



PROGRAM REVIEW

CULINARY ARTS-1306.3
2020-2021

Six-Year Review

SELF STUDY MEMBERS:

Ron Lovell
Dawn Peters
Becky Corey
Christine Bisson



PROGRAM REVIEW PLAN OF ACTION
CULINARY ARTS-1306.3 2020-2021 - Six-Year Review

Summary of 2014-2015 Goals and actions taken.

1. There is a demonstrated need for an AS degree with a cohort group of students that can progress together. **We have completed and implemented this goal in 2020.**
2. Develop a small Cafe in the S building or retain the total management of the Allan Hancock College (AHC) Cafeteria. **We will not pursue this goal (see 2020-2021 goal #2).**

Goals for 2020-2021 Program Review

1. Increase enrollment from 70 to 100 students to insure Culinary Arts and Management Guided Pathways educational plan can be implemented.
2. Stabilize budgetary constraints for lab classes while reducing financial burden on students.
3. Transition all three in-person courses (CA 118, 119, 124, 129) to fully online modality with engaging, rigorous and comprehensive content via current LMS.
4. Develop hybrid modality for current lab/lecture courses (CA 120, 121, 122, 123, 325) with engaging, rigorous and comprehensive content via current LMS.
5. Improve current online course content (CA 125, 126) with engaging, rigorous and comprehensive content via current LMS.
6. Increase AS degree awards from 0 to 10 per year.
7. Reduce time required to earn a degree from 4.3 years to 3 years.

SELF STUDY MEMBERS:

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Christine Bisson

VALIDATION TEAM MEMBERS:

Christine Bisson - Food Science & Nutrition AHC
Megan Selby - Fashion & Interior Design AHC
Thesa Roepke - Early Childhood Ed AHC, (Department Chair)
Adam Hart - Program Coordinator
Culinary Arts – Oxnard College
Sofia Ramirez-Gelpi – AHC Dean, Academic Affairs

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PROGRAM REVIEW PURPOSE AND GOALS

Program review is the process through which constituencies (not only faculty) on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices. Program review should model a miniature accreditation self-study process within a designated area of the college. This work should guide the larger work of the institution, providing the basis for the educational master plan and the accreditation self-study as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program. A well-developed program review process will be both descriptive and evaluative, directed toward improving teaching and learning, producing a foundation for action, and based upon well-considered academic values. A major function of program review should be to monitor and pursue the effective alignment between the mission and priorities of the college and the actual practices in the program or service under review.

When it is linked to budgeting, planning, and other processes to carry out its recommendations, program review can contribute to fair and transparent institutional processes. The program review self-study allows for the people with the greatest level of expertise in a particular program to examine and scrutinize the program for effectiveness in serving students and achieving educational excellence.

GOALS:

- x Recognize excellence in educational and support programs.
- x Advance the mission, vision, goals and objectives, and learning outcomes of the institution.
- x Integrate program review with the planning, assessment, and budget/resource allocation processes of the college.
- x Strengthen programs through self-study and self-improvement.
- x Foster cooperation and communication between programs and services.

2020-2021 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. (Place your responses in the expandable text boxes below each question.)

I. Program Mission (*must align with college mission statement*)

- x For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.
- x For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

(Sample: The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.)

The Culinary Arts and Management Program at Allan Hancock College will prepare students to obtain employment in the restaurant or hotel industry as unit managers, multi-unit managers, operation managers, staff trainers, catering and event managers, or baking and pastry managers. Career opportunities for successful graduates include all aspects of the hospitality, recreation and tourism industry.

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

The last Program Review was completed in 2015 under the leadership of Chef Bob Weir. The goals from the last Program Review are summarized as follows.

1. There is a demonstrated need for an AS degree with a cohort group of students that can progress together.
2. Develop a small Cafe in the S building or retain the total management of the Allan Hancock College (AHC) Cafeteria.

BACKGROUND

In 2016, Chef Weir suffered a medical emergency, and the program was assumed by me, Ron Lovell. I joined the Program Advisory Group for Culinary Arts & Management in 2002 as an industry representative. The program was being developed and the group needed suggestions on the direction the proposed program would take. I was the General Manager of Olive Garden at the time and knew what the industry needed by collaborating with my local peers. Discussion at the time focused on industry collaboration, internships and the need for an associate degree like the program at Santa Barbara City College (SBCC). The program was given the green light with many course offerings centered around certificates of accomplishment and achievement. There was no associate degree offered. I was hired soon after the program was developed to teach courses part-time while I continued my general manager duties. I continued teaching various courses, up to three per semester until assuming the Program Coordinator position.

2015 GOAL 1 - AS Degree - Accomplished

Since taking leadership of the program in 2016, I remembered the stated but unrealized goal of a degree. This subject came up in 2002 during the Advisory Panel I attended as the industry representative for the new Culinary Program at AHC. I was a strong supporter of the degree for the following reasons.

1. Leadership positions in the hospitality industry require a comprehensive education beyond the courses offered by the AHC Culinary Arts program.
2. By necessity, the industry had adopted complex systems of computerization, human resource management, financial management, marketing, supervision, training and safety/sanitation standards. Graduates from the AHC program that hoped to become leaders in the hospitality industry needed these skills.
3. A severe shortage of qualified managerial candidates in the hospitality industry hampered growth and reduced the efficient operation of restaurants, hotels, resorts and catering operations. This shortage resulted in improved wages, working conditions and benefits for successful leaders in hospitality.
4. Graduates from the AHC program knew how to cook and bake, but were not qualified to enter management positions, even at the entry-level positions.
5. Not finding qualified candidates from many community college culinary or

hospitality programs, the industry turned to graduates from other programs. Unfortunately, many degrees recruits from business, accounting, communication and human resource management disciplines had little or no practical experience in hospitality. The turnover was incredibly high.

I entered the restaurant industry at the age of 15 and soon realized successful upper management leaders had at least an associate degree. The more people coupled practical experience with education, the faster they were promoted and the more money they made. I made it a priority to earn a bachelor's degree in business administration while working hard in the industry. This decision allowed me to be promoted to operations general manager at the age of 25.

I vowed to make available the associate degree in Culinary Arts and Management. The new degree went live in Fall 2020 and many students have declared their major and are working towards this new degree.

2015 GOAL 2 – Build a new AHC Café or Operate the Cafeteria

I feel very strongly that students need the practical experience that comes only from working in the industry while they are taking classes. This can come from working part-time jobs in the hospitality industry off campus or from working in a campus café/cafeteria, instead of building or operating a facility run by the AHC Culinary Department. Presently, our AHC cafeteria is leased and operated by Testa Catering. In consultation with Testa, they are ready and willing to hire our students to operate the café as employees taking CWE 149. This option is preferable since the students would earn money, gain experience, and earn unit credits. We can develop a mutually beneficial relationship with our 3rd party cafeteria operator (currently Testa) to hire our program students under the CWE direction. In this scenario, Testa would have a steady stream of skilled career-focused employees, and our students would be able to make up to \$18 per hour. They could also work additional hours with Testa in their catering operation. Employees that work catering jobs can make up to \$35 per hour.

The last program review noted there were pros and cons, but I feel very strongly that we should not develop either option from the previous program review. Here are the reasons.

1. Developing a stand-alone café on the AHC campus, run by the program and students is cost prohibitive. The average small café would cost over one million dollars that do not exist.
2. Our industry partners are in the business of serving customers to make money. If we enter direct competition with them by operating a café, we will lose their

support.

3. Similar concepts where students operate cafes on campus do not allow the students to earn money while learning.
4. Existing cafes on or off campus already exist where our students can gain the required experience, work within the existing AHC Cooperative Work Experience (CWE) structure, make money for rent and expenses, and take advantage of potential career promotion at these businesses.
5. Campuses that offer program run cafes/cafeterias are either huge (Santa Barbara City College) or can only offer limited hours of operation that do not meet the needs of the general population of students (Oxnard College). These programs also force the students to prepare the same food items every day instead of following a broad, curriculum-based prep schedule.
6. Our college recently signed a multi-year lease with Testa Catering to operate our cafeteria.
7. Our Children's Center also has a kitchen where our culinary students have been employed. They can enroll in CWE 149 using this facility also.
8. We have already developed and operated a limited catering service withing our program that can hold events as needed on the AHC campus.

Quality of the Culinary Arts and Management Program

While I am a bit biased, I feel our program has been very effective in adapting to the many factors involved in a robust program.

The most important factor is the full and part-time faculty. Our instructors have continued to be industry professionals with many years of experience practicing the very topics they teach. By sourcing instructors from the hospitality industry, we can bring current instruction topics and modality to our students that is up to date with current trends. Our instructors also have extensive contacts in the local industry allowing our students to know about and receive recommendations for current job openings.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

The previous program review noted numerous deficiencies in funding. The first deficiency centered around student material fees or instructional supplies available for the lab classes. It was noted that the lab classes require \$3,200 for each class lab per semester. We have reduced the amount of food cooked during the labs and

consolidated the curriculum into 14 actual cooking classes. In consultation with all of the lab instructors, we have determined that a minimum budget for lab classes would be \$100 per class or \$1,400 per semester for baking and cooking labs. This would ensure adequate supplies for the baking classes and the cooking classes.

The following courses require lab fees of \$100 per class:

CA 120 PRINCIPLES OF FOODS 1

CA 121 BASIC BAKING & PASTRY

CA 122 ADVANCED BAKING & PASTRY

CA 123 PRINCIPLES OF FOODS 2

CA 325 SPECIALTY CAKES – BAKING & DECORATING

The other course that operates out of our Culinary Lab S-107 is FSN 134 Food, Nutrition Customs and Culture. The student material fees for this class lab would also be adequate with \$100 per lab or \$1400 per semester.

The way we have reduced the required materials fees comes from a change in philosophy. Previously the amount of food that was prepared provided a full portion per student and student enrollment maximum capacities have been set at 20. We have determined that it is not our intention to provide full meals for the students, but each table of five could produce one shared portion which the students would taste and assemble. Currently, the student materials fees are set between \$35 and \$45 per student per semester for classes that have labs. Comparable community college culinary programs that do not operate out of a student-run cafe or cafeteria have student materials fees of up to \$240 per student, per lab class. Since it is not feasible to construct a new food facility or cafe and it is not practical for our students to operate the current campus cafeteria run by Testa Catering, we feel the easiest way to fund our lab class materials is by increasing student material fees to \$70 per student per lab semester. We currently have over \$20,000 set aside for student scholarships and materials at the Allan Hancock College Foundation. Students that could not afford the \$70 lab fee would be encouraged to apply for a grant of \$70.

Prior to 2016 students were required to purchase their own knife kit and uniform. Using Strong Workforce and CTEA funds we have purchased knife kits that the students can borrow for the entire semester, saving them \$150. We have also purchased chef coats of various sizes that are loaned to the students every semester. The full uniform that was previously required had a cost of about \$120. New students entering our program prior to 2016 had a burden of \$270 plus lab fees. We have reduced that \$270 requirement to zero. By increasing the student material fees to \$70

for any lab class that involves cooking of food whether it be baking or culinary we would still have a reduced burden on students while maintaining adequate material fees.

The second financial concern noted in the last program review was the physical plant large and small equipment. The previous program review noted that the lab required a complete remodel every 6 years. By proper maintenance and care of the equipment we feel our program can sustain itself by including large equipment to be covered by the facilities department, with repairs and replacement done on an as needed basis. Small equipment repair and replacement could be covered by CTEA, Strong Workforce, grants or special budget allocations as needed.

Culinary Arts		
Account Title	Internal Account Type	Budget
Academic Instr Salaries Reg Load	Labor	45,958.08
Academic Non Instr Reg Load	Labor	30,638.72
Part Time Faculty Instr/Subs	Labor	0.00
Academic Instr Salaries Overload	Labor	0.00
Academic Instructional STRS/DB	Labor	13,906.13
Academic Instr STRS/CB	Labor	0.00
Acdmc/Classifd Instr FICA-Medicare	Labor	1,095.86
Academic/Classified Instr Hlth&Wlfr	Labor	1,579.27
Academic/Classified Instr SUI	Labor	37.79
Academic/Classified Instr Wrkrs Cmp	Labor	589.50
Instructional Supplies	Direct Expenditures	681.26
Instr Supplies/Material Fees	Direct Expenditures	1,515.88
Office/Operational Supplies	Direct Expenditures	180.00
Non-Tech Maintenance Agreement	Direct Expenditures	600.00
Instr Matl Fee/Sales of Materials	Revenue	1,515.88

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

1. Denote the variety of services and business structures existing in the food and beverage sector of the hospitality Industry.
2. Demonstrate competency in safe, sanitary and efficient production and service operations.
3. Analyze and respond to differing business climates based on best accounting and forecasting practices.
4. Demonstrate competency in oral, written and electronic communications.
5. Supervise and train a diverse employee pool in best industry practices.
6. Follow all the governmental laws and regulations pertaining to food and beverage operations.
7. Demonstrate basic baking and cooking skills using current industry tools and equipment.

We did not make any changes to the stated Program Learning Outcomes. We applied these to the new AS degree. We feel the comprehensive nature of our program requires all of these SLOs to adequately reflect the desired competency of graduates.

Our 6-year SLO data is attached with the following file name "CA_6YR_SLO_DATA_2020-21-CULINARY-ARTS-AND-MANAGEMENT.pdf"

Program data is attached with the following file name
"CA Program Review Data"

V. Distance Learning

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- x Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-

initiated contact in online classes.

Distance learning in our program has changed significantly this year due to the COVID-19 pandemic. Traditionally we offer only two courses DL (Distance Learning) or online.

1. CA 125 Supervision & Training Techniques
2. CA 126 Food Production Cost/Control

Retention outcomes have been a bit lower for DL classes, while success outcomes for our DL classes has been similar to our other courses. The most recent data show improvement for both measures to 71/97% respectively for CA 125 and 93/93% respectively for CA 126.

We have also offered CA 124 Sanitation, Safety & Equipment as hybrid, but it has always been face-to-face due to a lack of online content. This year we successfully moved CA 124 to DL format by producing all content for Canvas integration. This content includes proprietary PowerPoint presentations for every class, quizzes, midterm and final exams. The National Food Safety Manager Exam must still be administered face-to-face and this has been done by using C-40 (Forum) with face covering and physical distancing.

During the pandemic we migrated all active courses to Emergency Remote Teaching (ERT) in March 2020. All courses were able to be completed for students that were willing to make the transition. For Fall 2020 we modified our normal course offerings to focus on those subjects that could be taught ERT, and pushed back the courses that required a face-to-face modality to 2021.

Due to the positive student to online lecture content, we modified all courses in our program to allow for DL instruction. These changes were recently approved by AP&P.

DL or hybrid option:

- DL - CA 118 - Beverage Management
- DL - CA 119 - Intro to Hospitality
- DL/Hybrid - CA 120 Principles of Foods 1
- DL/Hybrid - CA 121 Basic Baking & Pastry
- DL/Hybrid - CA 122 Advanced Baking & Pastry
- DL/Hybrid - CA 123 Principles of Foods 2
- DL/Hybrid - CA 124 Sanitation, Safety & Equipment
- DL - CA 125 - Supervision & Training Techniques
- DL - CA 126 - Food Production Cost/Control
- DL - CA 129 - Catering & Events Management
- DL/Hybrid - CA 325 Specialty Cakes - Baking & Decorating (new course)

For all online or hybrid courses, instructors ensure regular substantive instructor-initiated contact utilizing new and existing components of Canvas, including Zoom, ConexEd, email, discussion boards, office hours, social media, and text or phone calls. 98% of our students responded to our Fall 2020 Student Survey (attached as Culinary-Program-Review-Student-Survey_Fall2020.pdf) as “somewhat or highly satisfied” with the quality of instruction within the program.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

The Culinary Arts and Management program has a stated mission to assist students in preparation for a career in the hospitality industry. In 2020 our program needed to quickly adapt to COVID-19 restrictions. We immediately converted our teaching modality to ERT (emergency remote teaching). We purchased additional equipment that students could take home in order to complete their cooking projects for spring 2020. For fall 2020 we altered our normal schedule to offer all 7 ERT lecture-only courses. Since moving our courses to Zoom and remote education, we have modified every course that allows remote lecture to DL/DE or hybrid format so the students can learn from wherever they are.

We have worked with the LAP department to provide our students with alternate teaching accommodations and testing. Many of our LAP students have completed courses with excellent grades.

We continuously work with our Career Center by participating in Career Fairs and other events. Our students are connected with job opportunities via Jobspeaker and cooperative work experience (CWE 149). We have an active Advisory Committee made up of industry partners that provide part-time internships and employment opportunities for our students. As program coordinator I have been attending Outreach Committee meetings and Food Security Action Team meetings in order to provide our students with basic needs. Over the past three years we have secured scholarship funding in the amount of \$20,000 that is at the Allen Hancock College Foundation to assist students with tuition books and materials.

