2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023/2024   **PROGRAM(S): CULINARY ARTS**

CLUSTER: 3   **AREA OF STUDY:** Business, Agriculture, Hospitality, Legal

LAST YEAR CPPR COMPLETED: 2022/2023 NEXT SCHEDULED CPPR: 2026/2027 CURRENT DATE: 2/13/2024

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

- Associate in Science CULINARY/HOSPITALITY
- Certificate of Achievement CULINARY ARTS STUDIES
- Certificate of Specialization CULINARY ARTS FOUNDATION

General Program Update

The Culinary Arts Program (CAP) mission is to provide each student with the knowledge and skills needed to become a viable member of the highly productive culinary society and workforce, by obtaining the ability to excel through education and acquiring transferable skills. To ensure that each student achieves these goals the CAP is designed to target the skills and knowledge in demand by the food industry. The curriculum targets the market with the highest employable percentage, the food service industry. Certifications include the ServSafe Managers Card and the California Food Handler's Card.

Program changes made to address equity gaps include:

- Preparing the new north county cafeteria for teaching, including purchasing brand new equipment with Strong Workforce grant funding for student use. The goal is to promote student enrollment and provide equitable access for the north county student population.

- Teaching classes in multiple locations and modalities including in-person, online, and hybrid to ensure diverse student learning needs are being met. Locations include The

Kitchen Terminal in San Luis Obispo (SLO), Grizzly Youth Academy, the California Conservation Corps, and the California Men's Colony (CMC) in San Luis Obispo, as well as the Cuesta College North County Campus in Paso Robles. Our classes are also held at five local high school campuses.

- Coordination with dual enrollment teachers to build local programs.

- Continuation of low lab fees to assure program accessibility for low-income students and address performance gaps.

- Classes offered at the Grizzly Youth Academy and California National Guard to inspire a diverse group of young students to engage in hands-on learning while subsequently acquiring the necessary skills for job placement in the food industry.

- Promoting faculty participating in continuing education for Americans with Disability Act (ADA) compliance and Justice, Equity, Diversity, and Inclusion (JEDI) training.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

