

## **INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2019**

**Cluster:** WED

**Program:** Culinary Arts

**Current Academic Year:** 2019/2020

**Last Academic Year CPPR Completed:** 2014/2015

**Current Date:** March 2019

### **NARRATIVE: INSTRUCTIONAL CPPR**

#### **I. GENERAL PROGRAM INFORMATION**

The Culinary Arts program will provide each student with the knowledge and skills to become a viable member of our highly productive culinary society and workforce, by obtaining the ability to excel through education and acquiring transferable skills. To insure that each student achieves these goals our program is designed to target the skills and knowledge in demand by the food industry. Our curriculum targets the market with the highest employable percentage. Certifications obtainable in the Cuesta College Culinary Arts program are the ServSafe Managers Card and the California Food Handler's Card.

#### **Brief history of the program**

Cuesta College formerly offered a Culinary Arts program. The full time Nutrition instructor created the Culinary Arts program in 2004. It began in 2005, with two cohorts of approximately 16 per class. The numbers held strong for the two cohorts and inspired us to attempt a third. The demand and interest remained high and the program thrived with a Culinary Arts degree, and multiple certificates, including a Whole Foods certificate and a Baking certificate. The program was supported by the Culinary Arts Lead Instructor Phillip Riccomini, Nutrition Instruction Cherie Moore, 7 adjunct faculty, and Division Chair Don Norton. The program was eliminated by the Board of Trustees in Fall 2012 as a part of the Long-Term Budget Reduction Plan and that program underwent a “teach-out” (initiated by the Nutrition department), in which CUL students could complete the degree. The Nutrition Department moved three original Culinary courses to the Nutrition Department (CUL 213, CUL 149, and CUL 210), and CUL 210 was revised (modified to NUTR232) Fall 2014 to be effective Fall 2015 and be included in the ADT, as directed in the template.

#### **Significant changes/improvements since the last Program Review**

The program was reactivated in Fall 2017 in an abbreviated version with 4 courses (CUL 210, CUL 220, CUL 225, and NUTR 213) at the request of a partnership with the California Men’s Colony (CMC) and will have a total of 5 cohorts and 100 Culinary Arts Certificate of Specialization graduates by the end of Spring 2019.

In the 2012 CPPR Cherie Moore wrote:

“If and when funding is not an issue, an ideal location would be at the San Luis Obispo campus utilizing their on premise food service facility for not only culinary arts, but for their Hospitality Program, under one location. This would not only provide essential education but could provide foodservice for the campus population and generate revenue to off set costs. This would be the essential real time education and experience. “

This vision is now becoming a reality. The Culinary Arts department partnered with California Conservation Corps and began teaching “public” culinary courses in Fall 2018. The entire Culinary Arts Certificate of Specialization (4 courses) can be earned in one semester at the CCC. The following is additional information about CCC:

The California Conservation Corps is the oldest and largest conservation corps in the country and develops thousands of young men and women into citizens with character, credentials and commitment.

- 1,434 Corpsmember positions are available
- Approximately 3-thousand Corpsmembers enroll each year.
- Corpsmembers must be between the ages of 18 and 25, California residents and not on probation or parole.
- At the present time, the CCC is about 74% men, 26% women.
- Corpsmembers are hired from all over the state and reflect the diversity of California. The top three counties where Corpsmembers come from: San Diego, Los Angeles and San Bernardino.
- The average length of stay is about nine months.

California Conservation Corps centers offer meaningful educational opportunities. Corpsmembers can earn a high school diploma, take courses through community colleges, and earn thousands of dollars in scholarships that can be used at colleges, trade schools and certification courses.

In the summer of 2019, the Cuesta College Culinary Arts program intends to partner with Prado 40 and Restorative Partners to offer the sequence of classes at Prado 40. The following is additional information about Restorative Partners:

- The students enrolled into the Culinary Courses are all in recovery and have been incarcerated at the County Jail level and/or State Prison
- Half of the students have been released from State Prison and are currently on Parole
- Half of the students are receiving Drug and Alcohol Treatment Services through SLO County Behavioral Health and on Probation

- All of the students are receiving case management support, life skills training, and participating in a Restorative Justice Program
- They are partnering with **Eckerd Connects Workforce Development** in creating a pathway for our students to participate in an On-the-Job Training and employment support once our students complete their courses
- **San Luis Obispo County Community Foundation** provided a grant to fund a part time case manager for the project and incentives to keep the students in school

New courses that are planned for 2020 are:

- **Culinary Math**
- **Advanced Baking**
- **Product Development**
- **Catering**
- **Cuisines from Around the World**
- **Food Production**
- **Culinary Gardening and Herbs**

A new associated department, Hospitality, was approved along with new courses: HOSP 200 (INTRODUCTION TO HOSPITALITY), 225 (HOSPITALITY LAW), 230 (INTRODUCTION TO FOOD AND BEVERAGE MANAGEMENT), 250 (INTRODUCTION TO HOTEL MANAGEMENT), 270 (HOSPITALITY COST CONTROL), and an ADT and 2 Model Curriculum Certificates of Achievement. The credit courses that will mirror these courses are HOSP 700, 725, 730, 750, and 770. Part-time faculty member, Rosanne Field, wrote the curriculum for the Hospitality courses.

Here is the plan for HOSP degrees and certificates:

Course ID	HOSPITALITY MANAGEMENT	HOSPITALITY MANAGEMENT	HOSPITALITY MANAGEMENT
	ADT	CERTIFICATE - CREDIT	CERTIFICATE - NC
HOSP 200/700	Introduction to Hospitality Management	Introduction to Hospitality Management	Introduction to Hospitality Management
CUL 215	Safety and Sanitation	Safety and Sanitation	Safety and Sanitation
HOSP 270/770	Hospitality Cost Control	Hospitality Cost Control	Hospitality Cost Control
HOSP 230/730	Introduction to Food and Beverage Mgmt	Introduction to Food and Beverage Mgmt	Introduction to Food and Beverage Mgmt
HOSP 250/750	Introduction to Hotel Management	Introduction to Hotel Management	Introduction to Hotel Management
HOSP 225/725	Hospitality Law	Hospitality Law	Hospitality Law
CUL 210	Culinary Arts Fundamentals I		
CUL 220	Culinary Arts Fundamentals II		

**A future certificate is the Culinary Management Model Curriculum certificate.**

## Culinary Faculty Biographies

**Chef Rosanne Feild** is an educated and experienced chef with a unique blend of creative flair and passion for food, strong business sense and engaging interpersonal skills. She has an extensive background executing a broad range of cooking methods and styles gained through education, experience and worldwide travel. Rosanne is an organized and communicative culinary instructor with over 18 years of diversified professional experience planning, developing and delivering curriculum encompassing cooking, baking and food presentation for a wide range of students in educational and corporate environments. Rosanne exhibits exceptional food management and preparation skills and thorough knowledge of food and nutrition, food regulations and sanitation, food preparation techniques and use of commercial kitchen equipment. Rosanne received a B.S. degree in Textile Science from the University of Maryland, College Park. Prior to embarking on her culinary career, she worked in the field of occupational safety, health and environmental compliance for Sony Pictures Entertainment, Mattel Toys, Becton Dickinson (BD) and Duke University Medical Center.

