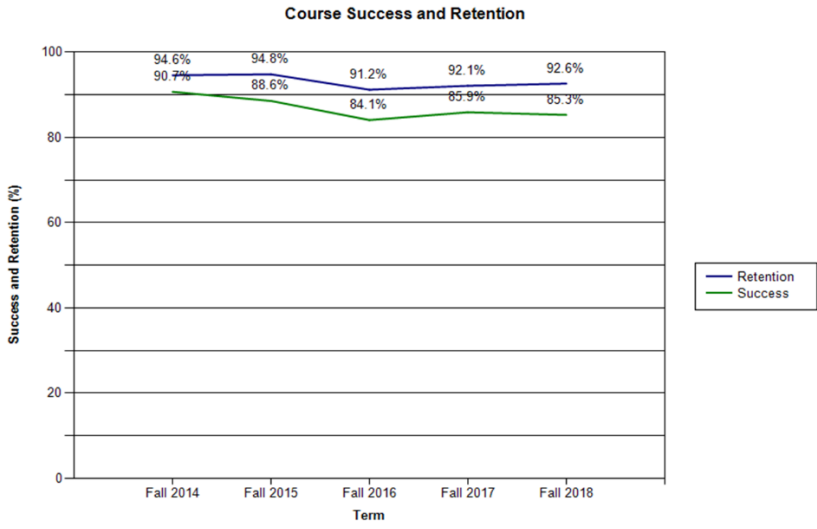
CA--Enrollment by Ethnicity, Other

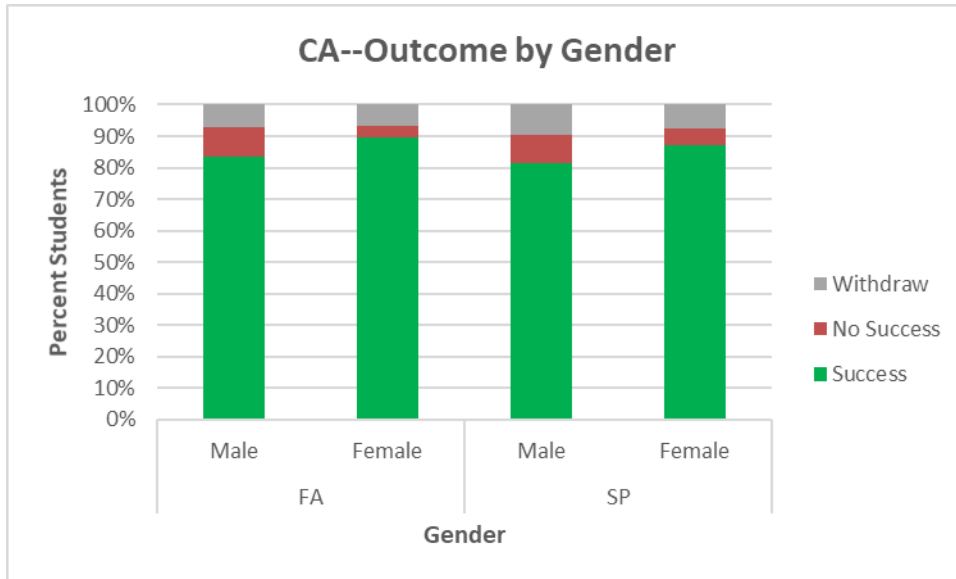
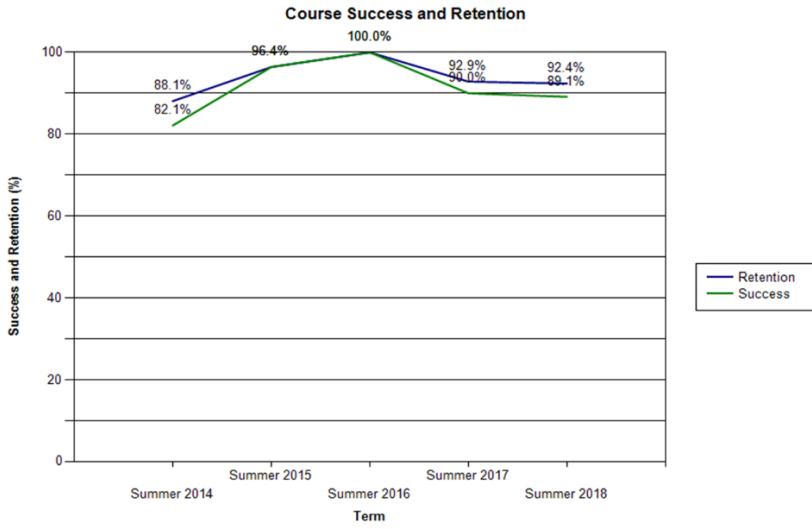