- x Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity,

and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

- x Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

Program data is available by the following file: CA Program Review Data.pdf

We analyzed data from Institutional Research and Planning regarding gender, age, ethnicity, distance learning, day or night, ESL and have the following information.

- Head count for the Culinary Arts and Management program has been stable while enrollment has recently been increasing.
- The number of sections offered has also been stable and FTES has been increasing.
- Retention rates for our program is 93% on average while Allan Hancock College in general is 92%.
- Success rate for our program is on average 85%, while Allan Hancock College is also 85%.
- Recent increases in success rate according to spring 2020 has been 93%.
- The number of certificates attempted and awarded has been decreasing while degree attempts and awards have been increasing. This number will change drastically since we have a new associate's degree that is available beginning fall of 2020, and most students would prefer a degree rather than a certificate.
- Program efficiency has been steady with a fill rate of 100% for CA120 and CA121 due to the popularity of cooking classes.
- The fill rate for CA119 has been low at 58%, however part of that was due to no certificates or degree requiring CA119. Our new associates degree in Culinary Arts and Management does require CA119 which is Introduction to the Hospitality Industry.
- Demographics- The majority of our students are 18 to 24 years old making up 62% of our program's student population. Our Hispanic students number 43% and white students 36%. Females in our program account for 56% and males account for 44%. Most of our students are continuing or 81%. Our program reflects similar retention success and ethnicity numbers as Allan Hancock College in general. Our program equity outcomes are also similar to Allan Hancock College.
- We have an increasing retention and success rate for our distance learning or online courses. Areas for improvement are CA-118 and CA-129 which are both lecture classes and were held in the culinary lab S107. This lab class was never intended to hold lecture only classes, so both courses have been moved to DL or online to accommodate student requests.

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review.

Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

According to onetonline.org the two main focus areas of employment for the Allan Hancock College Culinary Arts program focus is Front of the House or Hospitality Workers and Heart of the House Culinary Arts candidates. The data was updated in 2021 and both categories are listed as a “Bright Outlook”. Here are the relevant employment codes and titles.

35-1011.00 Chefs and head cooks

39-1014.00 First line supervisors

35-9031.00 Hosts and hostesses, restaurant lounge and coffee shop

35-303-1.00 Waiters and waitresses or servers

35-3023.00 Fast food and counter workers

All of these categories are forecasted to grow between 2019 and 2029 “much faster than average”.

We have a unique situation now in our central coast region. California is following recommendations from the CDC and the State Department of Health Services relaxing restrictions due to COVID-19. As restaurants, hotels, catering, and events operators are allowed to open up, there is a huge demand for new employees. Before COVID-19 our industry in California was forecasted to grow 30% over the next 10 years which is one of the highest growth categories. Our program specifically prepares students for entry level positions for these industries. The education aspect combined with the practical skills learned, our students are able to earn promotions much more rapidly than employees that do not have any college experience. We have also partnered with the Career Center and our Advisory Board industry partners to expand the number of student employees and interns directly working in the hospitality industry. Previous program reviews have focused on internal work experience by proposing a campus cafe or cafeteria, however we have found it to be much more practical and faster to partner with existing businesses and industries locally. This not only helps the students enter into a career-oriented path but

satisfies our local community industry partners desire to hire and promote local talent. With unemployment currently in the mid 8% range (March 2021) <https://www.labormarketinfo.edd.ca.gov/data/unemployment-and-labor-force.html>, it seems as if there are not very many opportunities, however the hospitality industry is desperate for new employees.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology -related developments and actions taken or needed to address these.

Over the last 6 years (since our last program review), our industry has continued to evolve and progress due to technological and market driven changes. As Program Coordinator I take pride in the relationship I have developed with our advisory board made up of a comprehensive group of employers, educators and industry partners. The relationships that I have built over the past 35 years of hospitality work in the local area has helped fine-tune our curriculum to focus on areas that are valued and of increased importance to our industry partners. We have also transitioned many of our courses to hybrid format to better suit the learning environment preferred by our students. Instead of sitting in a lecture classroom for hours, we have engaging content online that allows students to participate when it is convenient for them. This has opened our courses to many working adults that have a desire to transition into a different industry. We have also worked with the IT Department at Allen Hancock College to equip the S-107 Culinary Lab with the latest technology for video conferencing and video recording equipment. This upgrade has allowed students to participate in our cooking classes from home in order to complete required coursework.

With our new associate's degree, we have emphasized the importance of attaining a degree as opposed to a certificate. This degree option encourages students to continue to a 4-year college to obtain their bachelor's degree in hospitality, culinary arts, recreation management, or business management. According to the U.S. Bureau of Labor Statistics, the hospitality industry has increased the minimum standards for higher paying positions. Our degree allows our graduates to qualify for these jobs.

VIII. Long-Term Program Goals and Action Plans (Aligned with the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)

The biggest challenge for the culinary arts and management program has been enrollment and participation. When we do not have adequate enrollment in our courses they often are cancelled. When classes get cancelled it extends the amount of time required to complete a certificate or a degree. One of the biggest obstacles was community, industry and potential student awareness of our program. Very few people knew about our program outside of the AHC campus.

These are the steps we have taken to change the trend of decreasing enrollment and increasing community awareness.

- We have worked hard to partner with our high school programs to increase participation through outreach opportunities and Guest Teacher days every semester.
- Established relationships with high school teachers, counselors, advisors and staff, including reciprocal participation on program Advisory Boards.
- Developed College Now and Concurrent Enrollment opportunities. Our local high schools have realized the value of the hospitality industry here on the Central Coast and have greatly expanded their labs and CTE focus. Santa Maria high School district is about to open a new separate CTE pavilion that focuses on culinary arts and agriculture. Arroyo Grande high School also features a huge culinary arts and management program.
- We intend to leverage the Hancock Promise and federal tuition assistance proposed by the current administration.
- Secured two \$10,000 grants to assist our culinary students with aid for material fees, textbooks and tuition.
- We have completed our guided pathways plan to make sure students can graduate in a timely manner by following a clear plan of courses every semester.
- We would also like to expand the utilization of our S-107 Culinary Lab by offering evening classes. We tried this with CA 120 and the class filled with working students that were interested in changing careers and students that preferred night classes.
- Developed our catering and food show/demonstration program by purchasing a

catering trailer, portable propane powered ovens, sauté range, flat grill, pizza cookers and all required tools to provide safe off-site meals and cooking.

- Greatly expanded community outreach and exposure with students. We have attended or hosted events such as:
 - Hancock Hello
 - Bulldog Bound
 - Field to Table Week of Welcome
 - Science Night
 - Career Carnival
 - AHC Makerspace events
 - All high school and junior high Career Days
 - AHC Outreach Committee
 - Weekly Food Share Because We Care
 - SB Foodbank Empty Bowls Santa Maria and Lompoc (we operate the kitchens)
 - Salvation Army Thanksgiving (annual-we operate the kitchen)
 - Santa Maria Open Streets
 - International Women’s Day
 - Cal Poly field trips
 - Tours of Santa Barbara City College, Oxnard College, Fresno State, Long Beach State, University of Idaho, Washington State University.
 - Orcutt Academy Strategic Planning Board
 - Nutrition & Wellness Club meetings
 - AHC Garden Day
 - AHC CRU Club (I am faculty advisor)
 - AHC Career Center activities
 - AHC SkillsUSA (5 medal winners including 2 state competition awards for Commercial Baking and Culinary Arts)
 - Grizzly Academy Career Day
 - Avila Beach Mac and Cheese Festivals

IX. STUDENT DATA SUMMARY

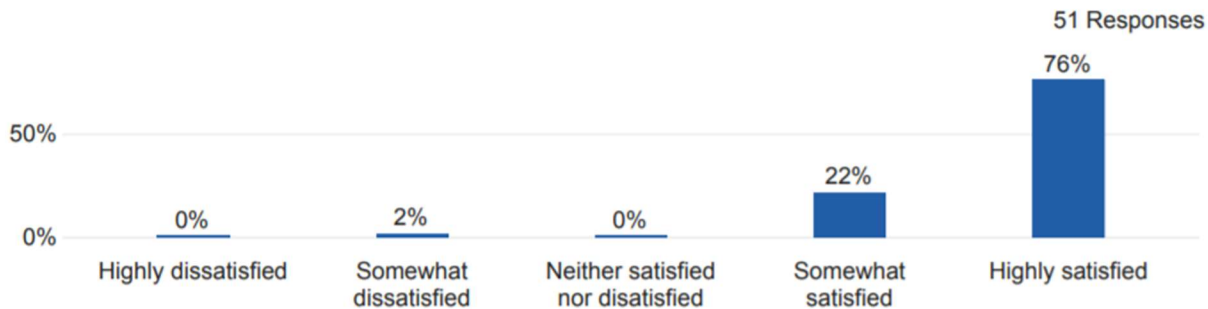
Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

- Quality of Instruction. We intend to solicit feedback from current and alumni students every year to determine our path forward. What they have found most useful in the workplace and methods that enhance course material understanding and retention.

Culinary Program Review Fall 2020

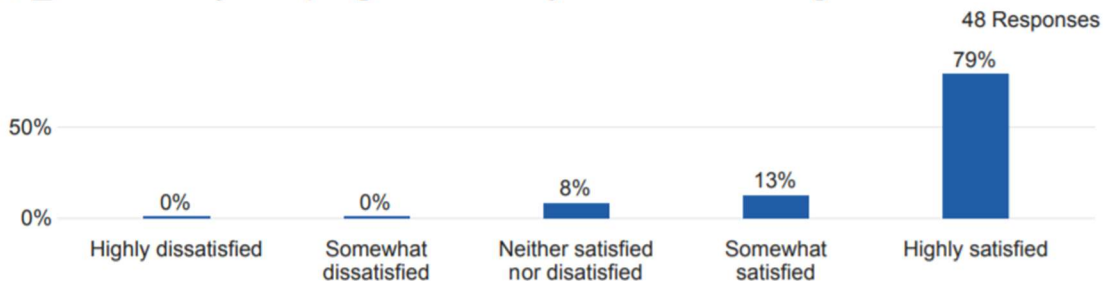
Q2_1 - Quality of instruction within the program



- Meeting educational goals. By listening to students and industry leaders, we can provide courses, certificates and degrees that are in demand. Our courses are taught by faculty with real-world industry experience.

2

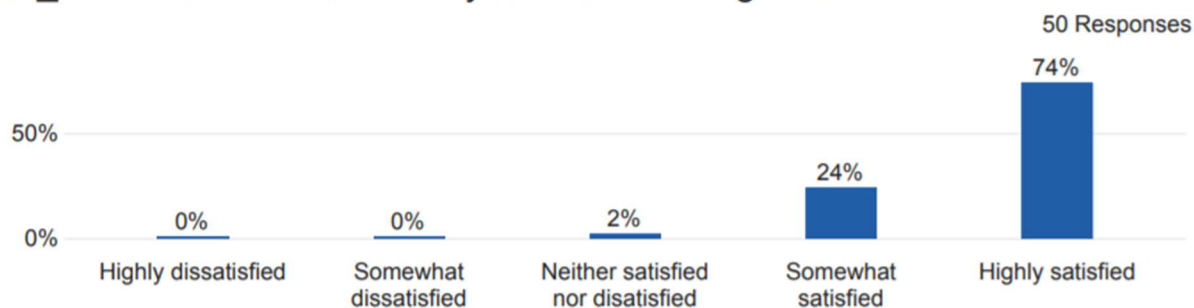
Q2_4 - The way this program meets your educational goals



- Our focus is on the whole student. Developing skills and habits that go beyond the course topics. We

cover related life skills like resume writing, interview skills, incorporation of internships through CWE 149, along with study and public speaking skills. Before the student even steps foot on the Allan Hancock College campus, we are going to them at their place of business, community event, or high school campus to let them know we care about their educational path and are here to help.

Q2_5 - Contribution towards your intellectual growth



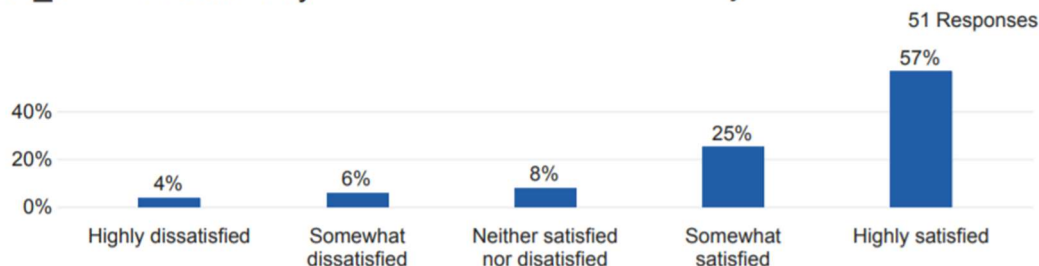
Q2_6 - Clarity of course goals and learning objectives



State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

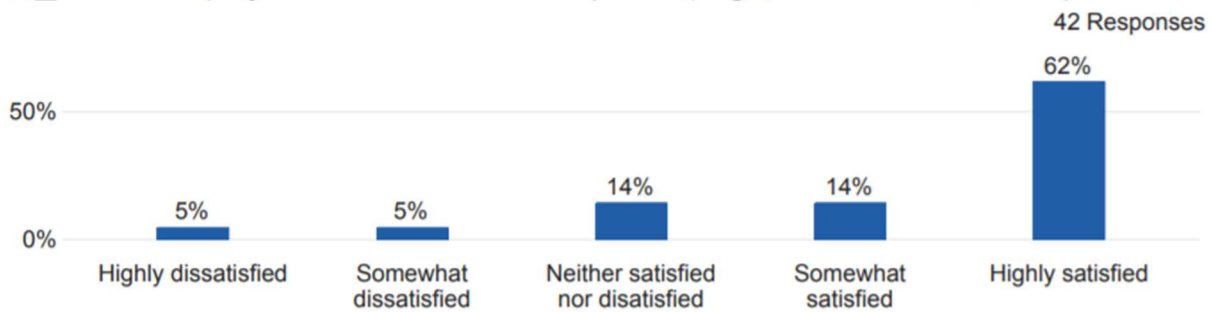
- While these numbers are relatively positive compared to AHC as a whole, we are working to improve enrollment to alleviate the cancelling of classes due to low enrollment. By publishing and sharing a Guided Pathway approach, we are committing to course offerings that allow students to plan and complete courses required for degrees or certificates.

Q2_8 - The availability of courses offered in Culinary



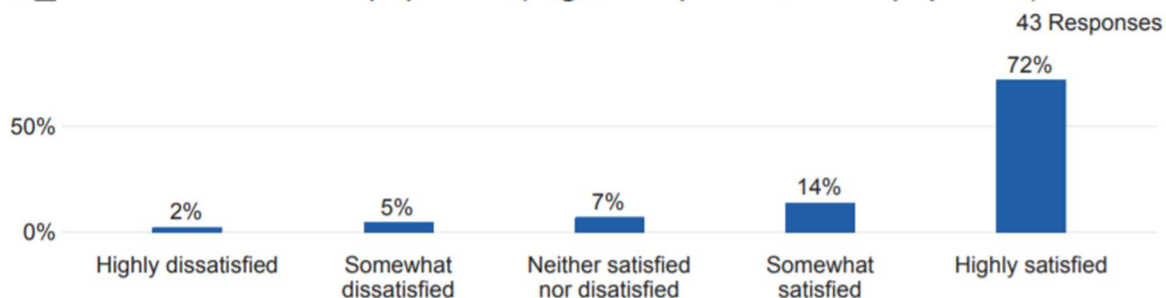
- Beginning fall 2021, we will stop forcing students to complete lecture time in a lab designed for cooking and baking. The 2-3 hours of lecture for the cooking and baking courses have been transitioned online so students can learn when and where it is convenient for them. We have had numerous complaints about the prep tables and stools used for lecture in S-107 Culinary Lab. All instructors have been trained for engaging online content so when the students come to the lab, they are able to focus on cooking.

Q2_11 - The physical facilities and space (e.g., classrooms, labs)



- We have eliminated or replaced all non-functional or unnecessary equipment in the lab allowing space for needed tools and equipment. We have also eliminated the overhead projector system that was almost impossible to see and hear while the doors and windows were open. We now have state-of-the-art video display and recording equipment that integrates with Canvas.