**Chef Elisabeth DeSwart** is a Nutrition instructor, Culinary Arts lead, and registered dietitian (RD). She enjoys teaching at Cuesta College, College for Kids, California Men's Colony (CMC), California Conservation Corps (CCC), Cal Poly, and in the community. DeSwart was awarded a Master of Science degree in Nutrition from Bastyr University, and completed a dietetic internship at the University of Maryland Eastern Shore. As a dietitian, she has worked in hospitals providing nutrition education (acute, sub-acute, long term, diabetic, renal, outpatients, staff), facilitating committees, managing food service, and creating therapeutic patient menus and staff wellness menus. DeSwart has participated in child nutrition research conducted by US Berkeley. She teaches culinary nutrition courses over the summer for Cuesta College for Kids, and Kitchen Kid in Santa Monica, California. Before becoming a dietitian, DeSwart was a chef for children and adults, specializing in therapeutic diets. View website [FunFoodFeed.com](http://FunFoodFeed.com) for quarterly healthful articles & recipes.

**Chef Michael Drazsnzak** is an award-winning and innovative executive chef with 20 years of experience in the hospitality industry. A gold medal graduate of the Art Institute of Colorado, Michael was instrumental in developing *Colterra Food & Wine* into a highly profitable and award-winning restaurant in Boulder, CO. Utilizing these skills and know-how, Michael is now a transformational coach and seminar leader as well as a Culinary Arts instructor at Cuesta College in California. His broad people-development expertise and extensive management experience help to build high performing teams and develop leaders.

**Chef Marilyn Hotz** has always had a passion for cooking and more specifically - teaching people how to cook. She is an effective, altruistic, and proactive teacher in Culinary Arts. She believes cooking is a great way to connect quickly with others, learn a lifelong skill, improve health and well being, and work towards building a career in the next, big epicurian culture - the Central Coast! Her experience is teaching Culinary classes to children, teens, and adults for two

decades in a variety of formats: She taught High School Home Economics in New Jersey, partnered in a Cooking School in Miami Florida, and presently teaches a variety of Cuesta Culinary programs. She considers herself a fearless cook and loves trying new and different cuisines. In addition to studying Culinary at the New School University in New York, She has a B.A. in Psychology and a B.A. in Urban Studies. She is also an artist, designer, avid gardener and author of “Get A Life After College.”

**Chef Veronica Rains Dailey** is a Plant-based Culinary Arts Instructor at Cuesta College in San Luis Obispo, and a former cancer-prevention cooking instructor for the Physicians Committee for Responsible Medicine. She’s a graduate of the California Culinary Academy of San Francisco and specializes in plant-based food product and recipe development. Chef Veronica has over 18 years professional culinary arts experience.

**Chef Julie Andrews** is an instructor in Culinary Arts, Gardening, Nutrition, and Wellness for over 25 years on the Central Coast. She received her bachelor’s degree in Nutritional Science and Master’s in the Cultural Aspects of Food Systems from California Polytechnic State University, San Luis Obispo. Her thesis projects include Mediterranean Food and Spa tours, the development and implementation of a Farmers’ Market Manual with the creation of 3 farmers’ markets in San Luis Obispo County. Her passion is developing sustainable food systems and wheel chair accessible gardens. She has created over 100 gardens for communities, schools, preschools, retirement homes, and group home rehabilitation centers. She has taught at Cuesta College for the past 10 years with the Emeritus program, Bridge to Success, College for Kids, and now Culinary Arts. As a bilingual educator, she has certified over 200 students in the Green Gardening Program at Allan Hancock College. As a nutritional therapist, she has developed wellness programs for bilingual staff, parents, and students at 9 clinics and 55 preschools.

**The program review was conducted by Cherie Moore, with the feedback of the Lead part-time Culinary Arts faculty: Elisabeth DeSwart and Rosanne Feild.**

## **II. PROGRAM SUPPORT OF DISTRICT’S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)**

The Culinary Arts Program’s Mission mirrors Cuesta College’s mission. Currently the Culinary Arts Program offers **an inclusive program that inspires a diverse student population to achieve their educational goals.** In the Culinary courses at Cuesta College, students acquire the tools to **improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce.** In the Culinary Arts Department and Applied Behavioral Sciences Division at Cuesta College, we work together with dignity and respect toward the common goal of serving our students. The faculty in the Culinary Arts Department at Cuesta College offer, **through dynamic and challenging learning opportunities, a program that improves lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.** The Culinary Arts Department values Access, Success, and Excellence. Our mission is to prepare each student with the skill and knowledge to become a viable entity of the professional food service

work force. We will ensure that each student will obtain knowledge and skills to advance in the field of Culinary Arts.

The Culinary Arts program addresses or helps the district to achieve its institutional goals, objectives, and/or operational planning initiatives by directly contributing to the following Institutional Goals and Institutional Objectives:

**From: Institutional Goals 2011-2016 and Institutional Objectives 2014-2017**

**Institutional Goal 1: Completion**

*Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.*

**Institutional Objective 1.1**

*Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.*

**Institutional Objective 1.2**

*Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.*

**The following bullets summarize how the Culinary Arts program and courses help the District to achieve its Institutional Goal 1:**

- The four Culinary Arts courses are all CSU transferrable (IO 1.1)
- The Culinary Arts program offers a certificate (IO 1.1 and 1.2)
- The Culinary Arts program offers an Associate Degree of Transfer in Hospitality (IO 1.1 and 1.2)

**Institutional Goal 3: Partnerships**

*Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.*

**Institutional Objective 3.1**

*Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities.*

**Institutional Objective 3.2**

*Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.*

**The culinary program has partnered with numerous businesses in the community and they serve on the Advisory committee. Internship program planning is underway with Blue Mango Management, Hotel Cerro, and the Chef's Table.**