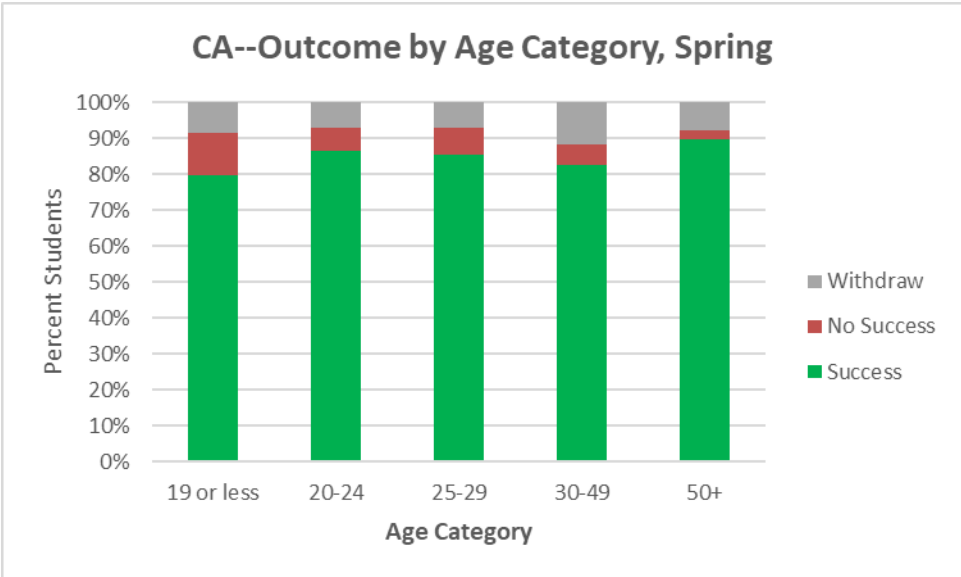
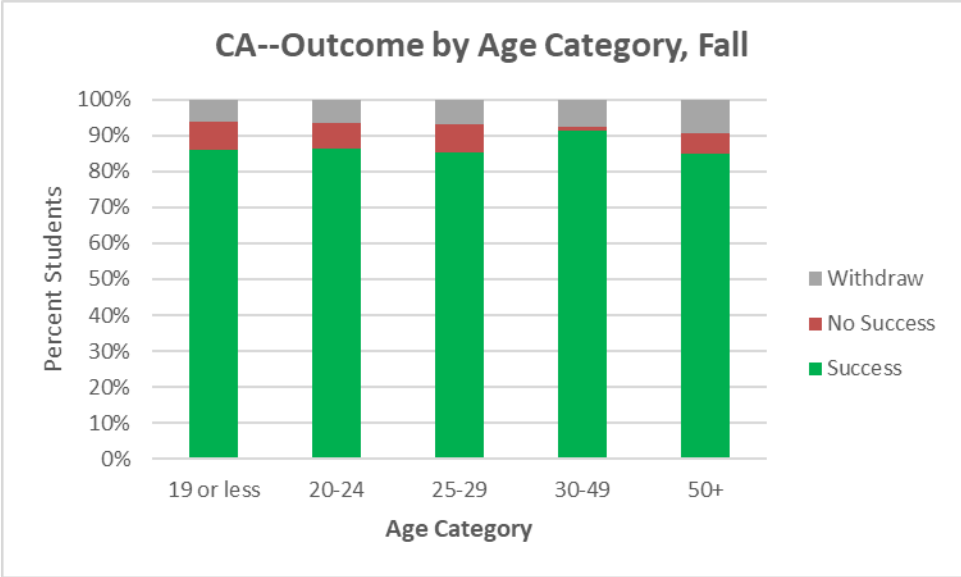
Appendix 3. Student Retention and Success Data