A. **General Enrollment (Insert Aggregated Data Chart)**

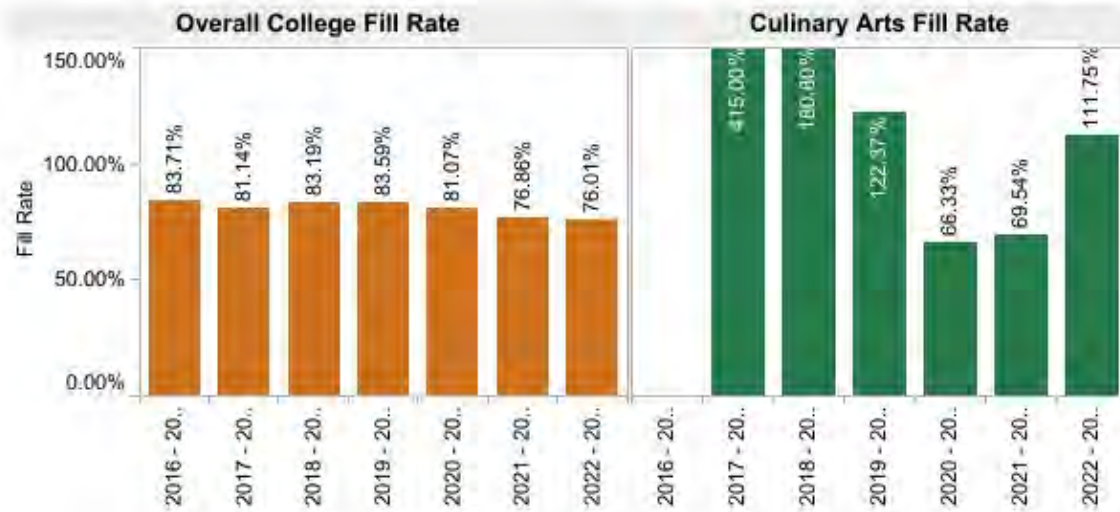Insert the data chart and explain observed differences between the program and the college.
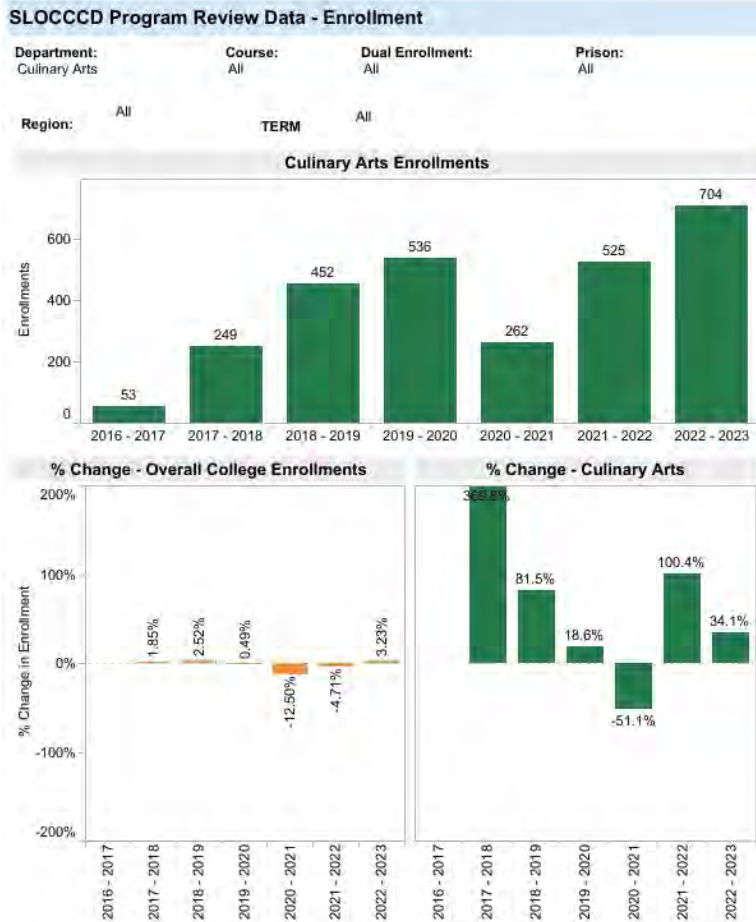
The CAP continues to grow and is currently markedly above pre-pandemic numbers.

B. **General Student Demand (Fill Rate)**

SLOCCCD Program Review Data - Student Demand (Fill Rate)

| Department: | Course: | Dual Enrollment: | Prison |
| Culinary Arts | All | All | All |

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

CAP fill rates (~112%) continue to be higher than overall Cuesta College percentages (~76%).

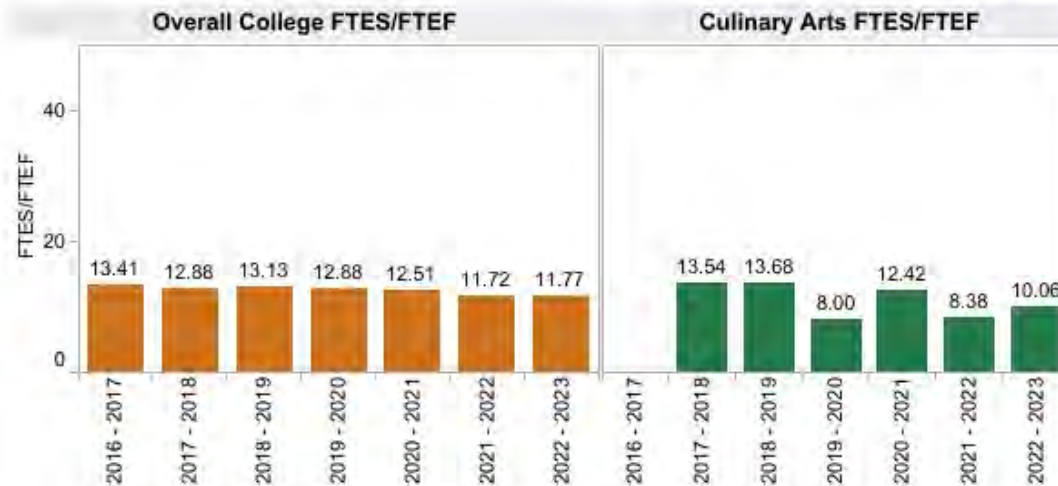C. **General Efficiency (FTES/FTEF)**

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Culinary Arts	All	Not Dual Enrollment	Not CMC:Prison