Culinary Arts Advisory Committee Business Representatives	
Avila Beach Ocean Grill	Ancient Peaks Winery
Pacifica Hotels	Firestone Walker Brewing Company
Back Porch Bakery	DiStasio's
Morro Bay Coffee Company/Chablis Cruises	California Conservation Corps
California Men's Colony	Blue Mango Restaurant Management Services
Bliss Café (Cuesta College Culinary Alumni)	Beda's Biergarten
Chef's Table Catering	Pagnol Boulanger
Derby Smokehouse	Mama Ganache

***The following are the San Luis Obispo County Community College District Institutional Learning Outcomes with mapped Culinary Arts course numbers indicated.***

ILO 1. Personal, Academic, and Professional Development

- Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development **(CUL 210, 220, 225, 213)**
- Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being **(CUL 210, 220, 225)**
- Demonstrate the professional skills necessary for successful employment **(CUL 210, 220, 225, 213)**

ILO 2. Critical Thinking and Communication

- Analyze and evaluate their own thinking processes and those of others
- Communicate and interpret complex information in a clear, ethical, and logical manner<sup>[L][SEP]</sup>

ILO 3. Scientific and Environmental Understanding

- Draw conclusions based on the scientific method, computations or experimental and observational evidence
- Construct and analyze statements in a formal symbolic system **(CUL 210, 220, 225)**
- Analyze the relationship between people's actions and the physical world
- Make decisions regarding environmental issues based on scientific evidence and reasoning<sup>[L][SEP]</sup>

ILO 4. Social, Historical, and Global Knowledge and Engagement

- Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world
- Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures<sup>[L][SEP]</sup>

#### ILO 5. Artistic and Cultural Knowledge and Engagement

- Identify, create, or critique key elements of inspirational art forms **(CUL 210, 220, 225)**
- Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories

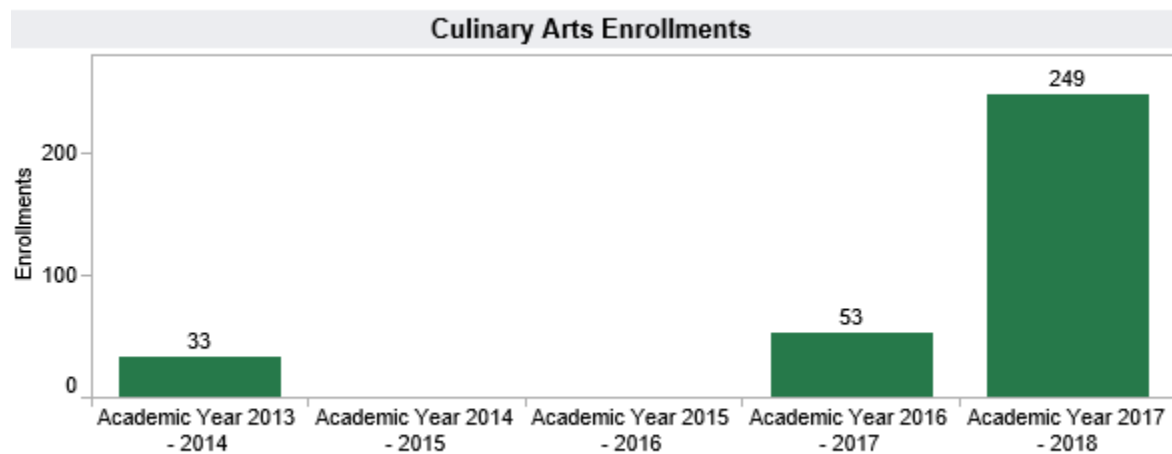
#### ILO 6. Technical and Informational Fluency

- Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically
- Produce and share electronic documents, images, and projects using modern software and technology **(CUL 210, 220, 225, 213)**



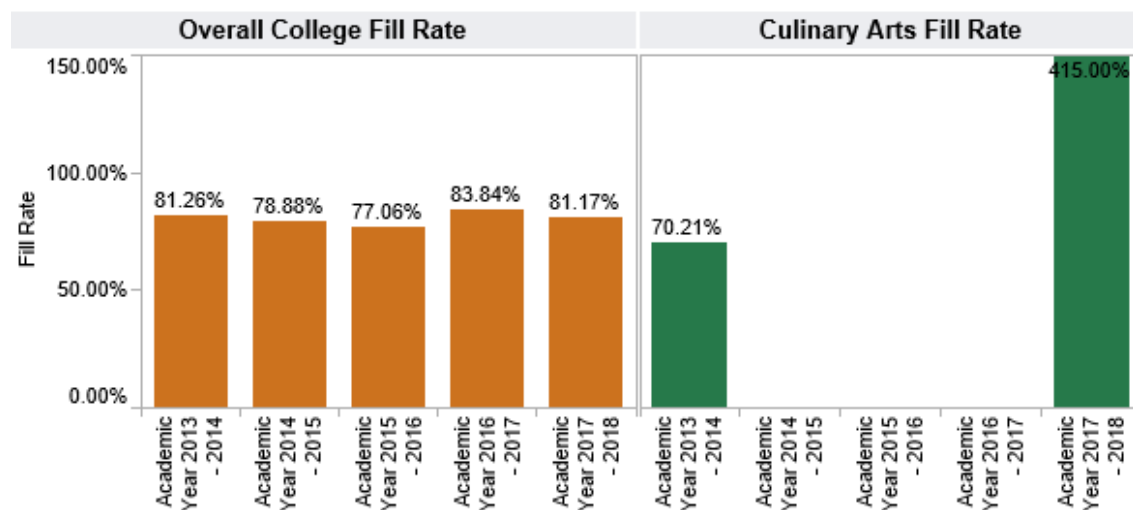
### III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