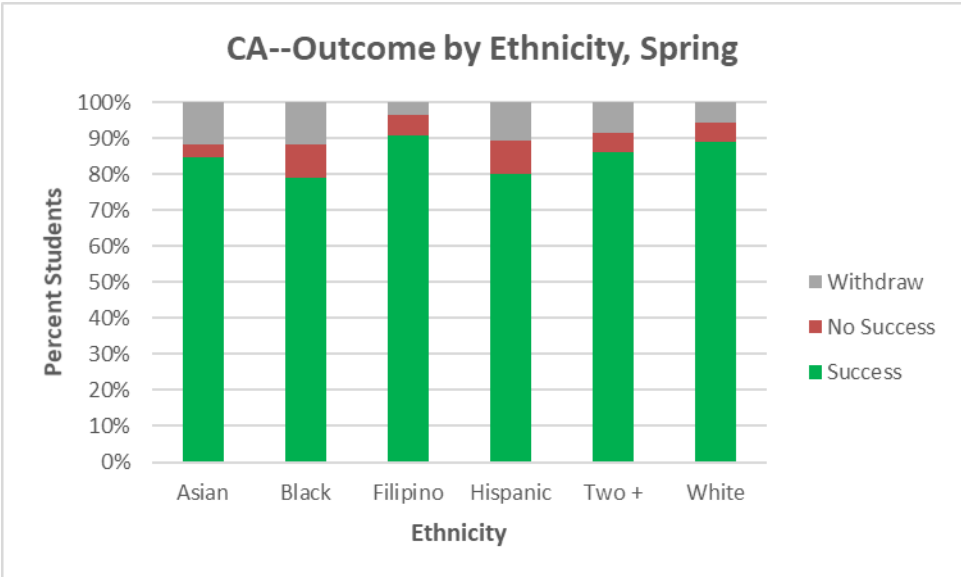
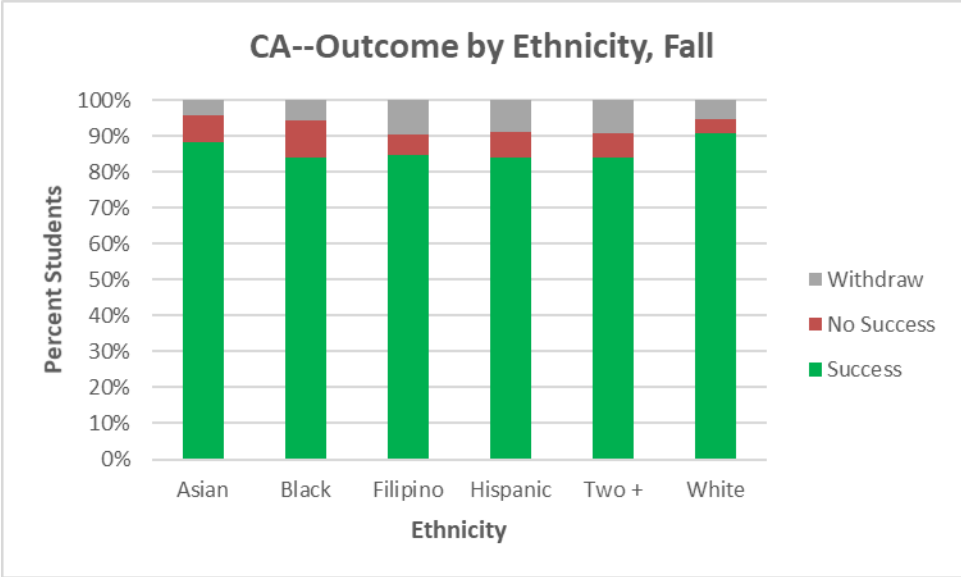
College 5-YR Averages: Success 69% and Retention 84%

College Targets: Success 75% and Retention 85%









Appendix 4. Checklist Documentation (SLO, Instructional Operations, Articulation Officer, Library)

Date: May 15, 2020

To: James Foran, Department Chair

From: M. Denise Aceves, Articulation Officer

Re: Culinary Arts . Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a “sending” campus that are comparable or acceptable in lieu of specific course requirements at a “receiving” campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, in Culinary Arts, a large number of courses are transferable to the California State University. All formal articulation with our 4-year public education partners can be found at ASSIST.org, which is the public articulation repository available to current and potential college students.