Q2_12 - Instructional equipment (e.g., computers, lab equipment)



X. COURSE REVIEW VERIFICATION

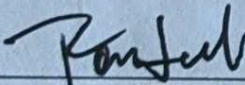
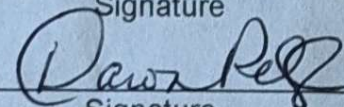

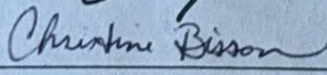
Discipline: CULINARY ARTS & MANAGEMENT Year: 2020-2021

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

The following course outlines are satisfactory as written and do not require modification (list all such courses):

1. CA 118 - Beverage Management
2. CA 119 - Intro to Hospitality Industry
3. CA 120 - Principles of Foods 1
4. CA 121 - Basic Baking and Pastry
5. CA 122 - Advanced Baking and Pastry
6. CA 123 - Principles of Foods 2
7. CA 124 - Sanitation, Safety & Equipment
8. CA 125 - Supervision & Training Techniques
9. CA 126 - Food Production Cost, Control
10. CA 129 - Catering & Events Management
11. CA 325 - Specialty Cakes - Baking and Decorating

Course Review Team Members:

<u>Ron Lovell</u> Name	<u></u> Signature	<u>5-10-21</u> Date
<u>Dawn Peters</u> Name	<u></u> Signature	<u>5-11-21</u> Date
<u>Becky Corey</u> Name	<u></u> Signature	<u>5-10-21</u> Date
<u>Christine Bisson</u> Name	<u></u> Signature	<u>5/10/21</u> Date
<u>AP&P Chair</u>	<u>Signature</u>	<u>Date</u>
<u>Academic Dean</u>	<u>Signature</u>	<u>Date</u>

Culinary Arts and Management

Award Type: Associate in Science

The Culinary Arts and Management Program at Allan Hancock College will prepare students to obtain employment in the restaurant or hotel industry as unit managers, multi-unit managers, operation managers, staff trainers, catering and event managers, or baking and pastry managers. Career opportunities for successful graduates include all aspects of the hospitality, recreation and tourism industry.

The graduate of the Associate in Science in Culinary Arts and Management will:

- Denote the variety of services and business structures existing in the food and beverage sector of the hospitality Industry.
- Demonstrate competency in safe, sanitary and efficient production and service operations.
- Analyze and respond to differing business climates based on best accounting and forecasting practices.
- Demonstrate competency in oral, written and electronic communications.
- Supervise and train a diverse employee pool in best industry practices.
- Follow all the governmental laws and regulations pertaining to food and beverage operations.
- Demonstrate basic baking and cooking skills using current industry tools and equipment.

Program Requirements

A total of 27 units is required for the degree.

Required core courses (18 units)

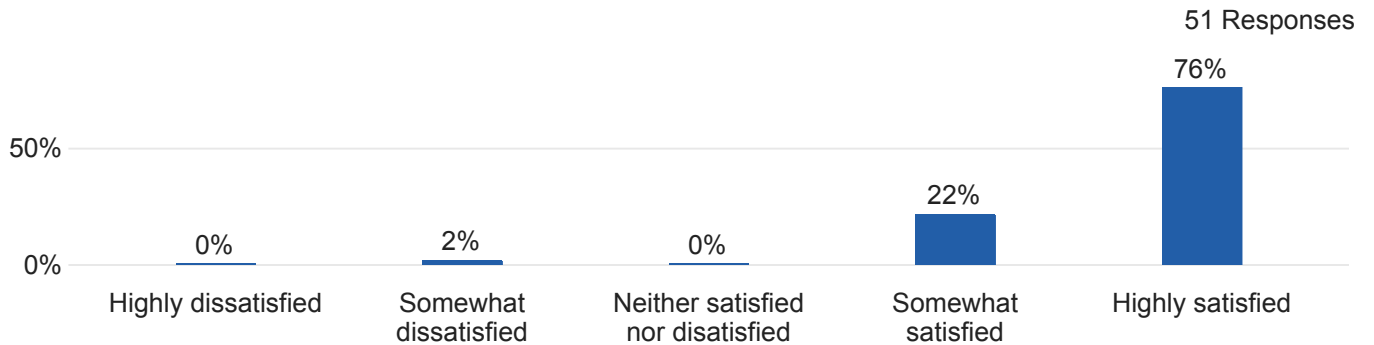
Course Number	Course Title	Units
CA 119	Introduction to the Hospitality Industry	2.0
CA 120	Principles of Foods 1	4.0
CA 121	Basic Baking and Pastry	3.0
CA 124	Sanitation, Safety, and Equipment	3.0
CA 125	Supervision and Training Techniques	3.0
CA 126	Food Production Cost, Control and Management	3.0

Select a minimum of 9 additional units from the following courses in addition to the core requirements

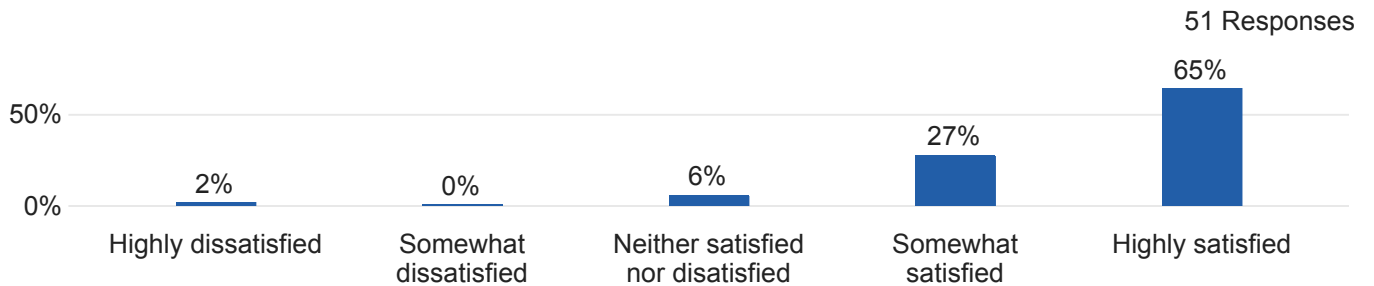
Course Number	Course Title	Units
BUS 101	Introduction to Business	3.0
CA 122	Advanced Baking and Pastry	3.0
CA 123	Principles of Foods 2	2.0
CA 129	Catering and Events Management	3.0
CA 324	Cake Decorating and Decorative Work	1.0
FSN 109	Basic Nutrition for Health	3.0
FSN 110	Nutrition Science	3.0
FSN 132	Introduction To Culinology Professions	1.0
FSN 133	Introduction To Food Science	3.0
FSN 134	Food, Nutrition Customs and Culture	4.0
SPAN 101	Elementary Spanish I	5.0

Culinary Program Review Fall 2020

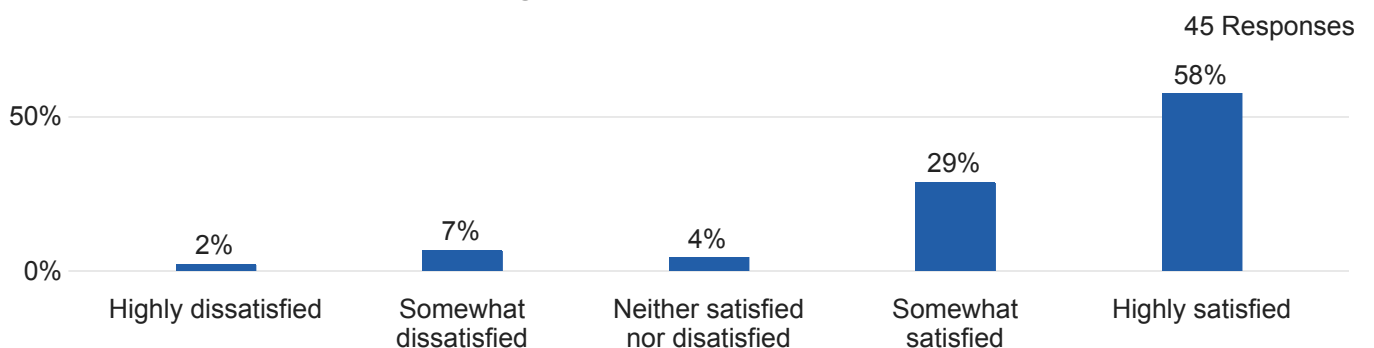
Q2_1 - Quality of instruction within the program



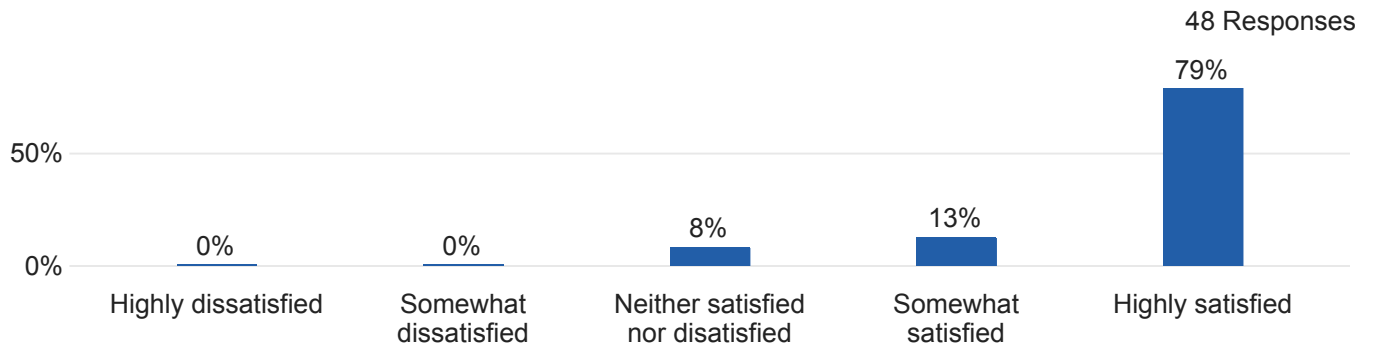
Q2_2 - The way textbooks and other materials used in courses within the program help me learn



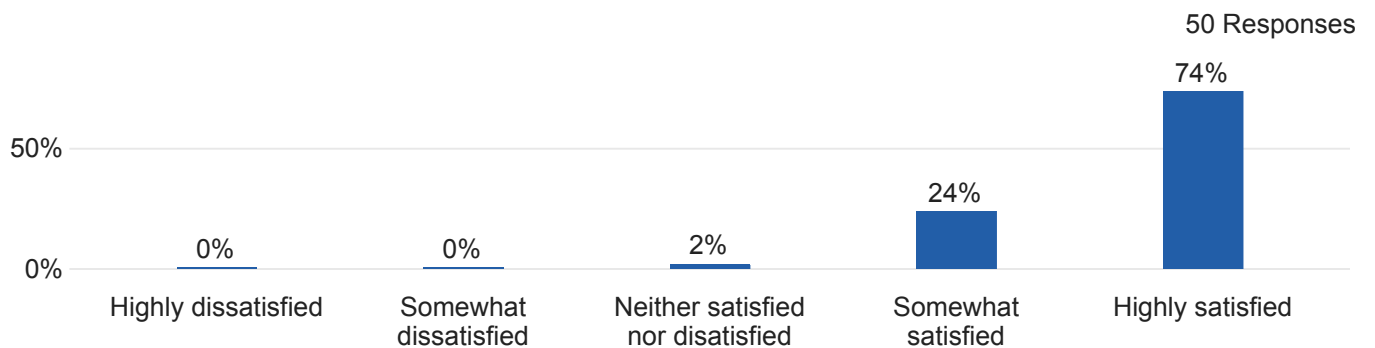
Q2_3 - Advice about the program from counselors



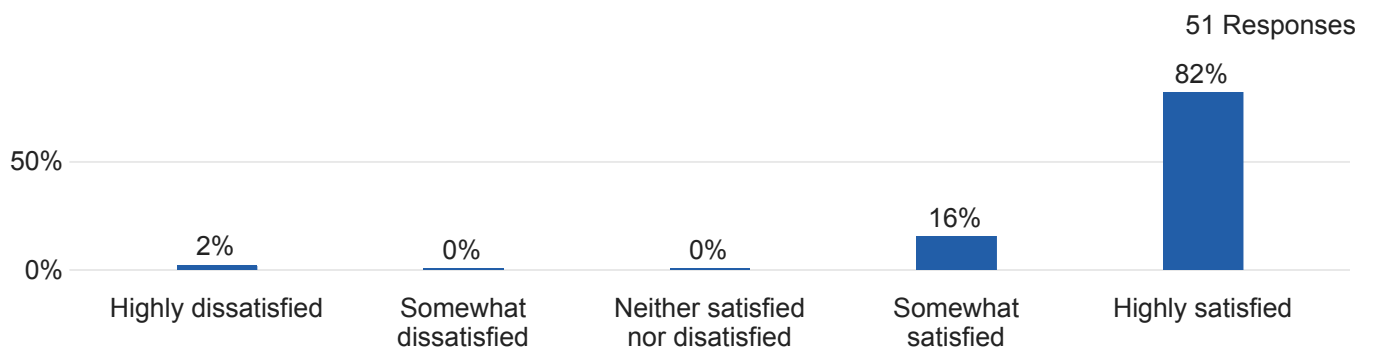
Q2_4 - The way this program meets your educational goals



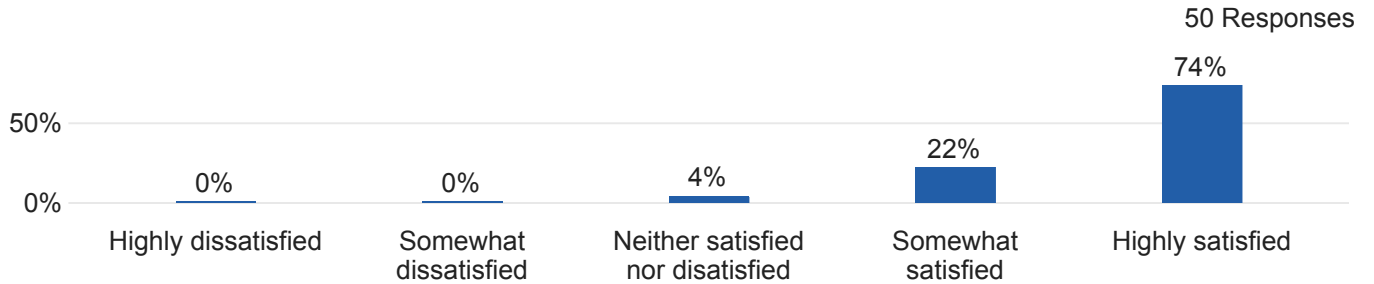
Q2_5 - Contribution towards your intellectual growth



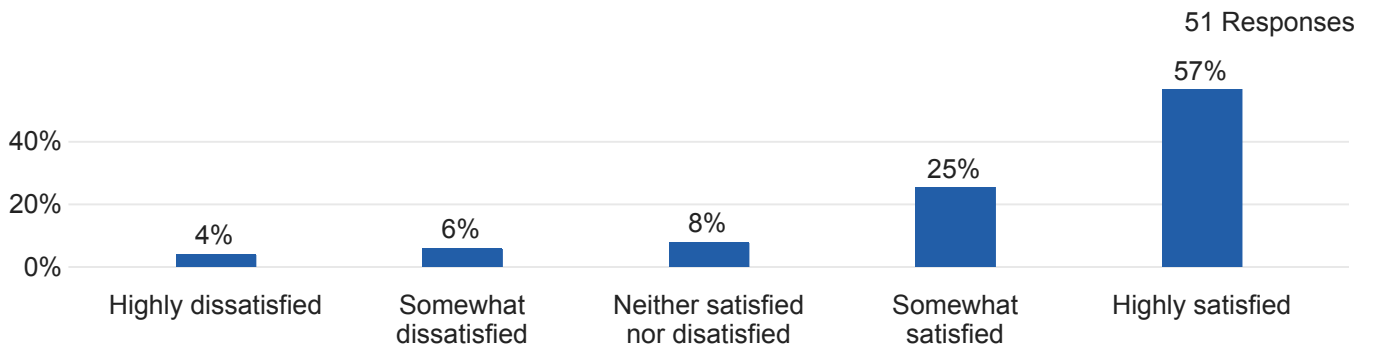
Q2_6 - Clarity of course goals and learning objectives



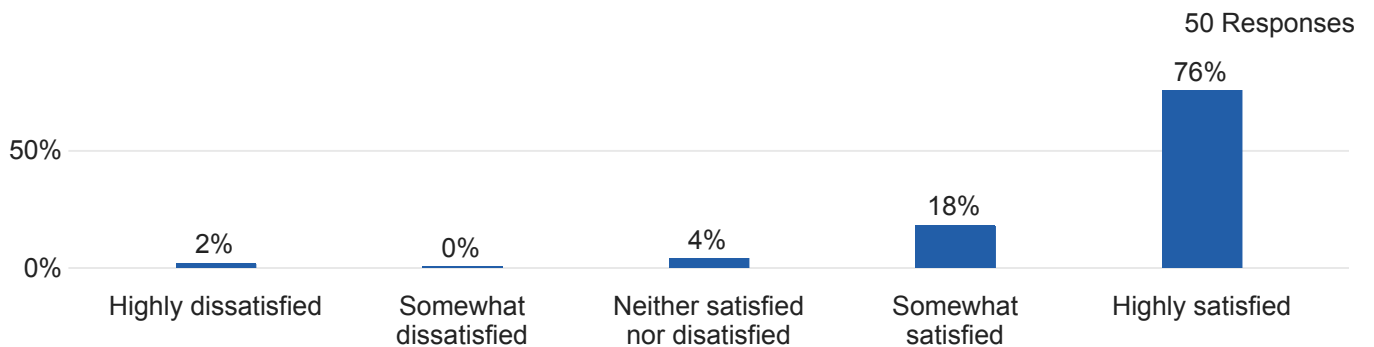
Q2_7 - Feedback and assessment of progress towards learning objectives