#### [General Enrollment](#)



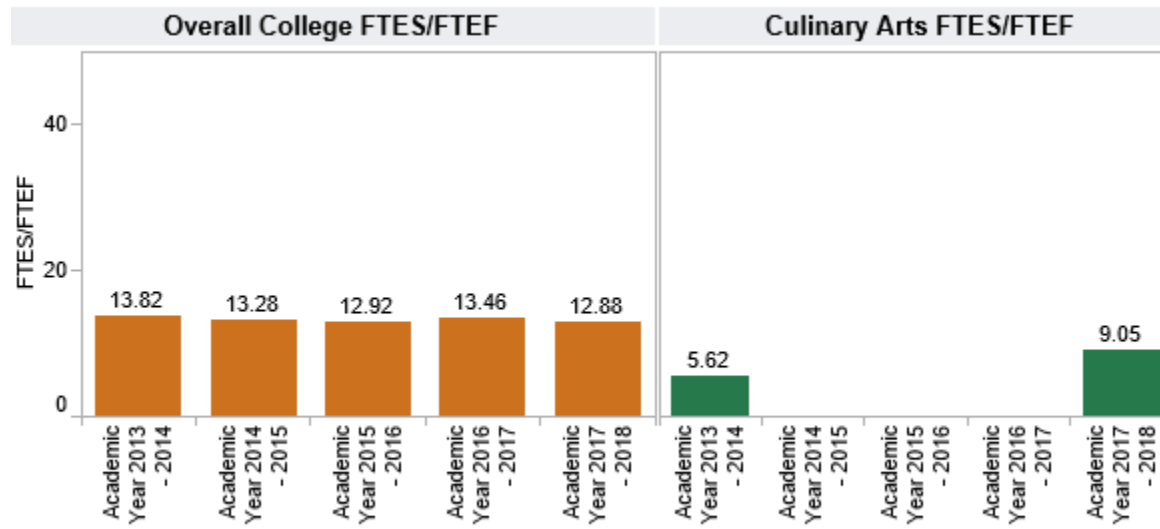
Enrollments in the 2012-2013 year were strong with three cohorts at the Paso Robles Culinary Arts Academy. The program was then eliminated during the college “show cause” accreditation budget cuts because of high facility costs. A modified reactivation of the program (4 courses) occurred last year for dual enrollment and CMC. The number in 2016/2017 reflect Dual Enrollment at Paso Robles High School and the 249 value in 2017/2018 reflects CMC and Dual Enrollment. The 2018/2019 chart will also show the CCC enrollments.

#### [General Student Demand \(Fill Rate\)](#)



Fill rates are excellent in all Culinary classes. The department recently raised the Course Caps to 30 and classes are still filling. CMC still needs the Enrollment Maximum to be 20.

## General Efficiency (FTES/FTEF)



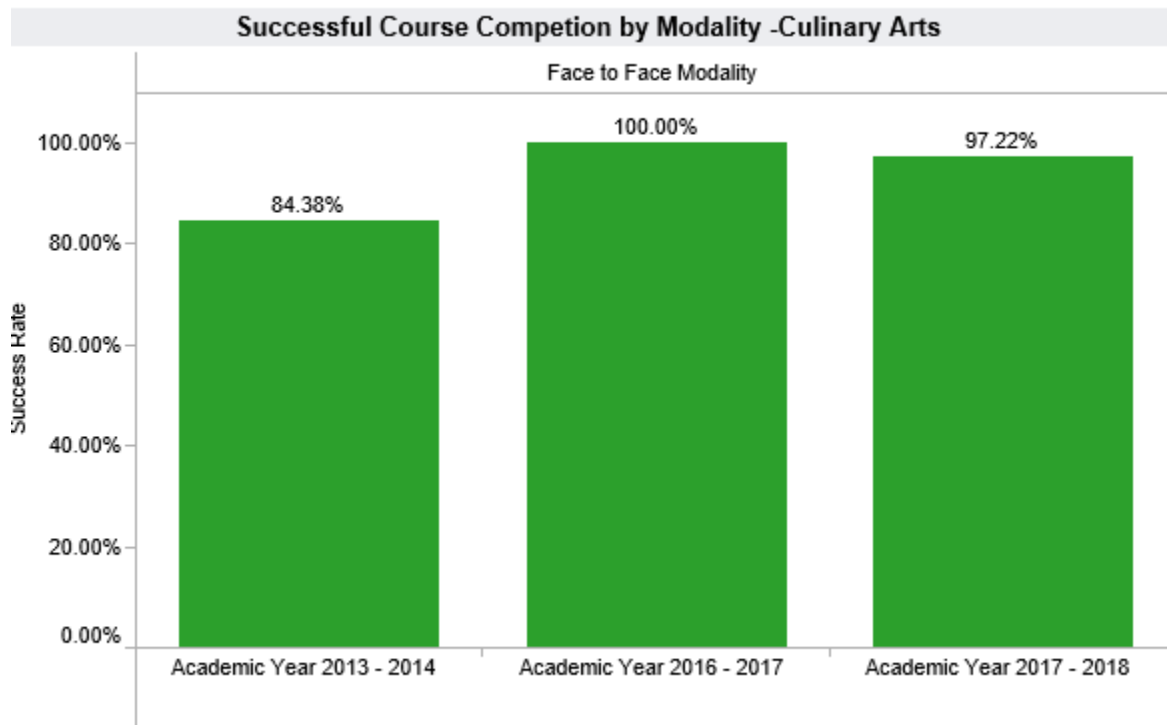
The efficiency was low in the CMC Culinary classes because of the caps and in dual enrollment because not everyone signs up. The department recently raised the Course Caps to 30 and classes are still filling so this semester **(Spring 2019) efficiency is high at 16.8!**

The entire division has been doing the following for efficiency:

- 1) Offer late start courses after full-term courses have filled
- 2) Add additional sections of courses when there are large waitlists (*although this may mean one section is lower such as our added Capstone ECE class this Spring to allow 20 more students to graduate*).
- 3) Schedule courses based on student need for times and days
- 4) Work with other faculty, possibly in other divisions, to reduce course conflicts (*just did this with Elem Ed-required classes*)
- 5) Convert low-enrolled FTE courses to DE where possible/offer courses as DE where there is a demand (*doing this a lot in our division*)
- 6) Cancel low-enrolled courses early enough to allow students to enroll in other courses (*did this previous two semesters*)
- 7) Schedule courses on a rotation, especially for low-cap, low-enrolled courses (*currently making this shift throughout division*)