Overall College FTES/FTEF

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
13.41	12.88	13.13	12.88	12.51	11.72	11.77

Culinary Arts FTES/FTEF

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
	13.54	13.68	8.00	12.42	8.38	10.06

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The above graph shows data with dual enrollment and CMC removed. Dual enrollment historically has difficulty enrolling eligible students in the program, thereby decreasing the fill rate. This is an ongoing issue the dual enrollment office is continually working to improve. The CMC fill rates decreased by CMC Covid regulations and subsequent yard closures. The CAP full-time equivalent students (FTES) have improved since last year and is slightly below the overall college average. Often culinary classes have lower fill rates than other departments because the lab limits the number of students allowed per class. Currently the lab maxes out at 30 students per teacher.
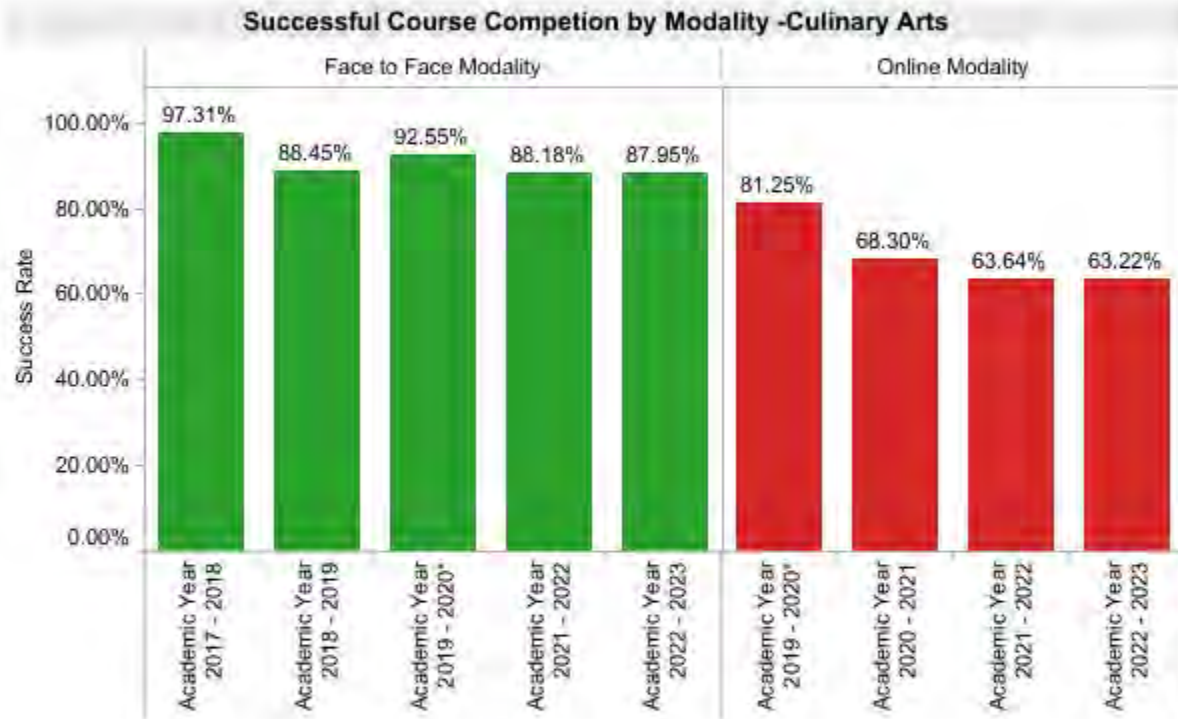
D. **Student Success—Course Completion by Modality (Insert Data Chart)**

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Culinary Arts

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Culinary Arts

### Successful Course Competion by Modality Table - Culinary Arts

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	97.31%	88.45%	92.55%		88.18%	87.95%
	Total Department Enrollm..	264.0	470.0	535.0		342.0	533.0
Online Modality	Department Success Rate			81.25%	68.30%	63.64%	63.22%
	Total Department Enrollm..			18.0	270.0	188.0	174.0

When the data is disaggregated into modalities, it is evident students are more successful in the face-to-face classes. Culinary arts can be a difficult subject to take online. The online classes enrollment remains high, although culinary is often better learned in-person. It is also theorized that students might continue to struggle with the online modality of culinary due to high cost of food, fear of Covid exposure during grocery shopping, and lack of kitchen equipment.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:	Award Type:	Area of Study
Culinary Arts	All	Business, Agriculture, Hospitalit..