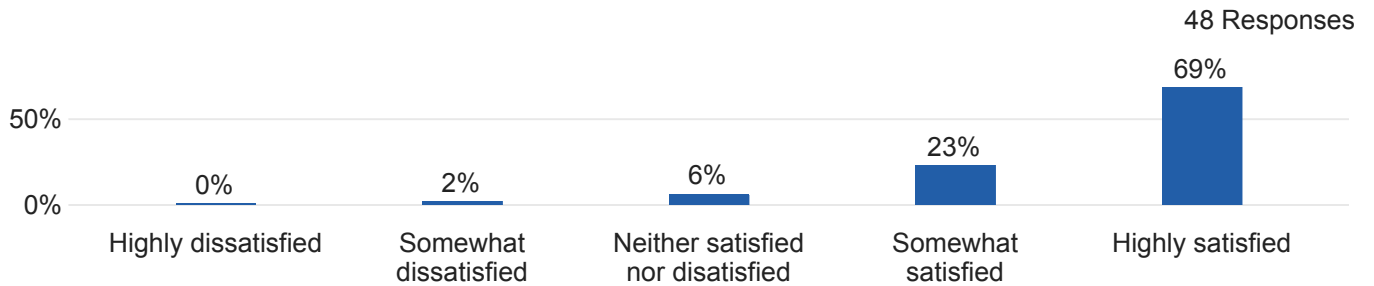
Q2_8 - The availability of courses offered in Culinary



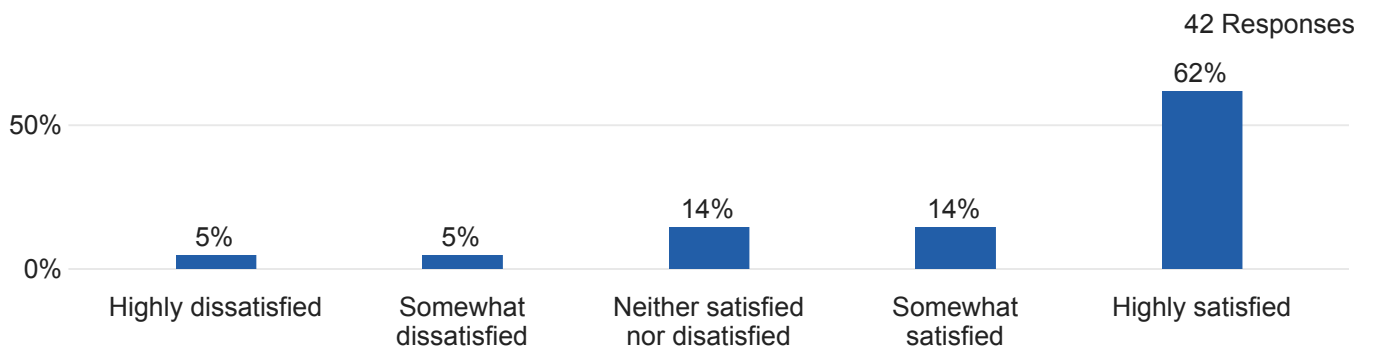
Q2_9 - The content of courses offered in the Culinary



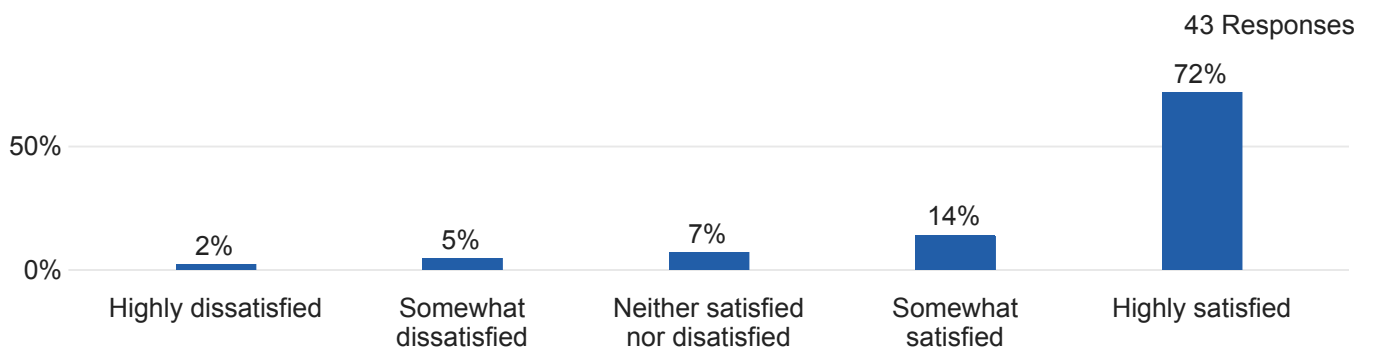
Q2_10 - The coordination of courses offered in Culinary and courses offered in other departments that may be required for your major



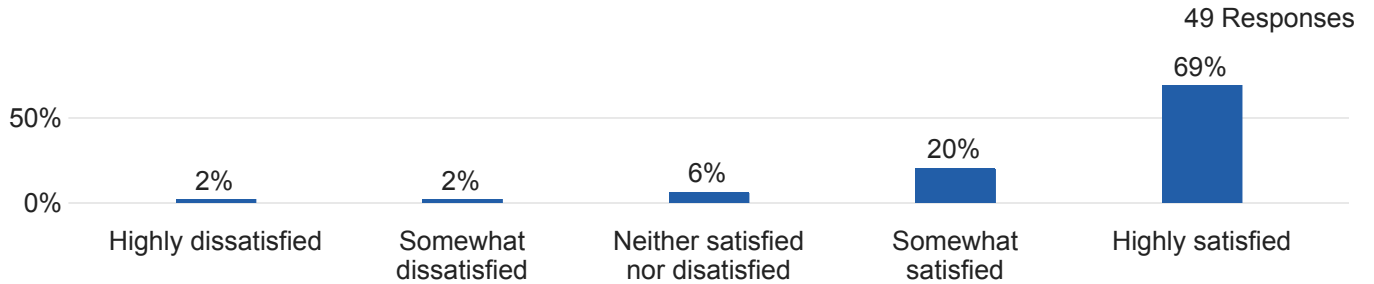
Q2_11 - The physical facilities and space (e.g., classrooms, labs)



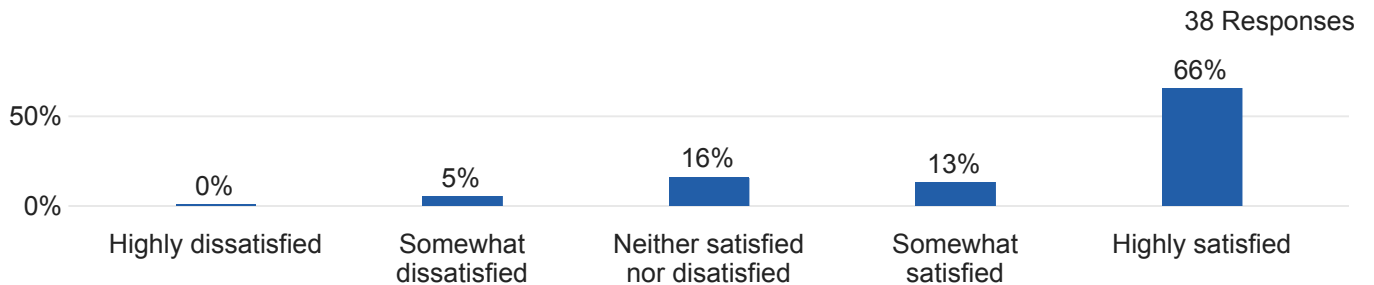
Q2_12 - Instructional equipment (e.g., computers, lab equipment)



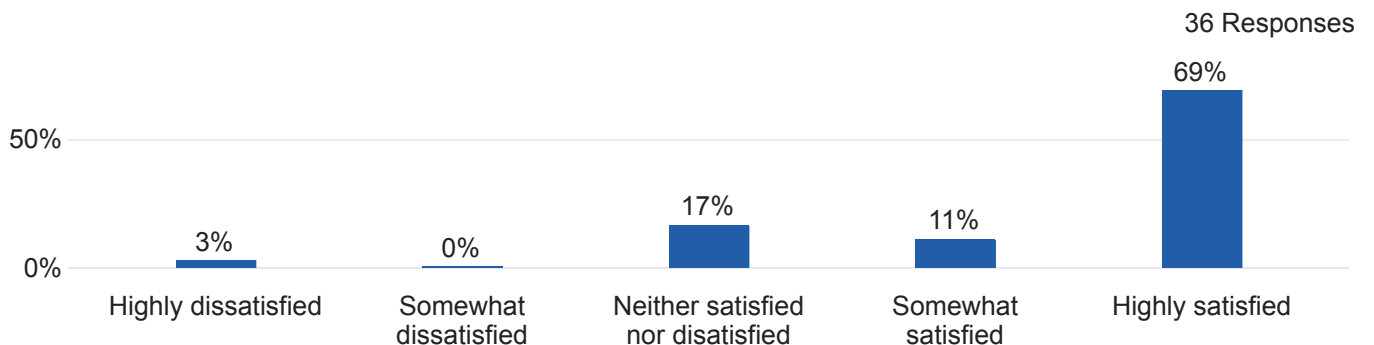
Q2_13 - Presentation of classes via the college's Canvas course management system



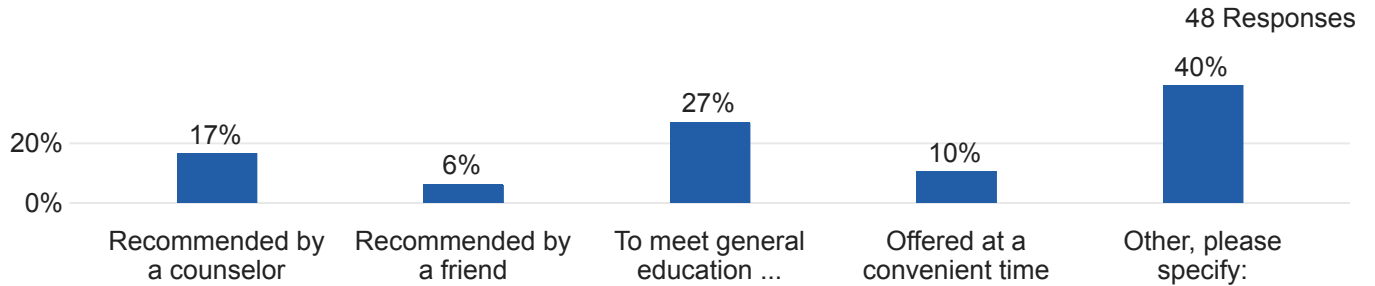
Q2_14 - Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)



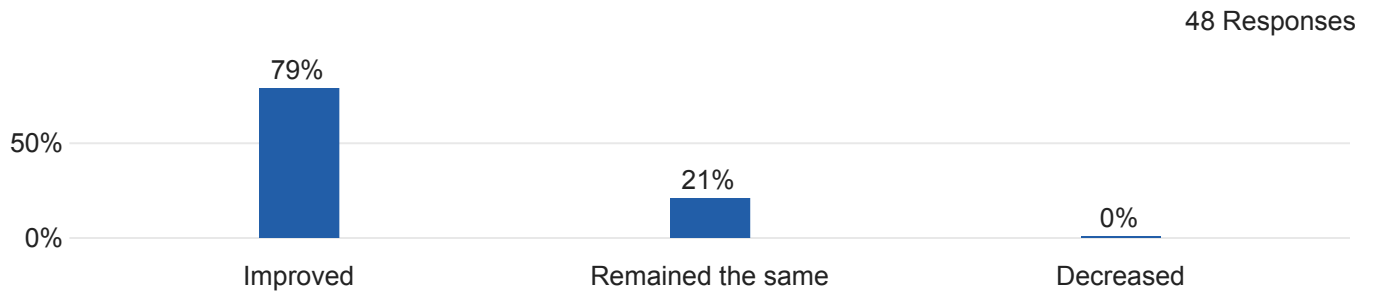
Q2_15 - Availability of appropriate resources in the libraries



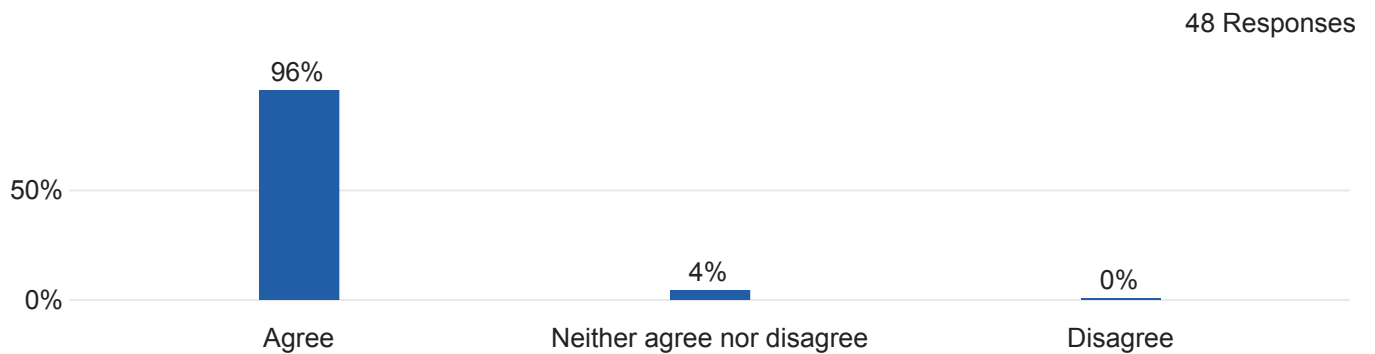
Q4 - Which of the following best describes your reason for taking this and other courses in Culinary? - Selected Choice



Q5 - Compared to the beginning of the semester, your attitude about Culinary has

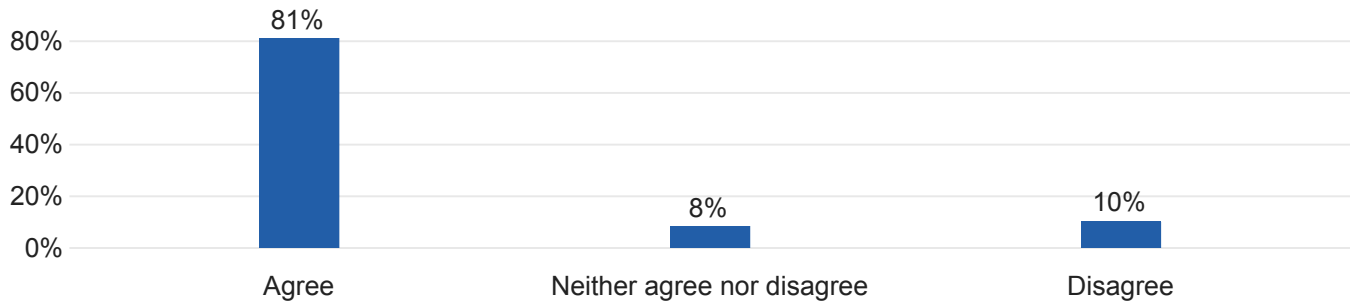


Q2_8 - The availability of courses offered in Culinary



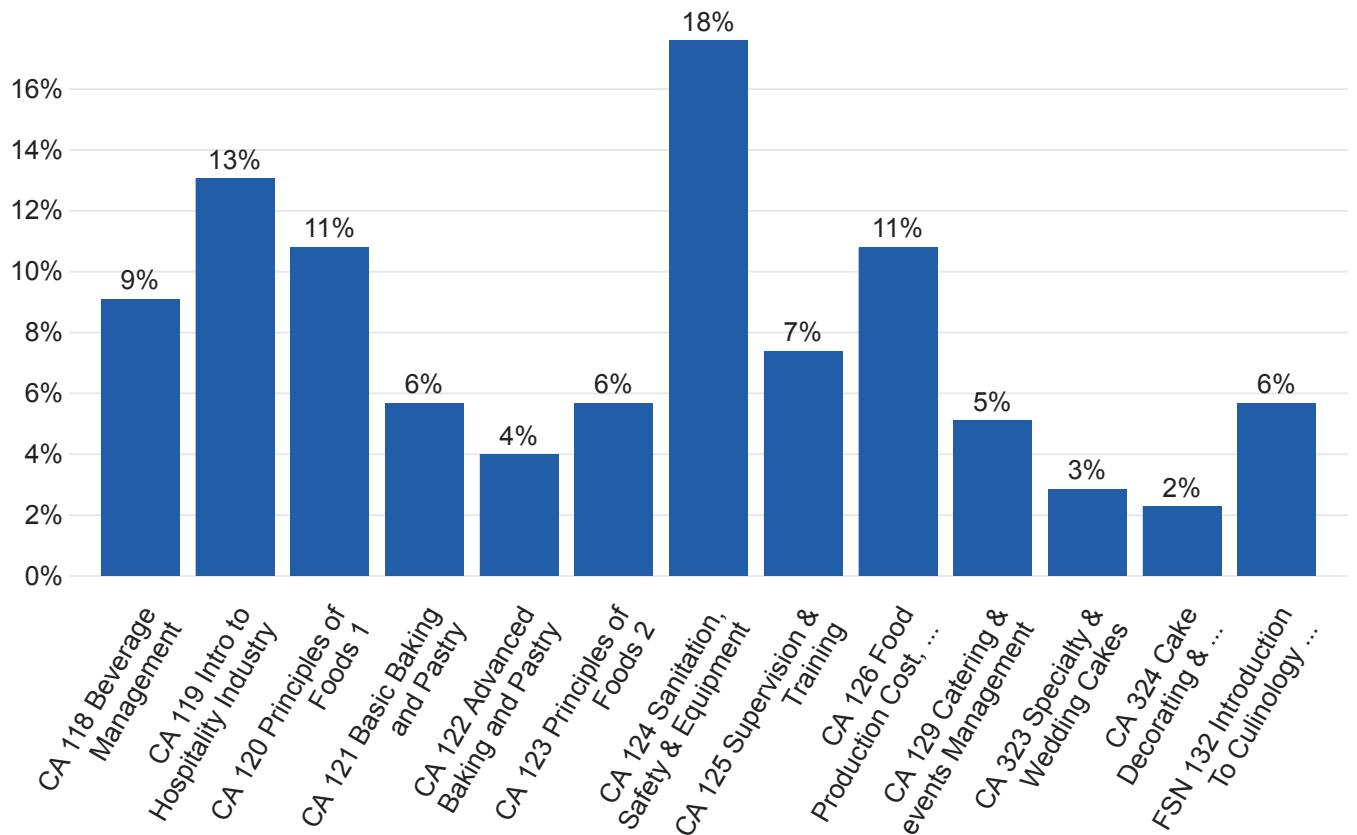
Q6_2 - I plan on taking additional courses in Culinary