All courses that have received transferability designations are notated as such at the end of each course description in the Grossmont College Catalog. The courses with CSU transferability will appear on the CSU transferability list that can be found on ASSIST.org. **The department is encouraged to review the transferability list on ASSIST.org and work with me, the Articulation Officer, to correct any inconsistencies.**

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text books listed be current. **The Title 5 requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital.** Below I have listed the link to *The Course Outline of Record: A Curriculum Reference Guide Revisited*, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

Curriculum Resources

- [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)
- [Guiding Notes for General Education Course Reviewers](#)
- [Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.9](#)

You are welcome to contact me directly at mariadenise.aceves@gcccd.edu with any questions regarding this report.

To the Program Review Committee:

In the Spring semester of 2020, Chef James Foran and the Culinary Arts department made extensive revisions to course outlines and to Student Learning Outcomes.

As a matter of fact, *all* of the courses in the department had SLO changes. These were newly entered into TracDat over the summer. Thus, any TracDat report provided at this time will show no new methods or assessment results for any courses.

The department will likely need to begin a fresh assessment cycle this semester, Fall 2020. I'll expect the department can do assessment of at least one course SLO this semester, and begin to enter methods and assessments for all courses as time permits.

Thank you,
Felicia Kalker,
SLO Coordinator

Library Resources for Culinary Arts

Books

The Culinary Arts area of the collection, comprised of all books within the call number area TX341-TX881, contains 476 print books and 182 electronic books (additionally, we have several thousand e-books in related subjects such as hospitality, etc.).

There are also two online reference book collections which contain a large number of entries related to the field. These collections, or databases, are called "Gale Virtual

Reference Library” and “Credo.”

Books are typically purchased using a complex allocation formula to ensure that departments get their fair share of the year’s annual library book budget (which was, for 2019/20, \$53,678, but ‘covid’ year 20/21 not yet budgeted, anticipated to be half that amount, at most). Typically the allocation formula allows for a book budget of approximately \$200/year in Culinary Arts, though this amount is not always spent.

NOTE: All *electronic* materials, whether books or journal articles, can be accessed anytime, anywhere.

Periodicals

The library also has 58 periodicals and serials specifically for Culinary Arts; these are in electronic format, within library periodical databases. This allows for keyword searching, and anytime, anywhere access.

The library subscribes to a number of multidisciplinary periodical databases, all of which contain thousands of articles related to Culinary Arts - including Academic OneFile, Academic Search Complete, and Gale’s General OneFile.

Media

The library makes available four streaming video databases that cover all subject areas; for example, the electronic databases 1) Films on Demand: Master Academic Collection, 2) Intelcom (video clips), 3) Kanopy (documentaries), and 4) the San Diego County full-feature database called Swank. The video material in these databases is readily available electronically 24/7, without ever having to come to the library. Therefore they work well as a complement to classroom presentations.

Sept. 2020, by Felicia Kalker, Librarian, Grossmont College

To the Program Review Committee:

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Thank you,
Felicia Kalker,
SLO Coordinator

Academic Program Review-Follow-up Questions

After reading each report the program review committee develops a list of follow-up questions. This allows us to get a deeper understanding of your department's operations and guides our commendations and recommendations for the next program review cycle (6 years). We have tried to make these questions clear and very specific to minimize this effort. Please email the answers to the questions below to joyce.fries@gcccd.edu and Kelly.menck@gcccd.edu by: 10/9/20

Section/Page	Question	Response
1.2	<p>What are the challenges you've faced in trying to open a full-service restaurant on campus?</p> <p>Would it generate a profit?</p> <p>Would it be wholly staffed by CA students?</p> <p>Why has the door to the classroom not been installed?</p> <p>Please address the last cycle PR recommendations.</p>	<p>We have not prioritized opening a restaurant on campus. Over the past 4 years we have focused on modernizing our curriculum and training new instructors. The restaurant would generate a profit (free labor) and would be staffed by CA students needing to fulfill work experience hours. We also need clarity on whether or not this restaurant interferes with the Sodexo contract. It is our understanding that the door is a budgetary issue and that it was tied into a phase of construction that was grant funded. The future of this grant money is now unknown</p>
2.1	<p>Why do you think that CA188 hasn't been more popular? What more can you do to attract students to this course?</p> <p>How does the department plan to reach more students in the Grossmont Community and beyond who may not have access to social media?</p>	<p>Ca188 hasn't been as popular to CA students because it's not required for a degree or certificate. The general public doesn't know about the course due to lack of advertising and awareness that such a course exists. We as a department have personally advertised on many social network platforms. The instructor (Kevin Rhoads) has personally advertised at his Ground Swell brewery tasting room. Beyond that, advertising and working with local brewery shop owners could be a way to introduce enthusiasts to the course.</p>
2.5	<p>You indicate that your lecture only classes have low success rates. What can be done to improve success? Can these classes be more interactive?</p>	<p>Students in our program are naturally drawn to a more hands on approach. We will examine learning objectives and SLO's to determine where the curriculum can be changed to have an interactive element.</p>
2.6	<p>When do you plan on having online classes be available for students?</p>	<p>DE forms are in the process of being submitted to our dean.</p>
2.7	<p>In addition to CA 169, are there any other planned collaborations with K-12?</p>	<p>Chef Jojo Rossi sits on the Culinary Advisory committee for La Mesa Arts Academy (4-8, LMSVSD) and is a regular contributor to</p>