Program Awards
Top Code Description(s): Culinary Arts
Award(s): All
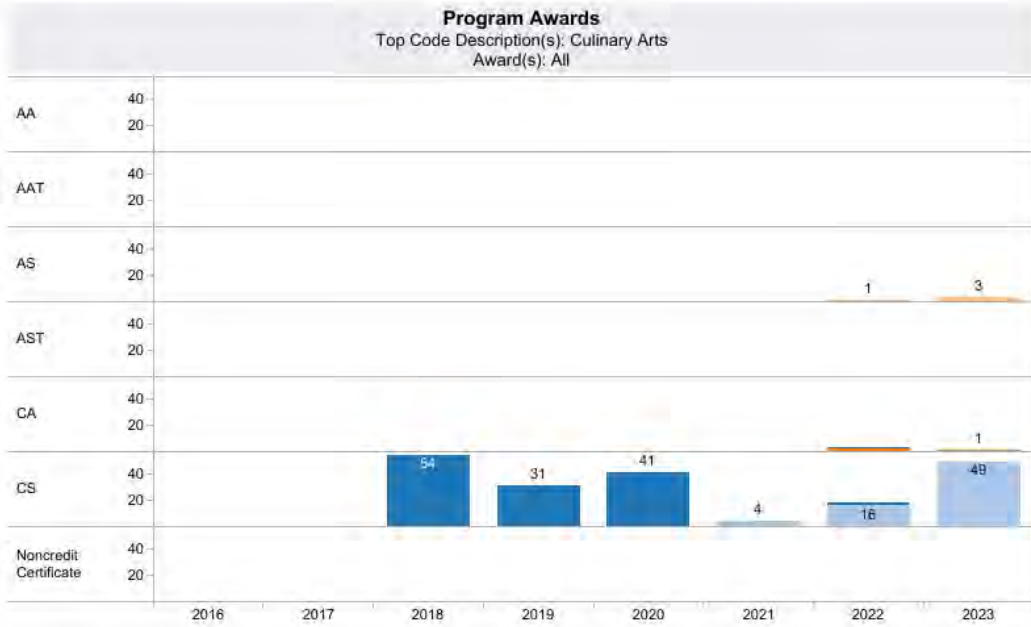
Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
CA	**Total**							3	1
CS	Baking (CS)		1						
	Culinary Arts (CS)			54	31	41		2	
	Culinary Arts Foundation (CS)						4	16	49
	Savory Cuisine (CS)		1						

Program Awards: The number of degress and certificates awarded by program type

The CAP has seen a marked increase in program awards since 2021, with a grand total of 53 program awards, matching pre-pandemic numbers. The most popular being the Certificate of Specialization (Culinary Arts Foundation) with 49 total awards in 2023.