48 Responses



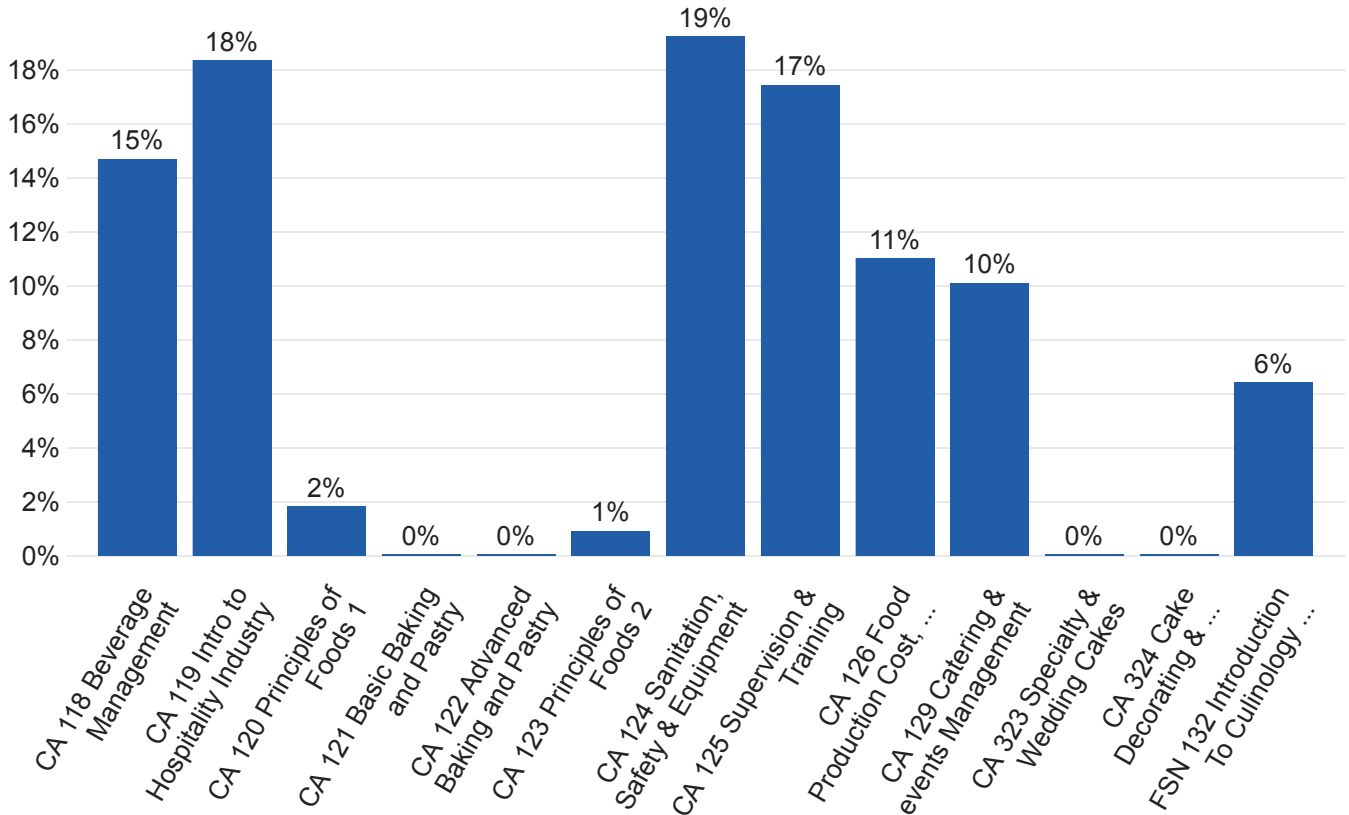
Q7 - Which of the following courses have you taken Culinary?

42 Responses



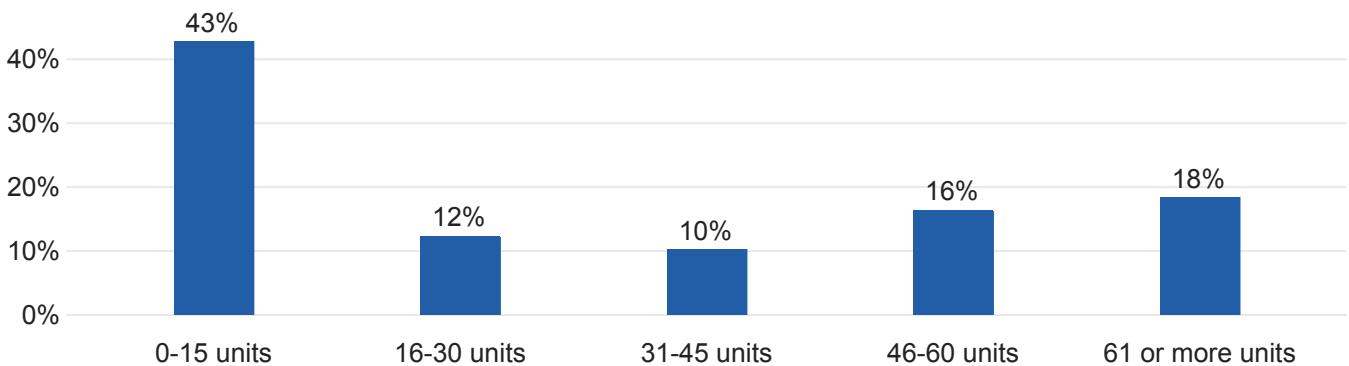
Q8 - Which courses are you taking this semester in Culinary?

45 Responses

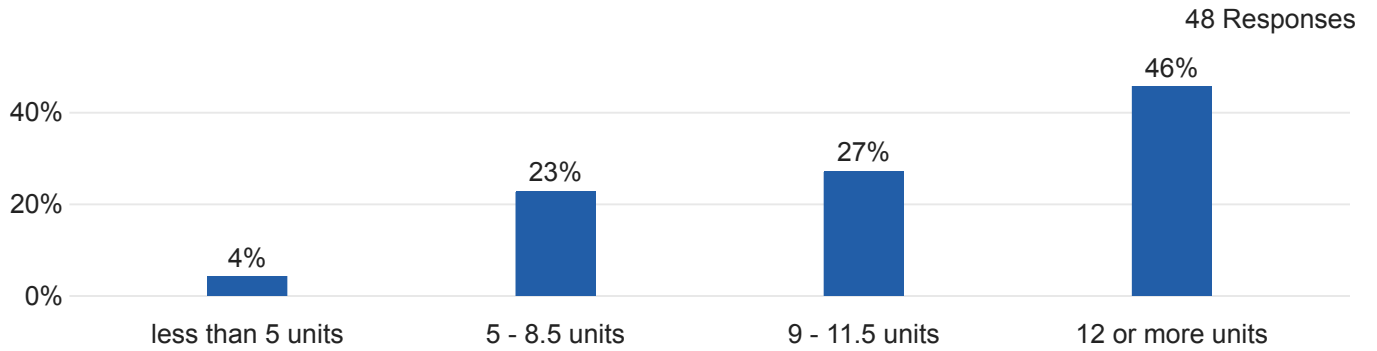


Q10 - How many units have you completed prior to this semester?

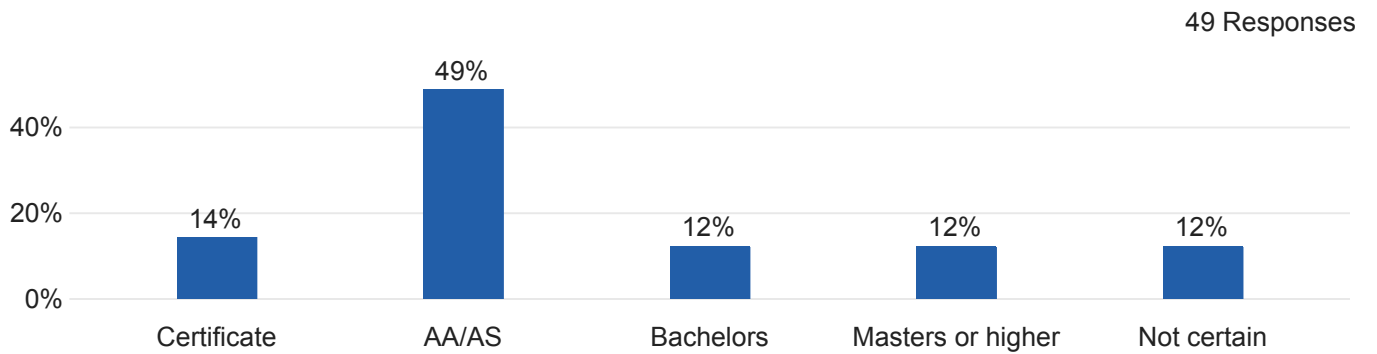
49 Responses



Q11 - In how many units are you currently enrolled?



Q12 - What is your final academic goal?



Program Data

STEP 1 | Choose subjects: ^{CA}

Subjects: CA

STEP 2 | Choose awards: ^{Multiple values}

Awards: Culinary Arts & Management, Culinary Arts and Management, Culinology

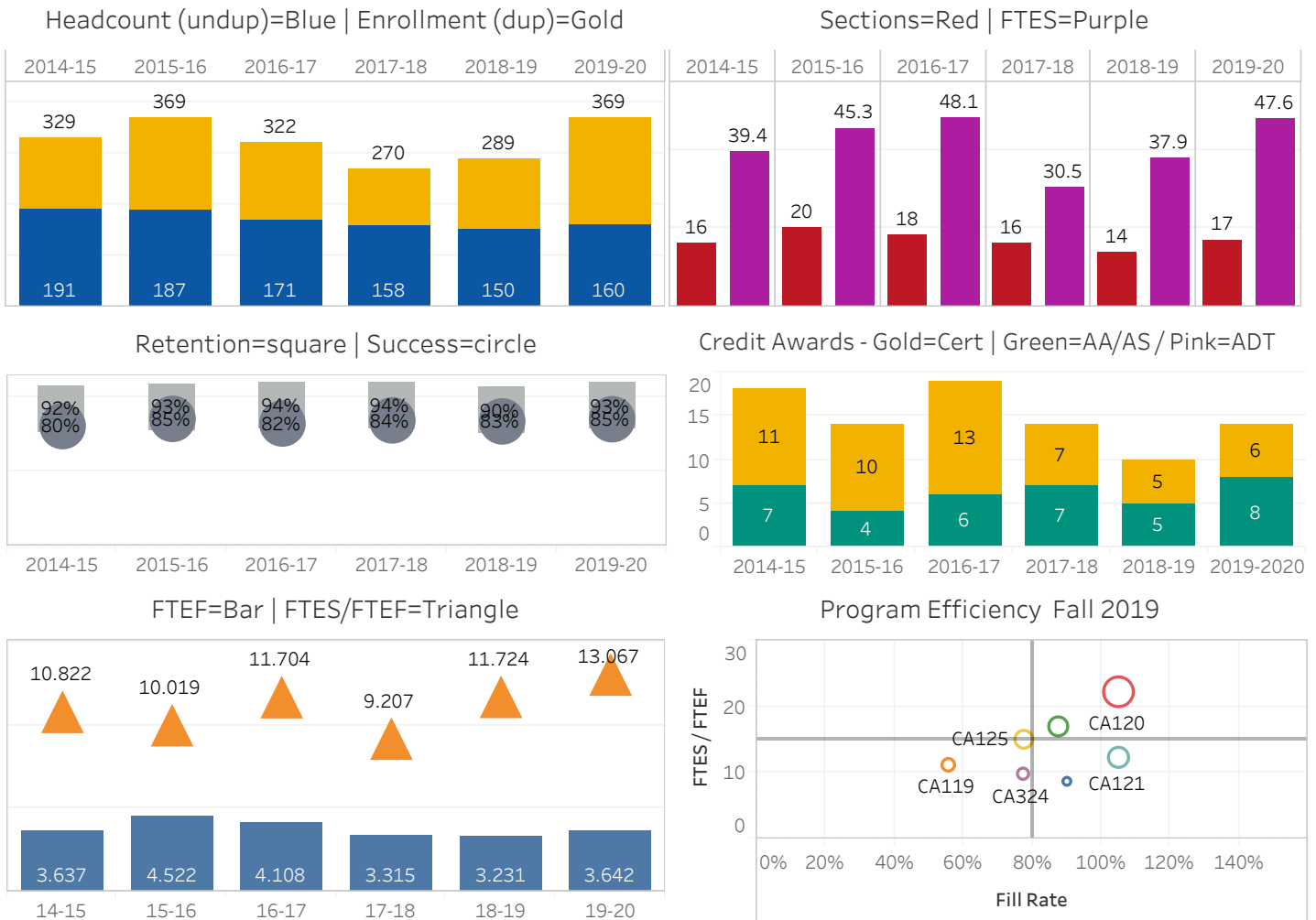
Multiple values

Student Majors: Culinary Arts & Management, Culinary Arts and Management, Culinology

Contents

- 1 - Enrollment, headcount, sections, FTES, retention, success
- 2 - Demographics
- 3 - Equity outcomes
- 4 - Online\Face to face comparison
- 5 - Efficiency
- 6 - Program awards & majors
- 7 - Faculty load
- A - Course demographic detail
- B - Awards by major detail

Quick Program Facts



Data Source: Student-MIS; Award, Major & Faculty-Banner | Headcount-unduplicated students; Enrollment-duplicated students; Retention-students who receive a grade in the course; Success-students who receive a passing grade in the course; FTES/FTEF target is 15+; Fill Rate target is 80%+