		their curriculum. She does live demos, provides video demos and consults on curriculum and equipment needs.
2.8	Can you describe any work towards articulation with 4-year universities?	There are very few culinary schools in the country that offer bachelor's degrees and none in San Diego county. All are for profit institutions and do not take transfer credits.
3.1	Will you share some of your SLOs for a few of your classes?	<p>CA174:</p> <ol style="list-style-type: none"> a. Demonstrate sanitation and safety techniques in the use of food service equipment. b. Demonstrate practical understand for various baking and pastry preparations. c. Describe/define specific baking and pastry techniques and terms used in recipe execution. <p>CA166:</p> <ol style="list-style-type: none"> a. Demonstrate menu planning and marketing according to budget and theme of food service operation. b. Demonstrate knowledge of standardized recipes and recipe costing. c. Comprehend menu layout and pricing for various food service styles and budgets. <p>CA171:</p> <ol style="list-style-type: none"> a. Prepare proteins using fabrication and production techniques. b. Prepare learned recipes using grill, fryer, smoker and range. c. Demonstrate basic line cooking skills.
3.3	<p>Do you currently have a CA tutor? If so, how do they make themselves available to the students?</p> <p>Do you have data to support your need for a tutor such as outcome assessment data?</p>	We do not have a tutor. Culinary would like to offer open lab tutor sessions prior to practical final exams for those students who do not have the recourses to practice outside of campus. Our general (food) and staff budgets would need to reflect for these additions.
3.4	<p>Did students' individual grades increase?</p> <p>Can you give us a few examples of what you can teach more effectively now that you have better equipment?</p>	Having video equipment and large visual monitors angled for the students to see has been the most beneficial new equipment for our department. Students can now see the techniques we are demonstrating with far more clarity, making the lecture side of the demonstration easier to follow along. This change has shown to increase many student's daily lab points. Before having clear

		<p>monitors, it was standing room only for 25 students. The rest of the equipment we have received allows us to stay more current with industry standards and trends.</p>
4.4	<p>Please give us an idea of how each of these items on your list would contribute to your program</p>	<ul style="list-style-type: none"> ○ New convection ovens rm.173 ○ New range, flat top, broiler rm173 ○ New rolling carts ○ New cooling speed racks ○ New scales ○ New metro cages ○ New smoker ○ Misc. small wears ○ Larger deck oven <p>All of these items are necessary pieces of equipment for our curriculum. Some of these items are broken and need to be replaced or do not work at their previous capacity. A larger oven would contribute to student success by allowing students more hands on experience. Our curriculum must be relevant and use the tools and resources that are available in the industry. Training on the usage of individual pieces of equipment is part of our SLO's</p>
4.6	<p>The idea of your own food service outlet is intriguing. Has your department put together a proposal for this idea? Do you mean a food truck, a restaurant in the community, pop-up restaurant events, or other idea?</p> <p>Explain how you would partner with Gizmo's Kitchen and how it would benefit students in your program? Have you done past events with them?</p> <p>What are your ideas for expanding the dining room to seat more guests? What would that entail? Is it possible?</p>	<p>We have not yet put together a proposal. As stated above we have prioritized updating our curriculum, objectives and SLO's. There is ambiguity as to whether or not we can do this with the Sodexo contract. We do have a Thursday night dinner series, but would like a standalone operation that has regular hours. We need clarity on the Sodexo contract before we can move forward with a plan.</p> <p>We have partnered with Gizmo's kitchen for food drives. We would like to partner with them to do hot meals. We are unable to do this out of our current facility as classes take priority. This would allow our students more hand on experience.</p>