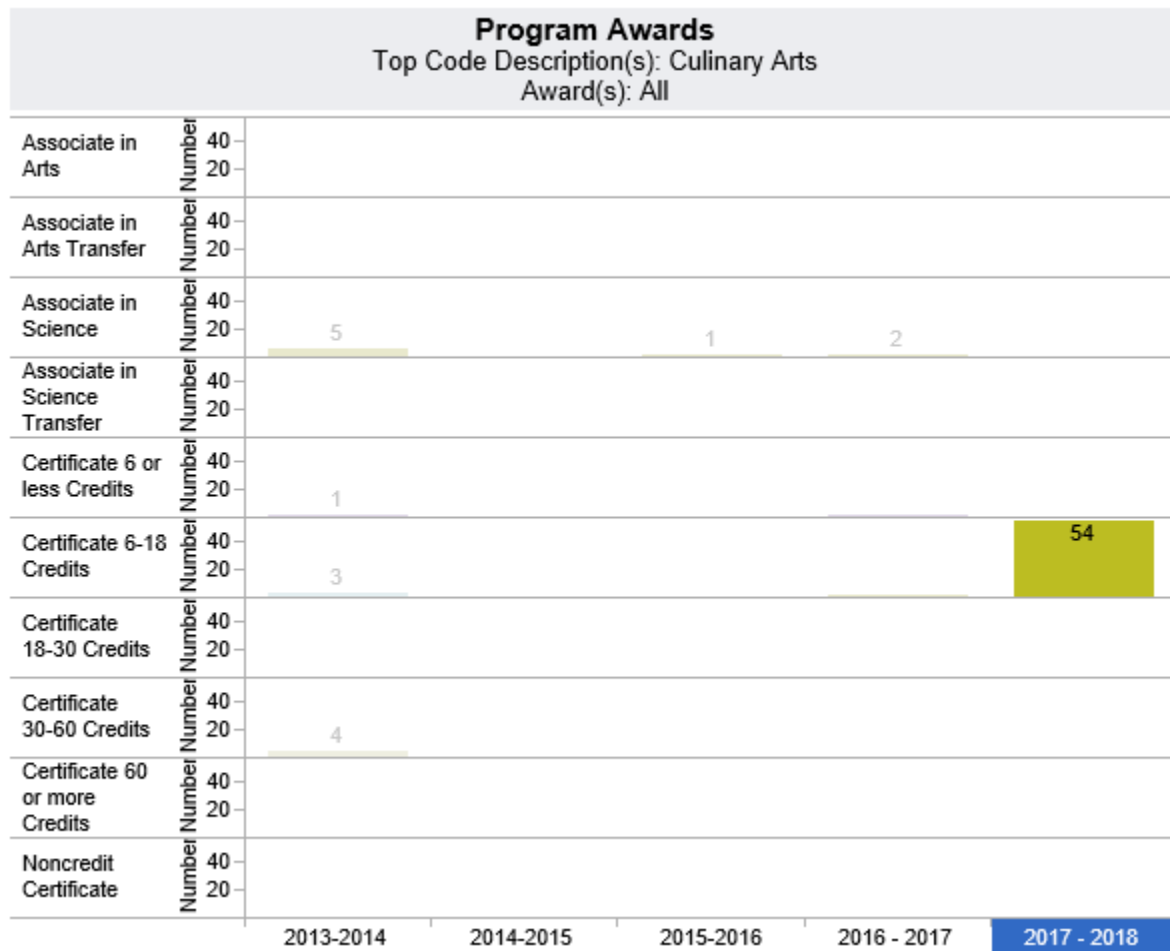
- 8) Reduce duplicate courses that meet the same requirements. *(We do this for the Nutrition ADT requirement of 232 or 222 by offering just one in Fall and one in Spring)*
- 9) Assess seat availability and reduce sections that consistently have open seats *(Have been doing this across division)*
- 10) Cross-list courses to maximize enrollments *(been doing this some in HDHS and ECE)*
- 11) Ensure all units and courses are necessary for degree and certificate completion *(Been doing this across Division recently and reporting in CPPR)*
- 12) Determine if the number of times class meets per week maximizes course efficiency and adjust the meeting days accordingly *(already did this moving away from MWF 50 min. classes)*
- 13) Discuss retention strategies in your department, such as Early Alert messaging and referring students to campus resources *(Discussed this since August with Division faculty)*
- 14) Consider enrolling over the Enrollment Maximum so that with drops courses will end up with the Enrollment Maximum *(Discussed this since August with Division faculty)*
- 15) Consider ways in which you may promote your department, program, and courses *(Discussed this since August with Division faculty; faculty help a lot with this)*
- 16) Consider reaching out to students who are slow to get started in a DE course instead of dropping them *(Discussed this since August with Division faculty)*

Student Success—Course Modality



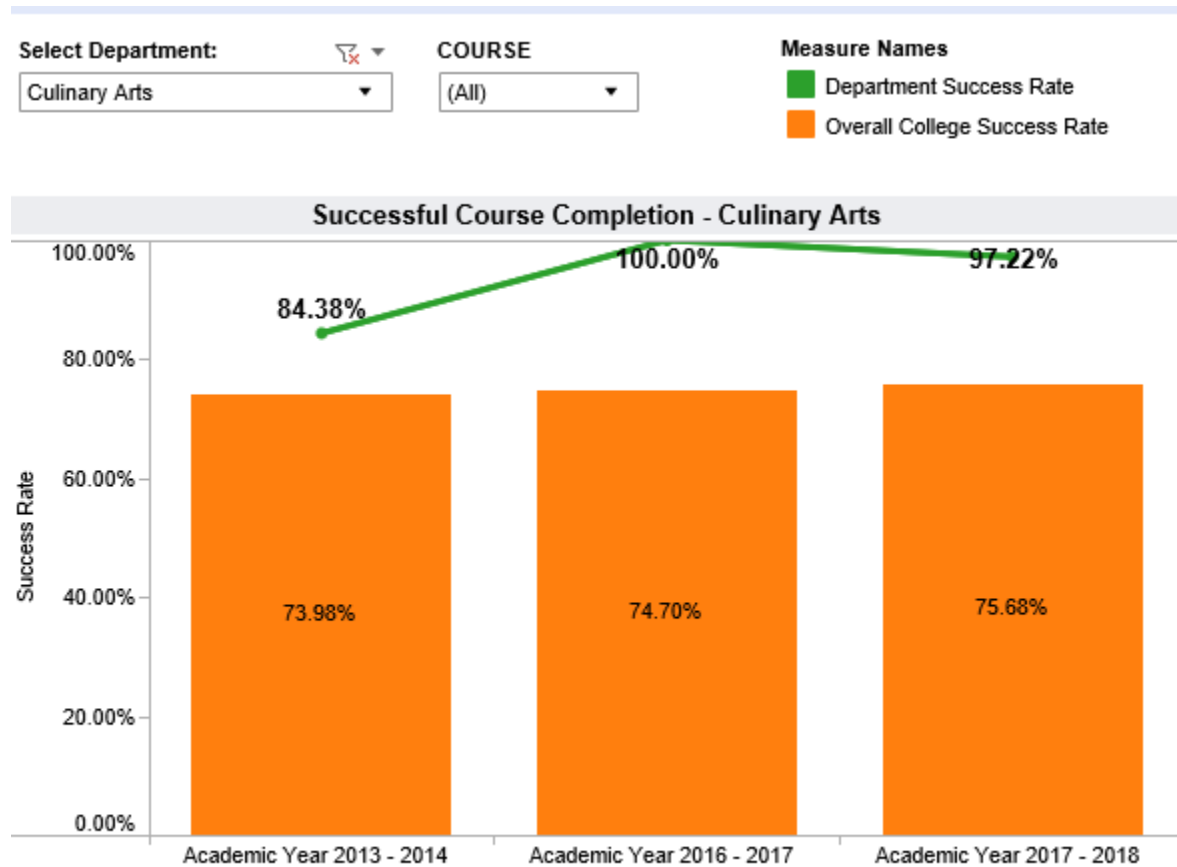
**Student success in Culinary Arts has always been much higher than the college averages.**