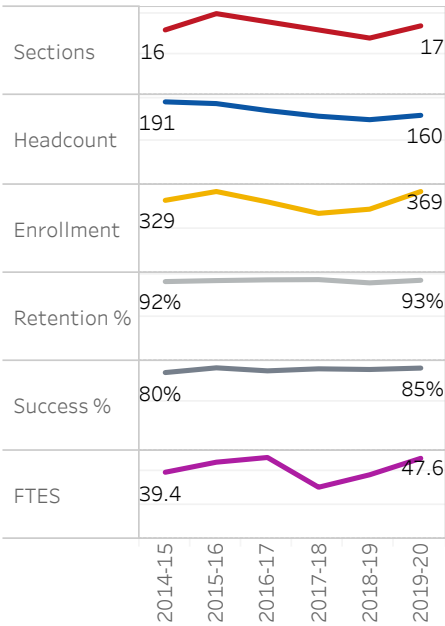
1 Outcomes CA

	course_ All											EW Grade Exclude EW						
	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Sum 2016	Fall 2016	Spring 2017	Sum 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Sum 2019	Fall 2019	Spring 2020	
Sections	1	6	9	1	9	10	1	7	10	1	7	8	6	8	2	7	8	
Headcount	17	101	119	19	112	108	21	100	104	19	83	99	89	97	27	99	95	
Enrollment	17	131	181	19	166	184	21	136	165	19	106	145	117	172	32	163	174	
retained	15	122	165	18	151	174	20	127	155	15	100	139	109	152	27	155	138	
Retention %	88%	93%	91%	95%	91%	95%	95%	93%	94%	79%	94%	96%	93%	88%	84%	95%	93%	
success	11	110	143	15	146	153	15	115	134	15	81	131	99	142	27	127	137	
Success %	65%	84%	79%	79%	88%	83%	71%	85%	81%	79%	76%	90%	85%	83%	84%	78%	93%	
FTES	1.7	19.4	18.3	1.8	23.0	20.5	2.0	28.0	18.1	1.2	12.2	17.1	15.5	22.4	4.4	21.8	21.4	

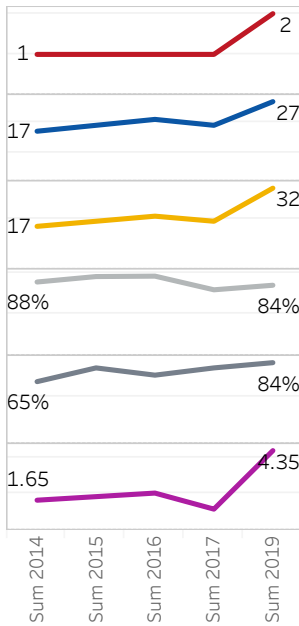
Outcomes Allan Hancock College Credit

	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Winter 2016	Spring 2016	Sum 2016	Fall 2016	Winter 2017	Spring 2017	Sum 2017	Fall 2017	Winter 2018	Spring 2018	Sum 2018	Fall 2018	Winter 2019	Spring 2019	Sum 2019	Fall 2019	Winter 2020	Spring 2020
Sections	306	1,141	1,209	355	1,177	41	1,220	357	1,184	41	1,214	333	1,168	45	1,186	270	1,145	47	1,159	299	1,208	46	1,212
Headco..	5,185	11,084	11,249	5,593	10,982	1,051	11,341	4,354	12,111	1,023	11,636	5,306	11,889	1,118	11,320	4,596	11,380	1,171	10,580	4,940	12,091	1,198	11,342
Enrollm..	8,168	29,153	28,984	8,789	28,471	1,270	28,153	8,305	29,268	1,314	28,161	8,052	28,754	1,480	26,960	6,868	28,650	1,535	26,193	7,252	30,166	1,586	26,977
Retentio n %	89%	87%	85%	90%	86%	84%	89%	90%	88%	87%	88%	90%	87%	87%	88%	90%	87%	88%	88%	92%	88%	87%	92%
Success %	78%	70%	71%	77%	70%	71%	73%	80%	71%	77%	74%	80%	71%	79%	74%	80%	71%	79%	74%	81%	72%	75%	85%
FTES	944	3,900	4,048	1,009	3,807	111	3,715	967	4,197	115	4,020	900	4,126	139	3,869	835	4,061	169	3,827	846	4,136	138	3,763

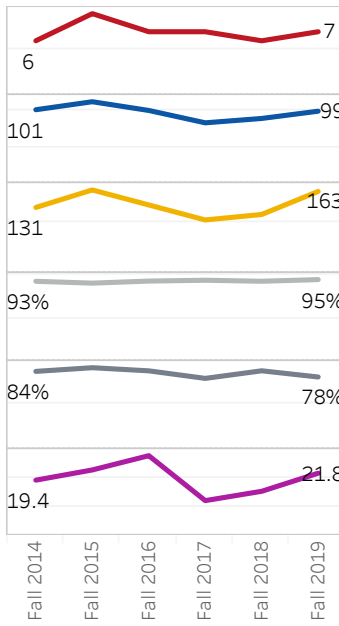
CA Academic Year



Summer Terms



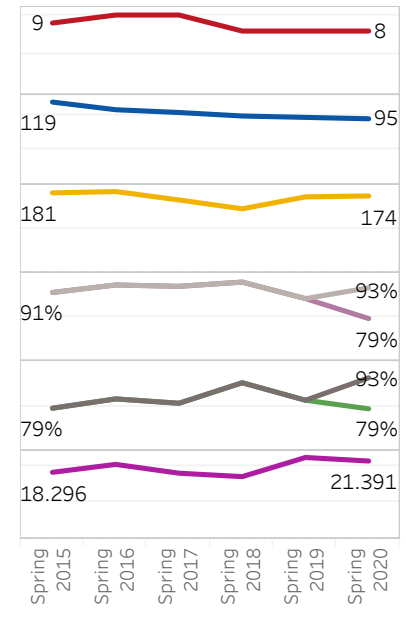
Fall Terms



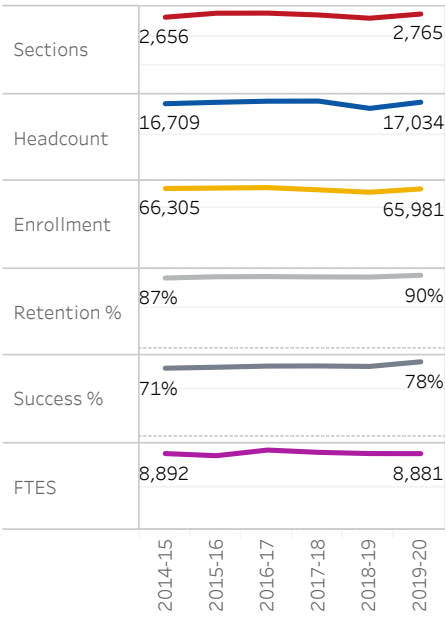
Winter Terms



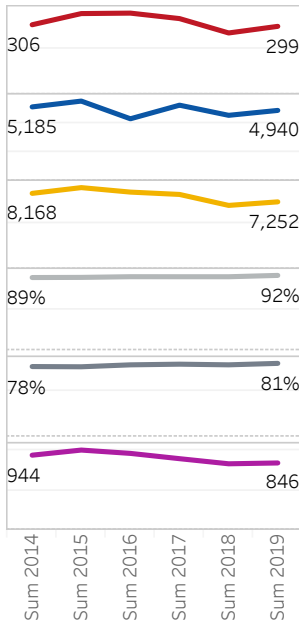
Spring Terms



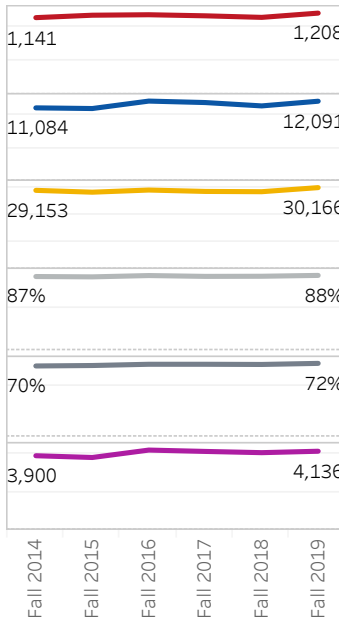
AHC Credit Academic Year



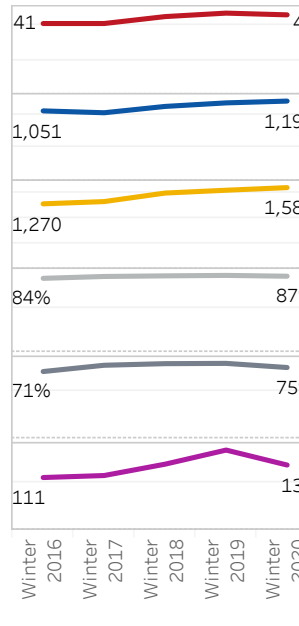
Summer Terms



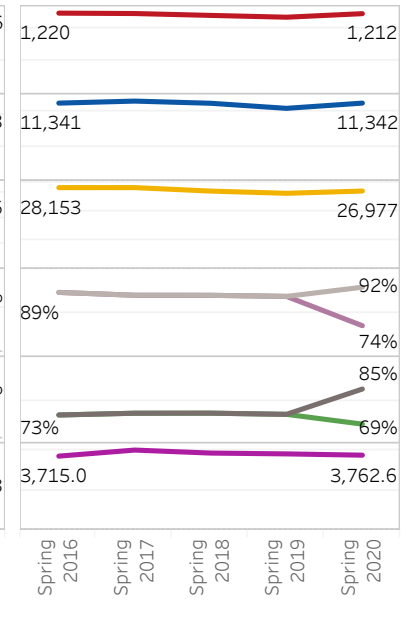
Fall Terms



Winter Terms



Spring Terms



1 Retention & Success by academic year by course CA

course_	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
CA118	81% 90%	94% 100%	70% 90%	67% 100%	56% 78%	61% 89%
CA119	65% 85%	67% 91%	71% 100%	93% 97%	76% 83%	86% 94%
CA120	93% 95%	95% 95%	91% 96%	92% 97%	95% 98%	87% 89%
CA121	86% 93%	90% 92%	92% 95%	89% 94%	86% 91%	90% 95%
CA122		84% 89%	78% 83%	100% 100%	85% 85%	95% 95%
CA123	100% 100%	93% 93%	92% 95%	94% 100%	81% 81%	100% 100%
CA124	71% 92%	85% 94%	76% 95%	91% 98%	81% 93%	88% 100%
CA125	61% 78%	63% 88%	67% 92%	65% 90%		71% 97%
CA126	67% 90%	87% 96%	81% 100%	88% 94%	77% 91%	93% 93%
CA129	83% 89%	94% 100%	83% 83%		95% 100%	73% 73%
CA323	83% 94%	67% 94%	84% 95%	80% 87%	85% 85%	93% 100%
CA324	85% 95%	81% 81%	73% 86%	67% 83%	80% 90%	71% 82%
Grand Total	80% 92%	85% 93%	82% 94%	84% 94%	83% 90%	85% 93%

Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter excludes 201410, 201420 and 201440. The CB04 filter keeps C, D and N. The subject filter keeps CA. The course filter has multiple members selected.

Measure Names

- Retention %
- Success %

1 Retention & Success by summer term by course CA

course	Term Code_									
	Sum 2014		Sum 2015		Sum 2016		Sum 2017		Sum 2019	
CA121									95%	95%
CA124	65%	88%	79%	95%	71%	95%				
CA324							79%	79%	64%	64%
Grand Total	65%	88%	79%	95%	71%	95%	79%	79%	84%	84%

Measure Names

- Retention %
- Success %

1 Retention & Success by fall term by course CA

course_	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
CA118				67% 100%	56% 78%	61% 89%
CA119		78% 94%		87% 93%		80% 95%
CA120	90% 93%	92% 92%	88% 97%	95% 100%	100% 100%	86% 90%
CA121	86% 93%	90% 92%	92% 95%	89% 94%	86% 91%	86% 95%
CA123		90% 90%	89% 95%			
CA124	72% 93%	90% 93%	73% 91%	86% 93%	85% 100%	83% 100%
CA125				50% 93%		71% 97%
CA324	85% 95%	81% 81%	73% 86%	53% 88%	80% 90%	76% 94%
Grand Total	84% 93%	88% 91%	85% 93%	76% 94%	85% 93%	78% 95%

Measure Names

- Retention %
- Success %

1 Retention & Success by spring term by course CA

course_	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
CA118	81% 90%	94% 100%	70% 90%			
CA119	65% 85%	53% 87%	71% 100%	100% 100%	76% 83%	94% 94%
CA120	100% 100%	100% 100%	95% 95%	89% 95%	86% 95%	88% 88%
CA122		84% 89%	78% 83%	100% 100%	85% 85%	95% 95%
CA123	100% 100%	95% 95%	94% 94%	94% 100%	81% 81%	100% 100%
CA124	75% 95%	84% 95%	83% 100%	94% 100%	78% 87%	100% 100%
CA125	61% 78%	63% 88%	67% 92%	76% 88%		
CA126	67% 90%	87% 96%	81% 100%	88% 94%	77% 91%	93% 93%
CA129	83% 89%	94% 100%	83% 83%		95% 100%	73% 73%
CA323	83% 94%	67% 94%	84% 95%	80% 87%	85% 85%	93% 100%
Grand Total	79% 91%	83% 95%	81% 94%	90% 96%	83% 88%	93% 93%

Measure Names

- Retention %
- Success %

2 Program Demographics CA

course_
All

Choose individual course via filter or see Appendix A for full demographic course details

Age Category	Academic Year											
	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 20	42	9.42	37	8.58	32	6.37	42	7.18	50	14.05	46	15.71
20-24	81	14.34	71	18.86	73	19.22	61	11.30	49	8.53	55	13.69
25-29	23	4.85	33	5.68	27	8.31	22	3.62	9	3.21	15	4.19
30-34	18	3.51	14	4.70	10	2.46	10	3.04	15	5.13	10	3.85
35-39	9	1.52	9	1.79	3	1.96	8	1.77	9	2.00	7	2.01
40-49	16	3.53	15	3.45	16	6.56	11	2.13	8	2.67	17	4.78
50+	9	2.20	12	2.25	10	3.20	7	1.48	10	2.28	12	3.36
ETHNICITY	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	5	1.3	9	1.7	7	2.2	4	1.7	4	1.2	5	1.5
Black	8	2.1	7	1.4	11	2.7	5	0.8	3	0.4	6	1.2
Filipino	7	1.8	4	0.7	8	1.4	6	1.2	5	1.4	10	2.3
Hispanic	103	21.3	98	23.1	80	22.6	88	15.6	72	17.8	68	22.8
NativeAm	7	1.0	4	2.3	5	2.3	5	1.4	8	2.0	10	2.5
Paclsl							1	0.1			1	0.1
White	61	11.9	65	16.1	59	16.8	47	8.9	56	13.6	56	15.4
	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	129	26.9	125	30.8	101	28.8	93	17.8	84	19.5	88	32.7
Male	62	12.5	62	14.5	69	19.2	62	11.7	63	16.8	66	12.3
Unknown							1	0.2	1	0.0	2	0.8
	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time	28	5.3	22	3.8	24	4.4	25	3.3	33	6.8	17	4.8
First Time Transfer	18	3.0	12	2.6	8	2.3	8	1.1	11	2.0	10	1.6
Continuing	131	26.7	143	35.2	132	36.7	119	24.0	101	24.1	127	36.1
Returning	24	4.3	25	3.6	17	4.6	12	1.3	20	3.3	16	3.0
Special Admit			1	0.1	1	0.1			1	0.2	2	0.3
Grand Total	191	39.4	187	45.3	170	48.0	156	29.7	148	36.4	156	45.7

2 Demographics Allan Hancock College Credit

Age Category	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 20	4,269	2,742	4,528	2,759	5,805	3,105	6,308	3,155	6,018	3,326	7,482	3,583
20-24	6,122	3,441	6,054	3,341	5,700	3,398	5,460	3,190	5,057	3,070	4,867	2,853
25-29	2,585	1,182	2,555	1,118	2,440	1,255	2,395	1,212	2,071	1,101	2,060	1,089
30-34	1,542	563	1,533	528	1,379	578	1,327	556	1,173	560	1,130	507
35-39	944	320	969	292	924	357	891	328	758	319	844	342
40-49	1,212	400	1,262	356	1,042	379	1,040	384	801	328	874	324
50+	891	244	966	248	789	227	676	210	608	189	583	185

ETHNICITY	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	585	277	582	275	512	264	469	214	386	186	378	187
Black	617	340	673	359	583	326	555	278	459	259	491	278
Filipino	477	320	473	292	483	309	462	269	450	305	488	259
Hispanic	7,959	4,698	8,196	4,670	8,206	4,873	7,475	4,482	6,604	4,071	7,536	4,047
NativeAm	270	144	263	133	307	144	348	167	358	198	360	190
Other	5	1	2	0	4	1	5	2	2	1	2	1
Paclsl	122	59	97	50	119	62	141	62	131	74	167	81
White	6,671	3,050	6,728	2,862	7,016	3,146	7,819	3,541	7,236	3,751	7,129	3,648

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	8,253	4,714	8,360	4,479	8,768	4,922	8,937	4,913	8,454	4,877	8,777	4,837
Male	8,445	4,174	8,643	4,159	8,340	4,181	8,126	4,049	7,027	3,916	7,521	3,767
Unknown	3	2	3	2	109	23	181	51	121	52	228	88