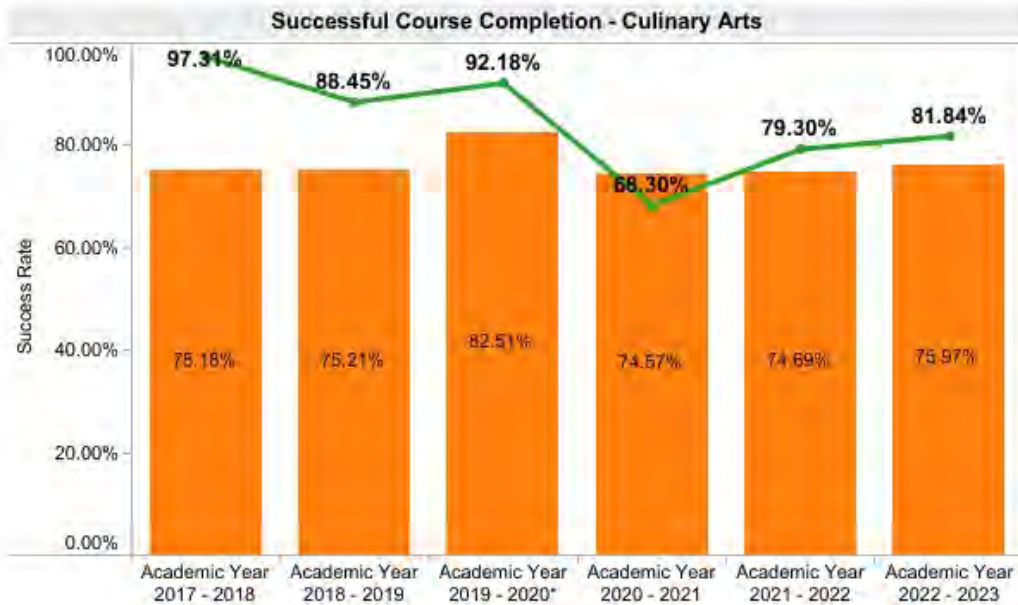F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Culinary Arts

COURSE
All

TERM
All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Culinary Arts

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Culinary Arts Success Rate Table

|	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	97.31%	88.45%	92.18%	68.30%	79.30%	81.84%
Total Enrollments	264	470	553	270	530	707

The CAP continues to have higher than college average successful course completion for all modalities.

G. **Disaggregated Student Success**

Ethnicity
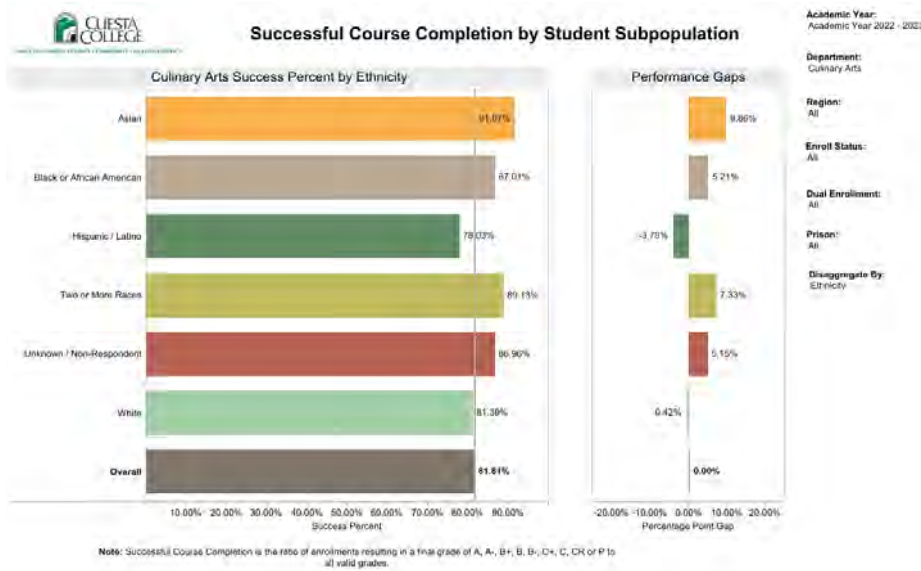
The student successful course completion gaps are few (above graph). The largest gap is seen within the Hispanic/Latino population (~3.8% gap), which is slightly smaller to the overall college gap for this population (~4.7%). When dual enrollment and CMC are removed, this gap becomes larger (~11%, below graph).
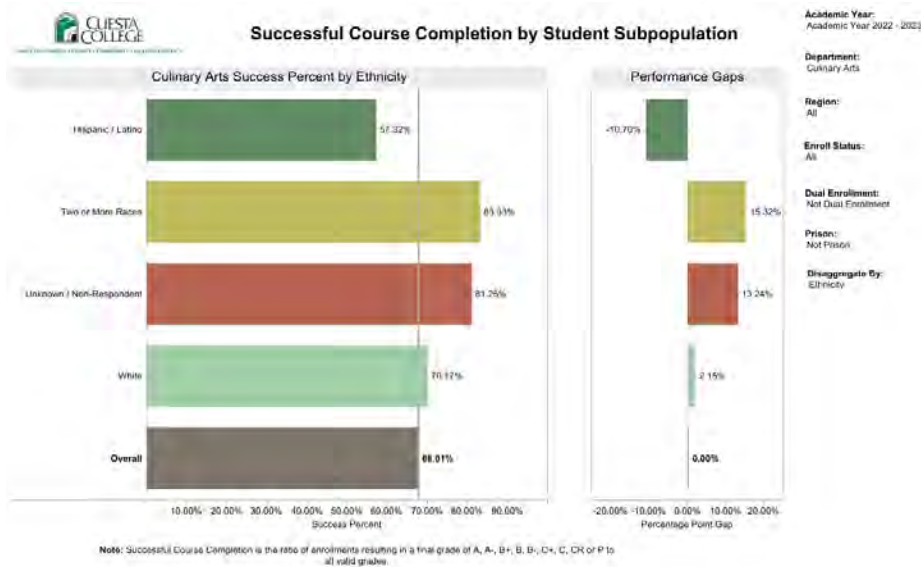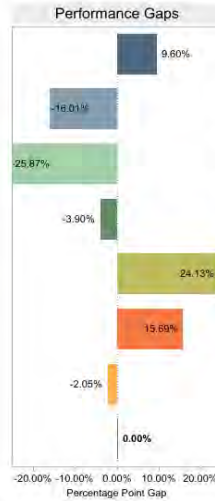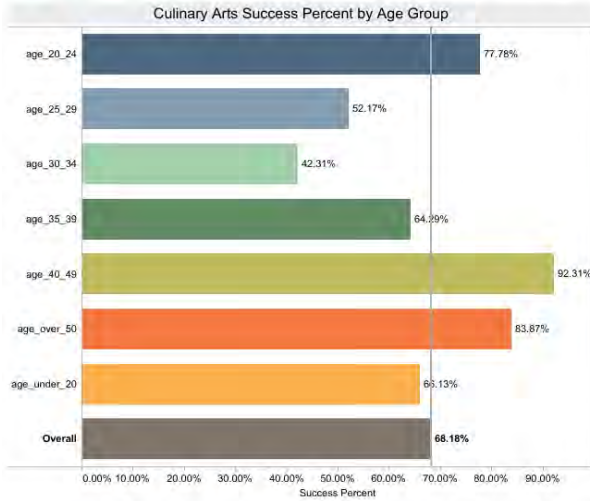