Degrees and Certificates Awarded



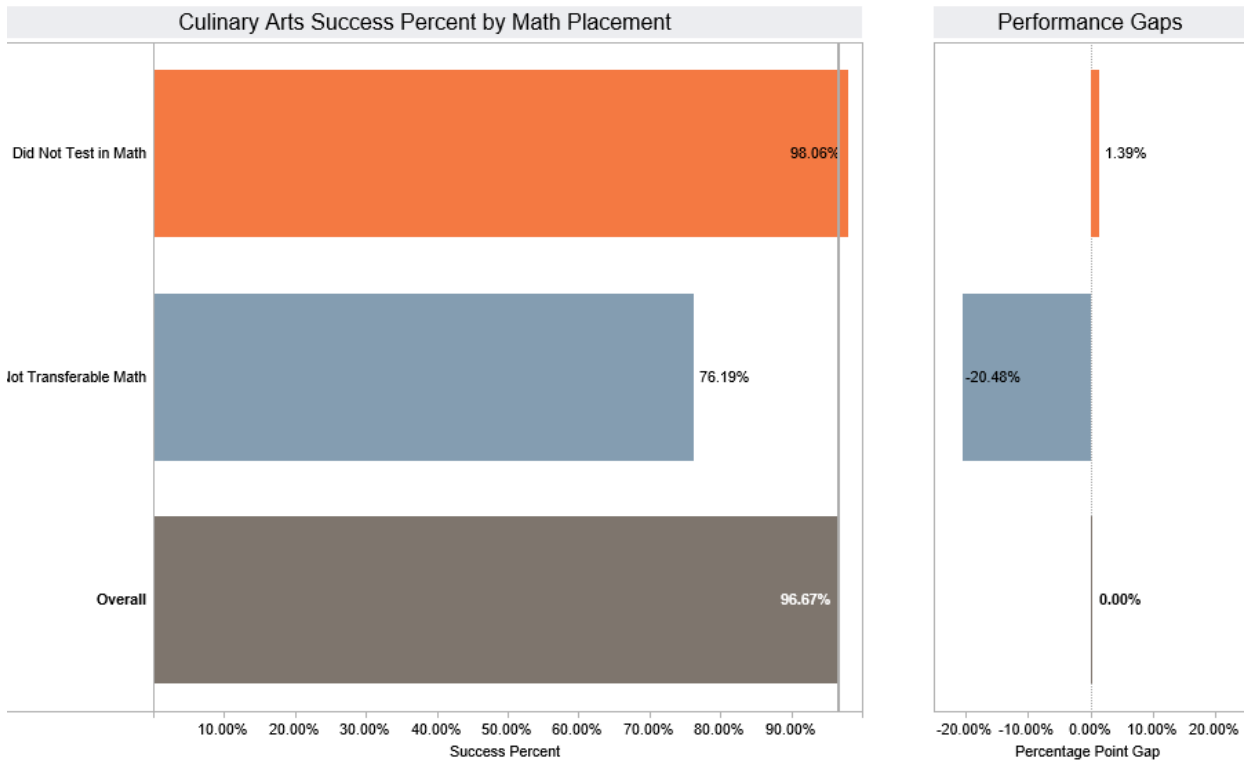
In 2012-2013 a total of 19 degrees (5) and certificates (14) were earned. In 2013-2014 a total of 13 degrees (5) and certificates (8) were earned. Still, after the program was discontinued 3, students received A.S. degrees who had retained catalog rights all of those years! Certificates earned were Baking and Whole Foods. Now with our newly reactivated program we already have 54 certificate earners in 2017-2018.

General Student Success – Course Completion



**Student success in Culinary Arts has always been much higher than the college averages.**

Review the [Disaggregated Student Success](#) charts



**Student success in Culinary Arts based on Math Placement seems significant. We will be proposing a new Culinary Math course, yet accepting transfer math completion as an option.**

#### IV. CURRICULUM REVIEW

The computer program where the entire curriculum resides at the SLOCCCD is CurricUNET. CurricUNET interfaces local campus curriculum design components with both upstream and downstream systems, such as local student systems, multi-campus curriculum searches, and state reporting standards. The full-time faculty member in Nutrition, Cherie Moore, is also the Curriculum Chair who helped develop and trained faculty on the CurricUNET system. Cherie, along with Petra Clayton from Modern Languages, developed a Curriculum Review spreadsheet for the CPPRs that were approved by the Curriculum Committee.

The Culinary Arts department’s curriculum has been carefully reviewed for currency in teaching practices and compliance with current policies, standards, and regulations. Evidence of the curriculum review is in the following curriculum approved tables:

**CURRICULUM REVIEW GUIDE and WORKSHEET**  
Courses and Programs

Current Review Date February 27, 2019

**1. Courses**

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
CUL 110	yes / no	no / yes: date	no / yes: 5/5/2017	no / yes: date	no / yes: date
CUL 149	yes / no	no / yes: date	no / yes: Revising this Spring	no / yes: date	no / yes: date
CUL 210	yes / no	no / yes: date	no / yes: 10/24/2017	no / yes: date	no / yes: date
CUL 220	yes / no	no / yes: date	no / yes: 10/25/2017	no / yes: date	no / yes: date
CUL 225	yes / no	no / yes: date	no / yes: 5/4/2018	no / yes: date	no / yes: date
CUL 252	yes / no	no / yes: 05/04/2018	no / yes: March 2017	no / yes: date	no / yes: date
(NUTR 213) Will be CUL 213	yes / no	no / yes: date	no / yes: December 2018	no / yes: date	no / yes: date

**2. Course Review**

Course Number	110	149	210	220
1. Effective term listed on COR	Date: 5/5/2017	Date: 5/16/2012	Date: 10/24/2017	Date: 10/25/2017
2. Catalog / schedule description is appropriate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>
4. "Approved as Distance Education" is accurate	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
5. Grading Method is accurate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
6. Repeatability is zero	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
7. Class Size is accurate	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>
8. Objectives are aligned with methods of evaluation	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
9. Topics / scope are aligned with objectives	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
10. Assignments are aligned with objectives	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
11. Methods of evaluation are appropriate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
12. Texts, readings, materials are dated within last 5 years	yes / no <sup>3</sup>	yes / no <sup>3</sup>	yes / no <sup>3</sup>	yes / no <sup>3</sup>
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
14. Degree / Certificate information (if applicable) is correct	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
15. Library materials are adequate and current *	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>

<sup>1</sup> If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

<sup>2</sup> If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

<sup>3</sup> If no, a minor modification is needed in the current term.