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time	2,904	1,176	2,920	1,185	2,777	1,194	2,562	1,089	2,666	1,240	2,620	1,189
First Time Transfer	2,408	598	2,634	616	2,111	541	2,352	656	1,766	564	1,540	447
Continuing	10,402	6,334	10,178	5,991	10,502	6,487	9,986	6,305	9,576	6,120	9,325	5,977
Returning	3,039	672	3,196	675	2,277	551	2,382	539	1,964	496	2,231	504
Special Admit	560	107	935	173	2,260	353	2,578	424	2,281	425	3,521	574
Unknown	13	3	6	2	4	0	1	0	1	0	2	0
Grand Total	16,700	8,890	17,004	8,641	17,217	9,126	17,235	9,014	15,597	8,845	16,523	8,691

3 Program Equity Outcomes CA

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year									
	2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Under 20	46	111	9	15.7	94.1%	1.2%		77.5%	-10.5%	12
20-24	55	119	14	13.7	90.5%	-4.1%	5	83.8%	-1.5%	2
25-29	15	36	0	4.2	97.2%	4.4%		88.9%	4.5%	
30-34	10	28	0	3.8	96.4%	3.4%		96.4%	12.6%	
35-39	7	14	1	2.0	61.5%			53.8%		
40-49	17	39	2	4.8	100.0%	7.5%		97.3%	14.0%	
50+	12	22	0	3.4	100.0%	7.2%		100.0%	16.2%	
Grand Total	160	369	26	47.6	93.3%			84.8%		

3 Program Equity Outcomes CA

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year									
	2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	5	10	1	1.5	77.8%			77.8%		
Black	6	11	0	1.2	90.9%			63.6%		
Filipino	10	18	1	2.3	94.1%	0.9%		88.2%	3.6%	
Hispanic	68	174	15	22.8	93.1%	-0.4%	1	86.8%	3.6%	
Native Am	10	25	0	2.5	96.0%	2.9%		80.0%	-5.2%	2
Pac Isl	1	1	1	0.1						
White	56	119	8	15.4	93.7%	0.6%		84.7%	-0.2%	1
Unknown	4	11	0	1.9	100.0%			90.9%		
Grand Total	160	369	26	47.6	93.3%			84.8%		

3 Program Equity Outcomes CA

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year									
	2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Female	90	242	18	34.1	94.6%	3.9%		92.0%	20.5%	
Male	68	122	8	12.8	90.4%	-4.4%	6	70.2%	-22.0%	27
Unknown	2	5	0	0.8	100.0%			100.0%		
Grand Total	160	369	26	47.6	93.3%			84.8%		

3 Program Equity Outcomes CA

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

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Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year									
	2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
First Time	19	30	2	5.8	92.9%	-0.5%	1	75.0%	-10.7%	4
First Time Tran..	11	17	0	1.6	88.2%	-5.3%	1	64.7%	-21.2%	4
Continuing	130	292	18	37.0	93.8%	2.5%		87.2%	11.9%	
Returning	16	27	5	3.0	90.9%	-2.5%	1	86.4%	1.6%	
Special Admit	2	3	1	0.3	100.0%			50.0%		
Grand Total	160	369	26	47.6	93.3%			84.8%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year						
	2019-20						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
Under 20	7,482	28,282	2,460	3,583	90.4%	0.9%	
20-24	4,867	20,725	1,537	2,853	88.8%	-1.6%	330
25-29	2,060	7,055	437	1,089	89.4%	-0.5%	38
30-34	1,130	3,508	196	507	91.3%	1.5%	
35-39	844	2,403	154	342	90.2%	0.4%	
40-49	874	2,442	235	324	91.1%	1.3%	
50+	583	1,566	182	185	91.5%	1.7%	
Grand Total	17,034	65,981	5,201	8,881	89.9%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year						
	2019-20						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Under 20	7,482	28,282	2,460	3,583	76.0%	-3.6%	1,024
20-24	4,867	20,725	1,537	2,853	77.6%	-0.7%	144
25-29	2,060	7,055	437	1,089	79.6%	1.7%	
30-34	1,130	3,508	196	507	83.5%	5.8%	
35-39	844	2,403	154	342	82.9%	5.0%	
40-49	874	2,442	235	324	85.6%	7.8%	
50+	583	1,566	182	185	83.3%	5.3%	
Grand Total	17,034	65,981	5,201	8,881	78.1%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year						
	2019-20						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
Asian	378	1,366	84	187	90.2%	0.3%	
Black	491	1,928	176	278	88.8%	-1.1%	22
Filipino	488	1,813	134	259	91.2%	1.4%	
Hispanic	7,536	30,439	2,709	4,047	88.7%	-2.2%	671
Native Am	360	1,475	151	190	85.9%	-4.1%	60
Other	2	7	0	1	100.0%		
Pac Isl	167	663	73	81	88.6%	-1.2%	8
White	7,129	26,825	1,707	3,648	91.3%	2.5%	
Unknown	516	1,465	167	190	90.8%	0.9%	
Grand Total	17,034	65,981	5,201	8,881	89.9%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year						PPG AHC Success Mod	PPG AHC Success Impact
	2019-20	Headcount	Enrollment	EW count	FTES	Success %		
Asian	378	1,366	84	187	79.5%	1.4%		
Black	491	1,928	176	278	75.2%	-3.0%	58	
Filipino	488	1,813	134	259	80.0%	2.0%		
Hispanic	7,536	30,439	2,709	4,047	75.2%	-5.4%	1,636	
Native Am	360	1,475	151	190	73.9%	-4.3%	64	
Other	2	7	0	1	100.0%			
Pac Isl	167	663	73	81	72.4%	-5.8%	38	
White	7,129	26,825	1,707	3,648	81.7%	6.2%		
Unknown	516	1,465	167	190	76.9%	-1.2%	18	
Grand Total	17,034	65,981	5,201	8,881	78.1%			

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year						
	2019-20						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
Female	8,967	36,046	2,443	4,909	89.4%	-0.9%	337
Male	7,769	29,148	2,626	3,869	90.4%	0.9%	
Unknown	302	787	132	103	90.5%	0.7%	
Grand Total	17,034	65,981	5,201	8,881	89.9%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year						
	2019-20						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Female	8,967	36,046	2,443	4,909	78.5%	0.8%	
Male	7,769	29,148	2,626	3,869	77.7%	-0.7%	193
Unknown	302	787	132	103	74.2%	-3.9%	31
Grand Total	17,034	65,981	5,201	8,881	78.1%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year						
	2019-20						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
First Time	2,748	9,927	213	1,241	87.4%	-2.9%	290
First Time Tran..	1,674	3,393	172	488	92.2%	2.5%	
Continuing	9,472	42,926	4,002	6,043	89.4%	-1.4%	581
Returning	2,235	4,167	302	504	88.1%	-1.9%	78
Special Admit	3,739	5,565	511	605	98.1%	9.0%	
Unknown	2	3	1	0	100.0%		
Grand Total	17,034	65,981	5,201	8,881	89.9%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year						
	2019-20						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
First Time	2,748	9,927	213	1,241	65.6%	-14.9%	1,481
First Time Tran..	1,674	3,393	172	488	81.6%	3.7%	
Continuing	9,472	42,926	4,002	6,043	79.4%	3.6%	
Returning	2,235	4,167	302	504	75.9%	-2.3%	96
Special Admit	3,739	5,565	511	605	91.7%	14.8%	
Unknown	2	3	1	0	100.0%		
Grand Total	17,034	65,981	5,201	8,881	78.1%		

4 Online / Onsite course comparison CA

All online courses and matching onsite courses



subject	course	Course Type	Academic Year																			
			2015-16				2016-17				2017-18				2018-19				2019-20			
			Hea..	Enr..	Sect..	FTES	Hea..	Enr..	Sect..	FTES	Hea..	Enr..	Sect..	FTES	Hea..	Enr..	Sect..	FTES	Hea..	Enr..	Sect..	FTES
CA	CA124	Onsite	67	67	4	6.51	65	66	3	6.41	45	45	2	4.37	43	43	2	4.18	59	59	2	5.73
	CA125	Online	16	16	1	1.55	12	12	1	1.17	30	31	2	3.01					31	31	1	3.01
	CA126	Online	23	23	1	2.23	16	16	1	1.55	17	17	1	1.65	22	22	1	2.14	32	32	1	3.11

4 Online / Onsite Retention & Success course comparison CA

All online courses and matching onsite courses

subject_	course	Course..	Academic Year									
			2015-16		2016-17		2017-18		2018-19		2019-20	
CA	CA124	Onsite	85%	94%	76%	95%	91%	98%	81%	93%	88%	100%
	CA125	Online	63%	88%	67%	92%	65%	90%			71%	97%
	CA126	Online	87%	96%	81%	100%	88%	94%	77%	91%	93%	93%

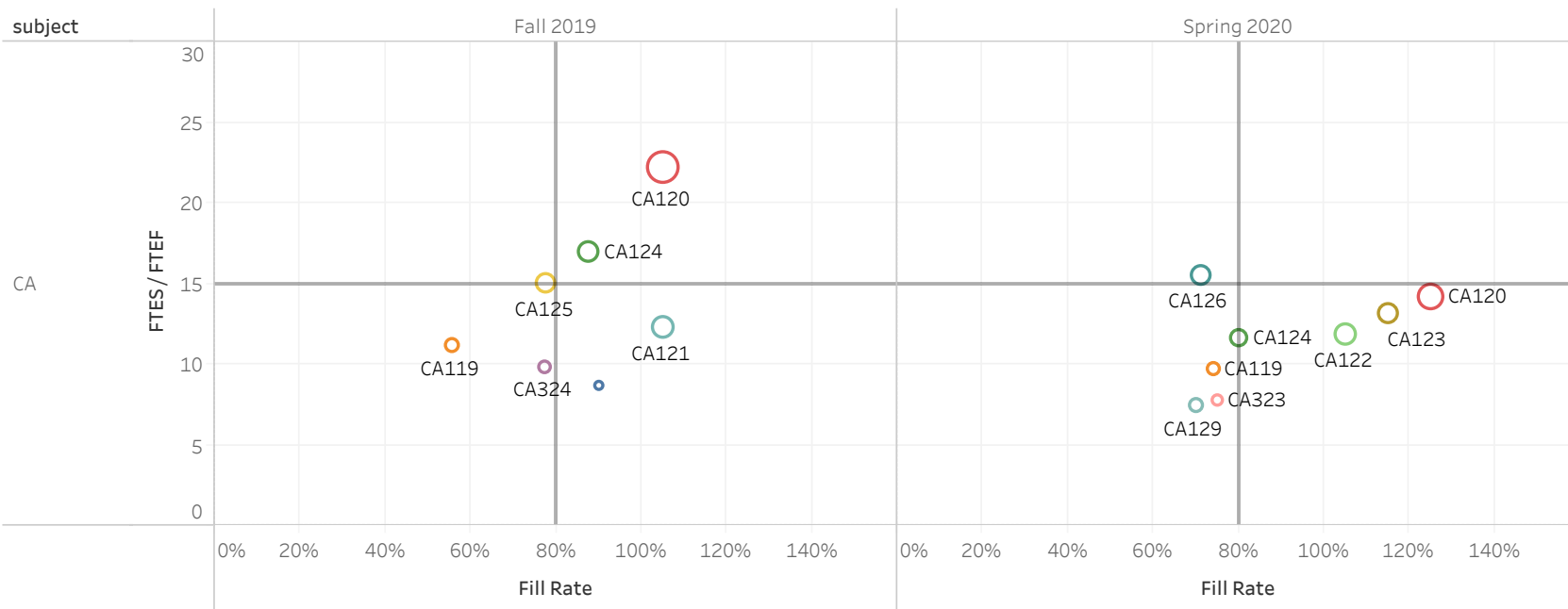
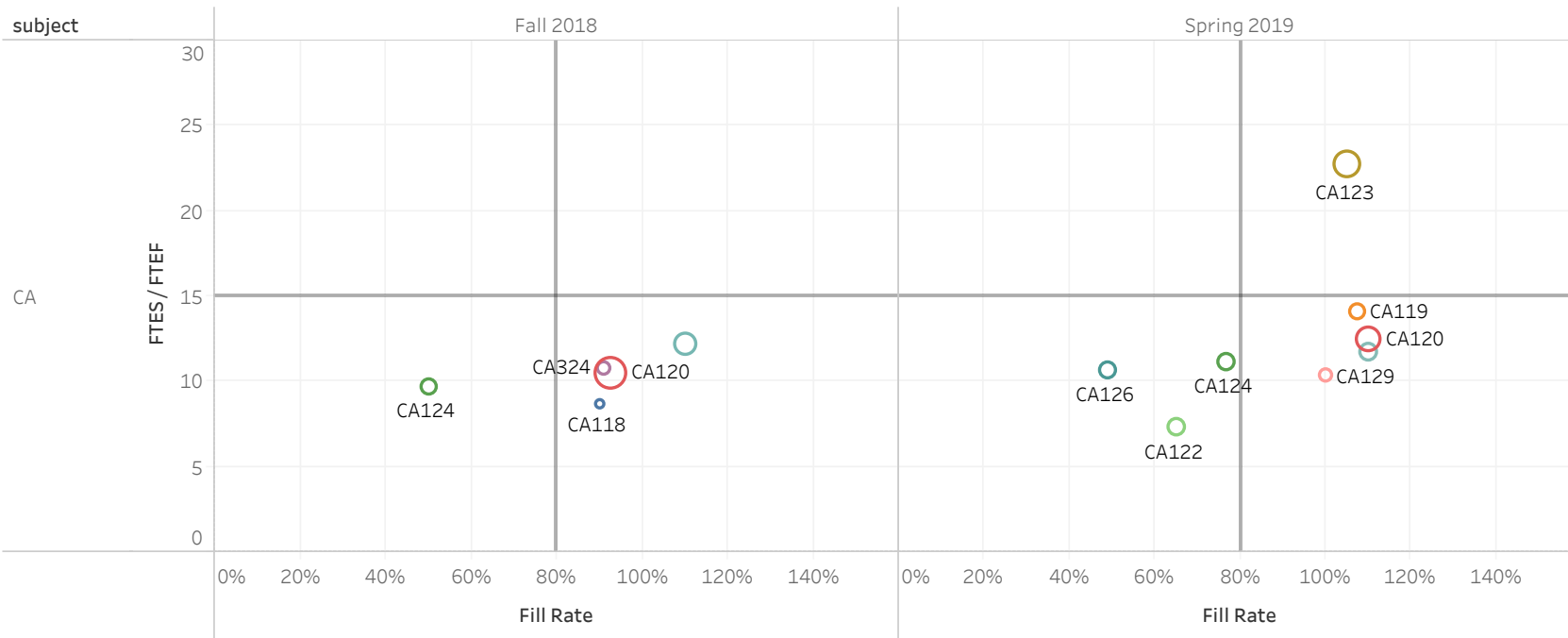
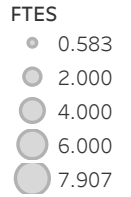
Measure Names

-  Retention %
-  Success %

4 Online / Onsite credit course comparison Allan Hancock College

Course Type		Academic Year				
		2015-16	2016-17	2017-18	2018-19	2019-20
Online	Headcount	7,580	7,006	7,152	6,744	7,040
	Enrollment	15,710	15,695	15,548	15,081	15,957
	Sections	509	517	501	457	487
	Retention %	83%	83%	84%	85%	87%
	Success %	64%	66%	67%	68%	73%
	FTES	1,496	1,524	1,523	1,490	1,569
Onsite	Headcount	13,623	14,458	14,466	13,515	14,715
	Enrollment	50,973	51,353	49,698	48,165	50,024
	Sections	2,284	2,279	2,231	2,164	2,278
	Retention %	90%	90%	89%	89%	91%
	Success %	75%	76%	76%	75%	80%
	FTES	7,145	7,775	7,511	7,403	7,313
Grand Total	Headcount	17,009	17,251	17,276	15,700	17,034
	Enrollment	66,683	67,048	65,246	63,246	65,981
	Sections	2,793	2,796	2,732	2,621	2,765
	Retention %	88%	88%	88%	88%	90%
	Success %	72%	74%	74%	73%	78%
	FTES	8,642	9,298	9,034	8,893	8,881

5 Efficiency Graph CA



Higher Fill Rate (right side of graph) and higher efficiency (top of the graph) is the ideal place for a course to be.