		<p>We were informed that there was a phased approach to improving our dining facility that was grant funded. The plan was to blow out the wall of the current dining room to expand it and also offer patio seating. The door was also part of this phase. The status of this grant funding is now unknown.</p>
5.0	<p>Have you explored or utilized OER resources for textbooks to lower student costs?</p>	<p>Yes. There are no OER resources or zero cost textbooks that exist in a similar capacity of what we offer that are at the college level. Many of our classes do not require a textbook- they are optional and we use one major textbook for each program (savory and pastry). Instructors create their own content and recipes which minimizes the need for expensive textbooks.</p>
6.0	<p>To mitigate the issue of misinformation, what would you identify as the most problematic/misleading information and communication that has resulted in confusion from counseling?</p> <p>What specific safety precautions are being taken into account: gloves/safety measures; i.e. loose clothing/jewelry/ways to avoid burns)?</p> <p>Will scheduling classes in the daytime be a viable solution to address injuries vis a vis the Health Center? (not to undermine students who rely on evening classes)</p> <p>Please provide a specific example of how a Culinary Tutor can help a student who does not have access to a kitchen or funds for ingredients. Is there a lab?</p>	<p>The biggest confusion occurs around when courses are being offered. There is an assumption that all classes are offered every semester. We have some classes that work only on a Fall/Spring format and others that are based on student need. Our schedule is not set and changes every semester. It is difficult when a student says that they missed registering for a certain class because they were told by counseling that it would be offered in the next semester when in reality it will only be offered the next year. This often contributes to their inability to graduate in a timely manner. We encourage all of our students to meet with us each semester for clarity.</p> <p>We have many safety precautions in place. They are stated in the syllabi and trained on extensively throughout the curriculum. We have uniforms and protocols to mitigate the chances of accidents happen. Accidents happen day or night. It is unavoidable due to the nature of our work. It is unreasonable to only schedule classes during the day. We would not have enough facilities to meet our course load.</p>

		<p>We would schedule a tutor between classes for hands on help for students that need it that occur within our kitchen area lab. The materials used would come out of our lab fees.</p>
6.3	<p>Could you provide an example of equipment that was broken or needed maintenance, and what you did to resolve this? How often is this happening and becoming a hindrance to student learning and success? Safety?</p>	<p>We have many systems in place to ensure that our kitchen equipment functions efficiently. We have regular preventative maintenance occurring on a quarterly basis. When something breaks we call maintenance and our needs are prioritized according to their work load. If they cannot get to something right away then we have the inability to use that equipment until it is fixed which hinders student learning. In general maintenance has a good response rate, however if it is a larger piece of equipment or a new piece of equipment often this takes longer and it is more involved than fixing the thermostat on a reach in refrigerator.</p>

7.1	Please specify what each faculty participated in and the impact on student success (see example grid from Biology)	This has been updated on PR
Appendix	Please continue to add the necessary item to the appendices (currently only have the email from the articulation officer)	This been updated

**PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:

1. All course outlines updated and SLOs updated and approved
2. New articulation with community partner to increase student outreach
3. All recipes created by faculty
4. Increasing enrollment through volunteer participation in outside events while the enrollment for the college as a whole is decreasing
5. Extensive opportunities for student engagement with off campus events and collaborations with other departments and organizations
6. Very few equity gaps among minority groups
7. Amazing efforts in graduate employment in high quality career placements

Committee recommends the following:

1. Continue efforts toward increased student success in lecture classes (more interactive learning activities for example)
 2. Continue collaborating with Gizmo's Kitchen for hot meal program/effort
 3. Encourage faculty to contribute OER resources-continue to build video library for lab classes
 4. Meet with counseling dept to provide updated marketing info and how they can utilize it when counseling potential students
 5. Work with Dean and facilities and maintenance to establish a process for getting work completed that is high priority
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College President

Program or Department Chair

Academic Program Review Chair

CULINARY ARTS

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2014-15	90.5	438.6	79.3	398.7
2015-16	88.5	424.0	86.8	410.7
2016-17	80.8	381.7	68.9	361.6
2017-18	70.3	379.3	73.6	385.8
2018-19	60.2	344.7	69.0	350.1