<sup>4</sup> If no, contact the Curriculum Chair or Curriculum Specialist.

\*Note: Item #15 is not displayed in CurricUNET and must be reviewed separately.

Course Number	225	252	213
16. Effective term listed on COR	Date: 5/4/2018	Date: 5/4/2018	Date: 5/4/2018
17. Catalog / schedule description is appropriate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>



18. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>
19. "Approved as Distance Education" is accurate	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
20. Grading Method is accurate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
21. Repeatability is zero	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
22. Class Size is accurate	yes / no <sup>2</sup>	yes / no <sup>2</sup>	yes / no <sup>2</sup>
23. Objectives are aligned with methods of evaluation	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
24. Topics / scope are aligned with objectives	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
25. Assignments are aligned with objectives	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
26. Methods of evaluation are appropriate	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>
27. Texts, readings, materials are dated within last 5 years	yes / no <sup>3</sup>	yes / no <sup>3</sup>	yes / no <sup>3</sup>
28. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
29. Degree / Certificate information (if applicable) is correct	yes / no <sup>4</sup>	yes / no <sup>4</sup>	yes / no <sup>4</sup>
30. Library materials are adequate and current *	yes / no <sup>1</sup>	yes / no <sup>1</sup>	yes / no <sup>1</sup>

### 3. Programs

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Culinary Cert	yes / no	no / yes: date	no / yes: 4/13/2016	no / yes: date

## V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

All courses assessed every time taught.

### Program Outcome Report for CULINARY ARTS

**A: Outcome**

Perform hands-on food preparation, as it pertains to the changing industry, of many products and ingredients of all food groups that are commonly used throughout culinary careers.

**Assessment**

Performance Exams

**B: Outcome**

Apply the knowledge, skills, and ethics as they pertain to the requirements of the professional kitchen, utilizing the hands-on skills and techniques of the tools that are necessary to achieve required satisfaction of the employer and customer.

**Assessment**

Performance Exams

#### Program Intended Outcomes: Culinary Certificate of Specialization Mapping Document

	Program Learning Outcome #1	Program Learning Outcome #2
<b>CUL 110</b>	x	x
<b>CUL 149</b>	x	x
<b>CUL 210</b>	x	x
<b>CUL 220</b>	x	x
<b>CUL 225</b>	x	x
<b>CUL 252</b>	x	x
<b>(NUTR 213)</b> <b>Will be CUL 213</b>		x

**Budget requests are as follows:**

Wish List – Cuesta College Culinary Arts

#### **Dream Needs \$\$\$**

food truck with gas engine, security awning, flat grill, warmer, refrigerator, freezer, convection oven, counters, steam table, burners

Reputable CA dealer: [Food Truck Empire](#)

Reputable manufacturers: [Prestige Food Trucks](#), [Cruising Kitchens](#), [FoodTrucks.net](#)

### **Medium Needs & \$\$**

6 quart bowl-lift stand mixer (can be kitchen aid or comparable style)

<https://www.kitchenaid.com/countertop-appliances/stand-mixers/bowl-lift-stand-mixers.html>

mandoline slicer MDL-15

pasta cutters

[https://www.amazon.com/Zoie-Chloe-Ravioli-Maker-Cutter/dp/B01J2NLFXG?ref=fsclp\\_pl\\_dp\\_3](https://www.amazon.com/Zoie-Chloe-Ravioli-Maker-Cutter/dp/B01J2NLFXG?ref=fsclp_pl_dp_3)

25-30 offset serrated knives

25-30 chef's knives, 10-inch

25-30 fillet knives, 8-inch

30 paring knives

6 sets of color-coded cutting boards

[https://www.hotelrestaurantsupply.com/CWN-CBS-1520.html?gclid=CjwKCAiA45njBRBwEiwASnZT5\\_GC2ZO7Y0098QMsL-IIfDyIzNgUYiiPKj4zYPUr1ZeSYm8BLhrq\\_RoCNv0QAvD\\_BwE](https://www.hotelrestaurantsupply.com/CWN-CBS-1520.html?gclid=CjwKCAiA45njBRBwEiwASnZT5_GC2ZO7Y0098QMsL-IIfDyIzNgUYiiPKj4zYPUr1ZeSYm8BLhrq_RoCNv0QAvD_BwE)

Excalibur 9-tray dehydrator or NSF Certified commercial dehydrator

Immersion Blender

### **Immediate Needs & \$**

Equipment repair funds

Pastry tips

2 round knife steels, 12-inch

sharpening stone (large two sided) and guide

2 cases plastic or wooden tasting spoons Bag of 100 towels

2 boxes Band Aids

200 2-oz cups with lids

Compostable to-go containers for leftovers (?)

Cambros for storing extra prepped ingredients and bulk nuts, seeds, etc.

## VI. PROGRAM DEVELOPMENT

The Culinary program is now thriving at the CMC, CCC, and in three high schools as dual enrollment. The Nutrition and Culinary departments have been collaborating to support a Culinary program with more nutritional and health value and to work toward supporting the Cuesta College food services through internships, menu planning, and nutritional assessments. The department envisions a food truck run by the Culinary and Nutrition departments.

The Culinary program was awarded a Bank of America grant that allowed payment for lab assistants. Strong Workforce monies allowed the program to have co-leads (both a CMC lead, Rosanne Feild, and a General (CCC/Prado/Dual) CUL lead, Elisabeth DeSwart).

The program currently has 5 part-time faculty members, with a primary instructor assigned to each course.

### **CMC:**

To scale STEP to include Culinary Arts, Cuesta College addressed barriers including college readiness, nutrition/culinary curriculum, study time and security issues.

College-Readiness: To pick up where correspondence courses left off, STEP worked with CMC to build an on-ramp to prepare students for college success. Guided by the iBest model from Washington and the college's Institutional Learning Outcomes, an array of skills were identified as areas of need - literacy, numeracy, civics, time management, study skills, teamwork and critical thinking. Electives, employability and non-credit developmental courses build a pipeline of students for the degrees. Culinary Arts, as part of this on-ramp, re-introduces students to an academic environment using contextualized math and reading. By working together in the kitchen, students learn teamwork while being exposed to people of other diverse backgrounds in ways they never experienced on the outside. They practice time management when preparing meals to feed hundreds of people from their unit. With a 100% completion rate for Culinary Arts and compliments on their meals from guys in the yard, the program is also a confidence-builder.