Age group

Successful Course Completion by Student Subpopulation

Culinary Arts Success Percent by Age Group / Performance Gaps

Academic Year: Academic Year 2022 - 2023
Department: Culinary Arts
Region: All
Enroll Status: All
Dual Enrollment: Not Dual Enrollment
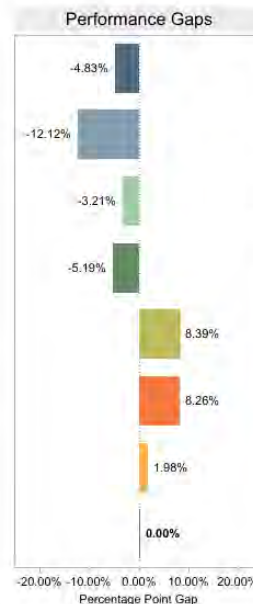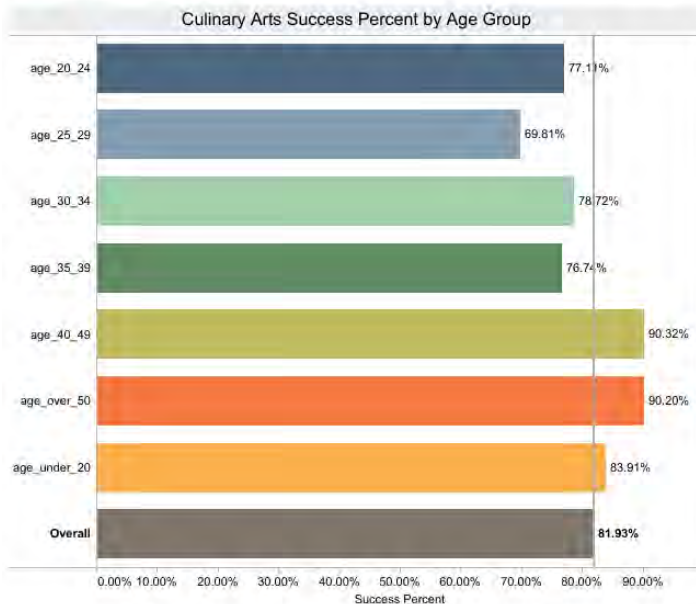Prison: Not Prison
Disaggregate By: Age Group