Curriculum: Curriculum for the Culinary Arts program was revised to include both nutrition and culinary content. This required bridging two different departments to bring cooking and healthy eating content to a population known to suffer with chronic health problems more than the general population. The curriculum also needed to meet the needs of Cal Fire. Faculty went to fire camps to see how the mobile kitchens operated as preparation for teaching the classes. The blended content was difficult to fit into a 7-week program. Innovative teaching methods include developing two versions of a dish to show how to make it healthier and using alternate ingredients that address dietary concerns like gluten-free, vegan and diabetic. Students even cooked a meal with tofu as the main protein for their unit.

Study Time: The prison environment presents unique challenges that limit study time. Culinary Arts students are not able to take books out of the diner to study because staff is concerned that the books could be destroyed if the dorms are tossed. Now, there is a sign-up sheet provided for

students to register for a study session. With a minimum of five students, an officer is assigned to oversee study time in the diner. When there are less than five students, the diner cannot be open due to lack of staff supervision. Currently, study time is allocated while students wait for count to clear in the afternoon. In addition, if students are not directly involved in an activity, they are encouraged to spend time studying.

Security: Teaching Culinary Arts to students who have security concerns presents several challenges. Ingredients and supplies are locked and only the instructor has the key. Every time an ingredient is needed, the instructor has to unlock the refrigerator, freezer, or the pantry to retrieve it. Kitchen Lab Assistants have been hired to assist with course activities so that the instructor can keep teaching while items are retrieved. Staff take precautions to prevent violence like tethering all knives to food-prep tables. All cooking tools are returned to hooks in a locked room so that instructors can conduct an inventory at the end of each shift.

For each Dignitaries Luncheon at the completion of each cohort earning the Certificate of Specialization, email invites are sent to potential dignitary guests:

*Dear \_\_\_\_\_,*

*Cuesta College and the California Men's Colony Culinary Arts Program cordially invites you to our Dignitaries Lunch on March 15<sup>th</sup>, 2019. Please see the attached invitation for details.*

*Here is additional background information on our program and partnership:*

*The Applied Behavioral Sciences Division was asked to build a partnership with the CMC and create a Culinary program that would train inmates to be able to work on the CDF Mobile Kitchen Units (MKUs) feeding up to 5000 firefighters daily, allow inmates to earn a Culinary Certificate, and be more employable after their release. Cuesta faculty and staff began and continue to volunteer extensive hours to build this incredible program and partnership; part-time faculty Chef Rosanne Feild leads the program. The program includes training the inmates to plan, prepare, and serve 210 inmates on the West side of the CMC, and the addition of MKU curriculum. Some program highlights are:*

- An innovative partnership that is the first in the state and now includes inmates from other prisons in the state*
- A grant CMC secured that paid for a \$108,000 MKU to be used solely by our program*
- Outstanding commitment of PT faculty (design of CMC kitchen and MKU, multiple visits for planning, including CMC, Camp San Luis and live fire camps, memorization of all food and kitchen prison regulations, menu planning incorporating curriculum to feed 210 inmates)*
- Two milestones (3 unit courses required) and a 7.5 unit certificate for the inmates upon graduation*

***Here is a video link of our first cohort graduation: [STEP 5 – Culinary Arts at CMC](#)***

*Thank you for your support of the program and partnership! We hope to hear from you that you will attend.*

*Please be sure to RSVP with your gate clearance (form attached) to Vicki Schemmer [vschemme@cuesta.edu](mailto:vschemme@cuesta.edu) by March 4th.*

*Please let us know about any special dietary considerations. We already have plans for a vegan entrée choice.*

*Participants from Cuesta College will be carpooling and leaving Cuesta College at 12:15 pm in order to have time to go through security at the CMC East gate and be transported to West gate.*

*Warmest regards,  
Cherie*

The department has been working with Janet Shephard on several funding requests. Here is an example of information given in a funding request:

**Culinary Arts** reaches **160 transitional workforce reentry and second chance employment students** at three locations in San Luis Obispo County: 1) California Men's Colony (CMC), 2) California Conservation Corps (CCC), and 3) 40 Prado Homeless Services Center. Partnerships with local businesses allow formerly incarcerated and sober living students to participate in internships and apply for jobs upon completing the culinary certificate program. Employers include members of the program's advisory committee from local restaurants and bakeries, and a newly committed partner, Hotel Cerra, that is creating internship positions for students in both Culinary Arts and Hospitality. Cuesta College needs funding at various levels to build the program and meet student needs.

- A donation of **\$30,000** will provide kitchen lab assistants and stipends for lead faculty at 3 sites.
- A donation of **\$150,000** will address the needs above and provide the equipment and supplies required at three sites. Fifteen 6-week paid internships also will be offered to students at CCC and 40 Prado.
- A donation of **\$400,000** pays for all the above program expenses and adds 2 mobile kitchen units used to provide hands-on training for students at CCC and 40 Prado. The mobile units, when set up at community events, will provide work experience for students while generating an ongoing source of income for the program.

Cuesta College's Culinary Arts program fulfills an extensive outcome for each student. The curriculum was written to promote the ability of each student to secure employment. The outcomes are based on standard industry and advisory recommendations. The SLO's are course specific and program specific, and are nearly the same. Currently students that are

driven to succeed have no problem getting employment. The SLO's of each course are based on instructor experience, program comparisons, and advisory committee recommendations. The base connection on program and course SLO's is the education and training of each student to achieve employment.

## **VII. END NOTES**

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

**VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.**

**SIGNATURE PAGE**

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

**Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.**

**Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)**

---

Division Chair/Director Name	Signature	Date
------------------------------	-----------	------

---

Name	Signature	Date
------	-----------	------

---

Name	Signature	Date
------	-----------	------

---

Name	Signature	Date
------	-----------	------

---

Name	Signature	Date
------	-----------	------

---

Name	Signature	Date
------	-----------	------

---

Name	Signature	Date
------	-----------	------



## SUPPLEMENTAL DOCUMENTS

### FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

[https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED\\_Prioritization\\_Process\\_Handbook\\_9\\_2016.pdf#search=faculty%20prioritization%20handbook](https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook)

### APPLICABLE SIGNATURES:

---

**Vice President/Dean**

---

**Date**

---

**Division Chair/Director/Designee**

---

**Date**

---

**Other (when applicable)**

---

**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.