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

The CAP has a high successful course completion gap for students aged 25-29 (~16% gap) years old and 30-34 (~26%, above) years old. When Dual enrollment and the CMC population are taken into account (below), the largest age gap is within the 20-24 age group (~12%).

Successful Course Completion by Student Subpopulation

Culinary Arts Success Percent by Age Group / Performance Gaps

Academic Year: Academic Year 2022 - 2023
Department: Culinary Arts
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Age Group

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

ACADEMICALLY DISADVANTAGED

Successful Course Completion by Student Subpopulation

Culinary Arts Success Percent by Academically Disadvantaged

Academic Year: Academic Year 2022 - 2023

Department: Culinary Arts

Region: All

Enroll Status: All

Dual Enrollment: Not Dual Enrollment

Prison: Not Prison

Disaggregate By: Academically Disadvantag..

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

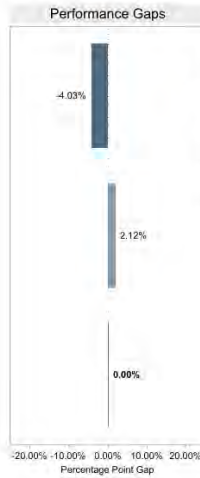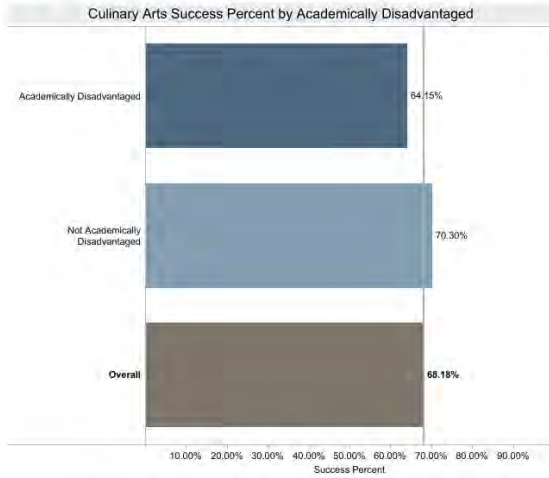With in the CAP academically disadvantaged population, the CAP has a performance gap of ~4% (above graph), without dual enrollment or CMC considered.
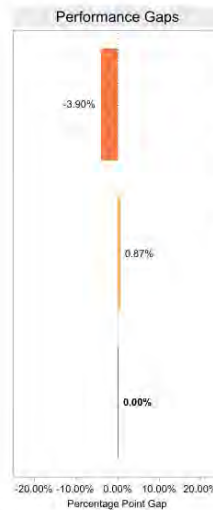
FIRST GENERATION

Successful Course Completion by Student Subpopulation

Culinary Arts Success Percent by First Generation

Academic Year: Academic Year 2022 - 2023

Department: Culinary Arts

Region: All

Enroll Status: All

Dual Enrollment: Not Dual Enrollment

Prison: Not Prison

Disaggregate By: First Generation

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Within the CAP first generation population, the CAP has a performance gap of ~4% (above graph), without dual enrollment or CMC considered.

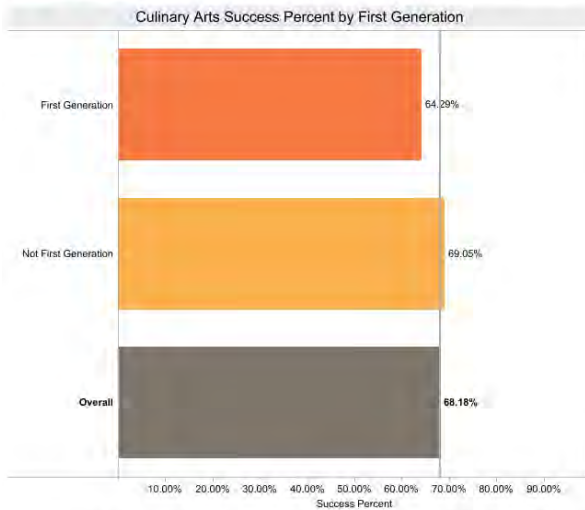## DISAGGREGATED DATA WITH MINIMAL GAPS (>3%)

- Promise students
- Foster Youth
- DSPS
- Gender
- Veteran
- EOPS
- Local high school
- CalWORKS

Plan to address student success gaps

As stated above, the groups experiencing the largest inequities are Hispanic/Latino students, students aged 25-29 & 30-34, academically disadvantaged, and first generation.

First and foremost, these equity gaps will be addressed in the CAP division meeting to bring awareness to the data. Solutions will be discussed as a team and action steps will be taken. Data will be monitored to note changes and dictate future department direction. The CAP lead has reached out to the counseling department to provide training on how best to serve our student success gaps.

The CAP strongly encourages faculty engagement in equity-minded professional development activities and completion of courses in diversity, equity, and inclusion and ADA compliance. These activities encompass flexible options such as reading materials, attending workshops, and listening to podcasts. Essential topics are deliberated in department meetings, with information disseminated to adjunct faculty unable to attend. Faculty are urged to revamp syllabi to foster equitable language and cultivate a welcoming course atmosphere. Presently, welcome letters are integrated into DE classes, and plans are underway to extend this practice to face-to-face classes in the upcoming academic year. Faculty are tasked with incorporating diverse student imagery into lecture and lab materials, ensuring ADA accessibility. They diligently foster a sense of community within classrooms, both physical and virtual, especially during the initial weeks to foster inclusivity. Faculty maintain high standards for all students while offering support inside and outside the classroom, demonstrating flexibility and compassion in aiding each student's progress. Students are regularly reminded of campus resources and encouraged to communicate their physical, emotional, and mental needs. Assignment deadlines often allow for flexibility to accommodate students' busy schedules. Recognizing diverse learning styles, the CAP curriculum integrates materials tailored to auditory, visual, collaborative, and tactile preferences. Ultimately, the CAP endeavors to provide an engaging and dynamic student experience, led by dedicated and compassionate faculty committed to ensuring a positive culinary

journey for all students. The CAP remains steadfast in its commitment to serving every student and bridging performance disparities.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2023-2026 year in the 5-year calendar of the Curriculum Review Worksheet.

Courses: CUL 249, CUL 220, CUL 225, CUL 252, CUL 260

Certificates: Certificate of Specialization/Culinary Arts Foundation (modification 7/28/23), Certificate of Achievement/Culinary Arts Studies (8/20/23)

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2023-2024 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
CUL 249	Major	8/13/23
CUL 220	Major	12/21/23
CUL 225	Major	2/1/24
CUL 252	Major	1/2/24
CUL 260	Major	2/1/24

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2023-2024 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1

13 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 4, 2024

			year)
n/a			

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
n/a			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
n/a			

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Program Outcomes Assessment Checklist and Narrative

Checklist

☒ SLO assessment cycle calendar is up to date.
☒ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

Narrative

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

- *NONE*

Program Planning / Forecasting for the Next Academic Year

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. **New or modified plans for achieving program-learning outcomes and addressing equity gaps** – The CAP will continue to support faculty growth and development through continued JEDI and ADA education with a focus on creating equity-minded syllabi.
B. **Anticipated changes in curriculum, scheduling or delivery modality**- none
C. **Levels, delivery or types of services** - none
D. **Facilities changes** - If administration decides to grow the culinary program, a teaching facility on the SLO campus is advised.
E. **Staffing projections** – If administration decides to grow the culinary program, a full-time faculty member is advised.
F. **Other** – Culinary anticipates funding needed for equipment. SWF grants will continue to fund The Kitchen Terminal (SLO teaching facility).

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.