5 Efficiency Table CA

Academic Year	Term Code_	course_	FTES	FTEF+	FTEF / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2018-19	Fall 2018	CA118	0.6	0.067	8.7	18	20	20.0	90%
		CA120	7.9	0.752	10.5	37	40	20.0	93%
		CA121	3.8	0.309	12.2	22	20	20.0	110%
		CA124	1.9	0.200	9.7	20	40	40.0	50%
		CA324	1.3	0.121	10.8	20	22	22.0	91%
		Total	15.5	1.449	10.7	117	142	23.7	82%
	Spring 2019	CA119	1.9	0.133	14.1	29	27	27.0	107%
		CA120	4.7	0.376	12.5	22	20	20.0	110%
		CA122	2.3	0.309	7.4	13	20	20.0	65%
		CA123	5.5	0.243	22.8	21	20	20.0	105%
		CA124	2.2	0.200	11.2	23	30	30.0	77%
		CA126	2.1	0.200	10.7	22	45	45.0	49%
		CA129	2.4	0.200	11.8	22	20	20.0	110%
		CA323	1.3	0.121	10.4	20	20	20.0	100%
	Total	22.4	1.782	12.6	172	202	25.3	85%	
Total			37.9	3.231	11.7	289	344	24.6	84%
2019-20	Sum 2019	CA121	3.6	0.329	10.9	21	22	22.0	95%
		CA324	0.8	0.125	6.0	11	22	22.0	50%
		Total	4.4	0.454	9.6	32	44	22.0	73%
	Fall 2019	CA118	0.6	0.067	8.7	18	20	20.0	90%
		CA119	1.5	0.133	11.2	20	36	36.0	56%
		CA120	8.4	0.376	22.2	21	20	20.0	105%
		CA121	3.8	0.309	12.3	21	20	20.0	105%
		CA124	3.4	0.200	17.0	35	40	40.0	88%
		CA125	3.0	0.200	15.1	31	40	40.0	78%
		CA324	1.2	0.121	9.8	17	22	22.0	77%
	Total	21.8	1.406	15.5	163	198	28.3	82%	
	Spring 2020	CA119	1.3	0.133	9.7	20	27	27.0	74%
		CA120	5.3	0.376	14.2	25	20	20.0	125%
		CA122	3.7	0.309	11.9	21	20	20.0	105%
		CA123	3.2	0.243	13.2	23	20	20.0	115%

5 Efficiency Table CA

Academic Year	Term Code_	course_	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2019-20	Spring 2020	CA124	2.3	0.200	11.7	24	30	30.0	80%
		CA126	3.1	0.200	15.5	32	45	45.0	71%
		CA129	1.5	0.200	7.5	14	20	20.0	70%
		CA323	0.9	0.121	7.8	15	20	20.0	75%
		Total	21.4	1.782	12.0	174	202	25.3	86%
	Total		47.6	3.642	13.1	369	444	26.1	83%
Grand Total			85.5	6.873	12.4	658	788	25.4	84%

6 Degree/Certificate Culinary Arts & Management, Culinary Arts and Management, Culinology

					Academic Year Graduation Desc					
	Program Desc	Degree	Degree Major	Degree Desc (group)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Unduplicated	Culinary Arts & Management	C2	Restaurant Management	18 to fewer than 30 units (L)	1	1	3			
		C3	Restaurant Management	30 to fewer than 60 units (T)			2	1		
	Culinary Arts and Management	C1NA	Baking	6 to fewer than 18 units (E)	9	7	8	5	4	5
			Catering & Events Managemen..	6 to fewer than 18 units (E)	2	1	3	1	1	1
			Food Production Supervision	6 to fewer than 18 units (E)		1	3	2		1
			Food Services Production	6 to fewer than 18 units (E)	1	1	2	1		1
		C2	Dietetic Service Supervision	18 to fewer than 30 units (L)				1		
	Culinology	AA	Culinology	Associate in Arts (A)	7	4	6	7	5	8
Duplicated	Culinary Arts & Management	C2	Restaurant Management	18 to fewer than 30 units (L)	1	1	3			
		C3	Restaurant Management	30 to fewer than 60 units (T)			2	1		
	Culinary Arts and Management	C1NA	Baking	6 to fewer than 18 units (E)	9	7	8	5	4	5
			Catering & Events Managemen..	6 to fewer than 18 units (E)	2	1	3	1	1	1
			Food Production Supervision	6 to fewer than 18 units (E)		1	3	2		1
			Food Services Production	6 to fewer than 18 units (E)	1	1	2	1		1
		C2	Dietetic Service Supervision	18 to fewer than 30 units (L)				1		
	Culinology	AA	Culinology	Associate in Arts (A)	7	4	6	7	5	8
Unduplicated	Total			14	11	15	12	9	12	
Duplicated	Total			20	15	27	18	10	16	

6 Majors Culinary Arts & Management, Culinary Arts and Management, Culinology - Headcount

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Culinology	257	285	256	200	218	174
Dietetic Service Supervision				14	11	3
Management		3				
Restaurant Management				7	14	27
Grand Total	257	287	256	221	242	202

6 Culinary Arts & Management, Culinary Arts and Management, Culinology Award|Major Match

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

					Academic Year Graduation Desc											
					2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Program..	Degree	Degree Major	Degree Desc (group)	Major ..	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Culinary Arts & Management	C2	Restaurant Management	18 to fewer than 30 units ..	Split	1	100%	1	100%	3	100%						
	C3	Restaurant Management	30 to fewer than 60 units ..	Split					2	100%	1	100%				
	Total					1	100%	1	100%	5		1	100%			
Culinary Arts and Management	C1NA	Baking	6 to fewer than 18 units (E)	Split	9	100%	7	100%	8	100%	5	100%	4	100%	5	100%
		Catering & Events Manag..	6 to fewer than 18 units (E)	Split	2	100%	1	100%	3	100%	1	100%	1	100%	1	100%
		Food Production Supervi..	6 to fewer than 18 units (E)	Split			1	100%	3	100%	2	100%			1	100%
		Food Services Production	6 to fewer than 18 units (E)	Split	1	100%	1	100%	2	100%	1	100%			1	100%
	C2	Dietetic Service Supervis..	18 to fewer than 30 units ..	Split							1	100%				
Total					11		9		11		7		5		6	
Culinolo..	AA	Culinology	Associate in Arts (A)	Match	4	57%	3	75%	6	100%	7	100%	4	80%	8	100%
				Split	3	43%	1	25%					1	20%		
	Total					7	100%	4	100%	6	100%	7	100%	5	100%	8

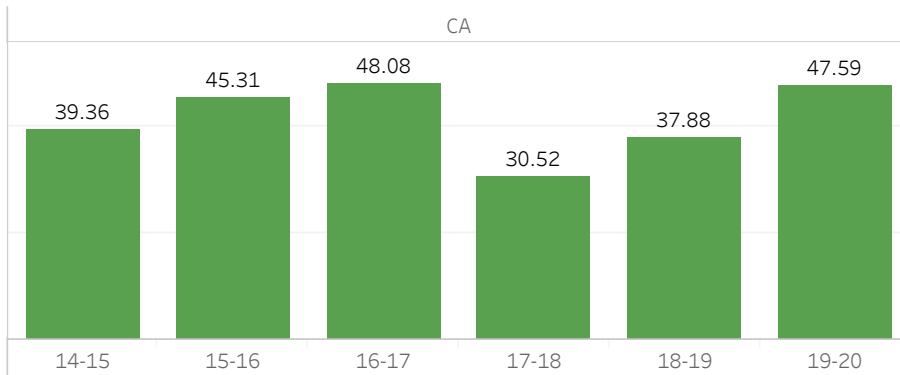
6 Degree/Certificate Allan Hancock College

		Academic Year Graduation Desc					
	Degree Desc (group)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Unduplicated	6 to fewer than 18 units (E)	235	253	318	303	277	246
	12 to fewer than 18 units (B)		1		11	11	16
	18 to fewer than 30 units (L)	172	149	180	146	168	113
	30 to fewer than 60 units (T)	555	511	596	634	697	674
	60+ units (F)	37	38	34	33	38	28
	Associate in Arts - Transfer	42	92	126	159	163	218
	Associate in Arts (A)	571	494	523	493	589	880
	Associate in Science - Transfe	90	95	128	126	191	226
	Associate in Science (S)	299	277	319	313	321	304
	NC Cert 48 to <96 hrs (H)	29	3	10	22	21	8
	NC Cert 192 to <288 hrs (K)	5	7	5	1	6	13
	NC Cert 288 to <480 hrs (P)	4	2	27	46	38	31
	NC Cert 480 to <960 hrs (Q)				2	9	29
	Other Credit Award <6 units(O)	42	129	124	126	94	151
Duplicated	6 to fewer than 18 units (E)	240	261	365	330	299	267
	12 to fewer than 18 units (B)		1		11	11	16
	18 to fewer than 30 units (L)	184	157	188	166	182	122
	30 to fewer than 60 units (T)	575	527	624	671	738	700
	60+ units (F)	37	38	34	33	38	28
	Associate in Arts - Transfer	42	95	130	163	164	229
	Associate in Arts (A)	795	709	726	737	814	1,434
	Associate in Science - Transfe	98	99	133	138	207	235
	Associate in Science (S)	318	307	347	345	350	335
	NC Cert 48 to <96 hrs (H)	29	3	10	23	21	8
	NC Cert 192 to <288 hrs (K)	5	7	5	1	6	13
	NC Cert 288 to <480 hrs (P)	4	2	34	46	39	32
	NC Cert 480 to <960 hrs (Q)				2	9	29
	Other Credit Award <6 units(O)	63	142	136	150	105	161
Unduplicated	Total	1,517	1,491	1,703	1,673	1,802	1,923
Duplicated	Total	2,390	2,348	2,732	2,816	2,983	3,609

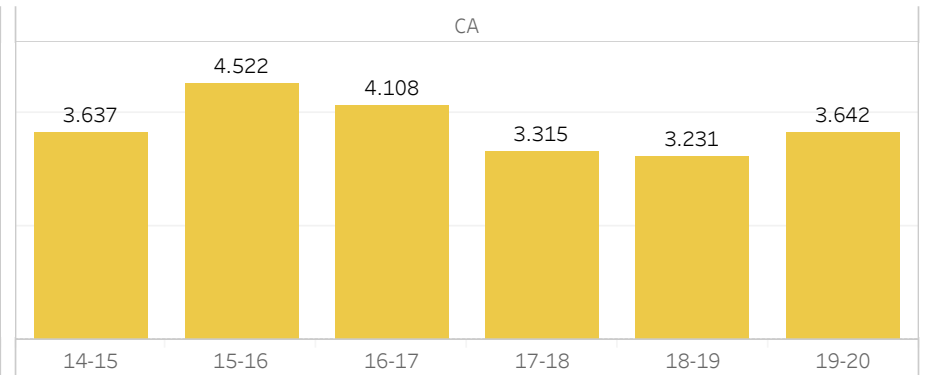
7 FTEF+Overload, FTES & Efficiency - CA

Academic Year																	
2014-2015			2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF
3.637	39.36	10.82	4.522	45.31	10.02	4.108	48.08	11.70	3.315	30.52	9.21	3.231	37.88	11.72	3.642	47.59	13.07

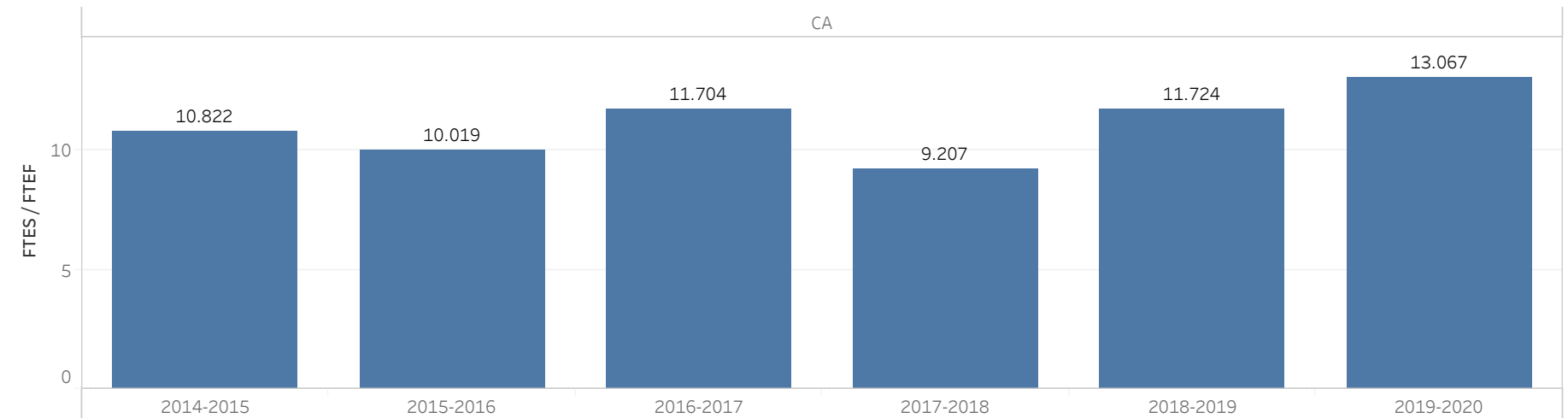
FTES



FTEF



FTEF/ FTES



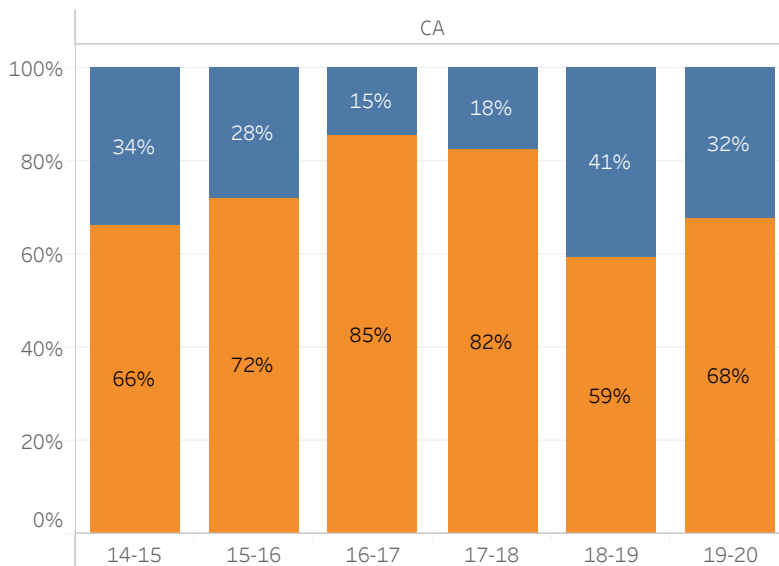
7 FTEF, overload, sections by faculty type CA

SUBJECT	Faculty Type	2014-2015				2015-2016				2016-2017			
		FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
CA	Instructional - FT	1.024	0.614	1.00	6.00	1.024	0.857	1.00	7.00	0.600	0.000	1.00	4.00
	Instructional - PT	1.999	0.000	4.00	10.00	2.641	0.000	4.00	13.00	3.508	0.000	5.00	14.00
Grand Total		3.023	0.614	5.00	16.00	3.665	0.857	5.00	20.00	4.108	0.000	5.00	18.00

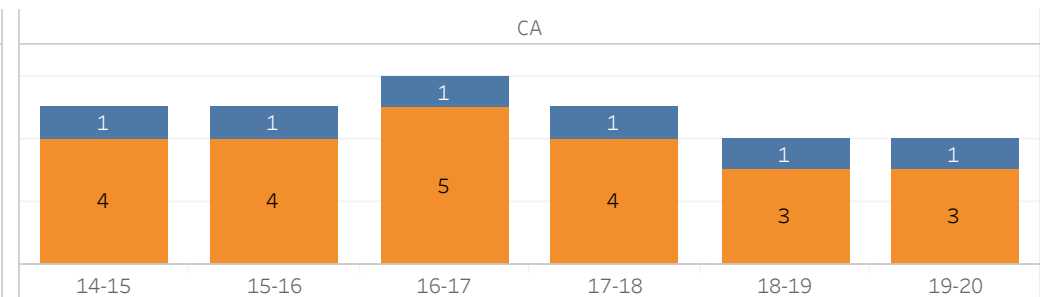
SUBJECT	Faculty Type	2017-2018				2018-2019				2019-2020			
		FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
CA	Instructional - FT	0.51	0.40	1.00	4.00	1.20	0.28	1.00	6.00	1.14	0.13	1.00	7.00
	Instructional - PT	2.41	0.00	4.00	12.00	1.76	0.00	3.00	9.00	2.38	0.00	3.00	11.00
Grand Total		2.92	0.40	4.00	16.00	2.96	0.28	4.00	14.00	3.52	0.13	4.00	17.00

Faculty Type
■ Instructional - FT
■ Instructional - PT

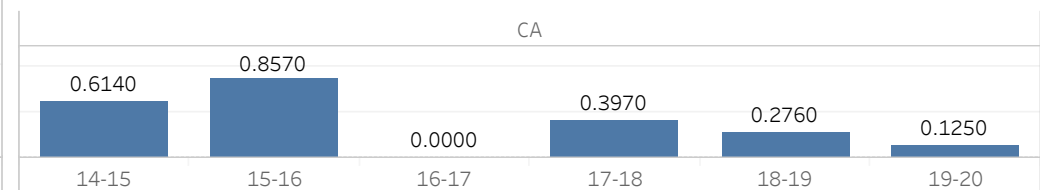
%FTEF by Faculty Type



Faculty count by type



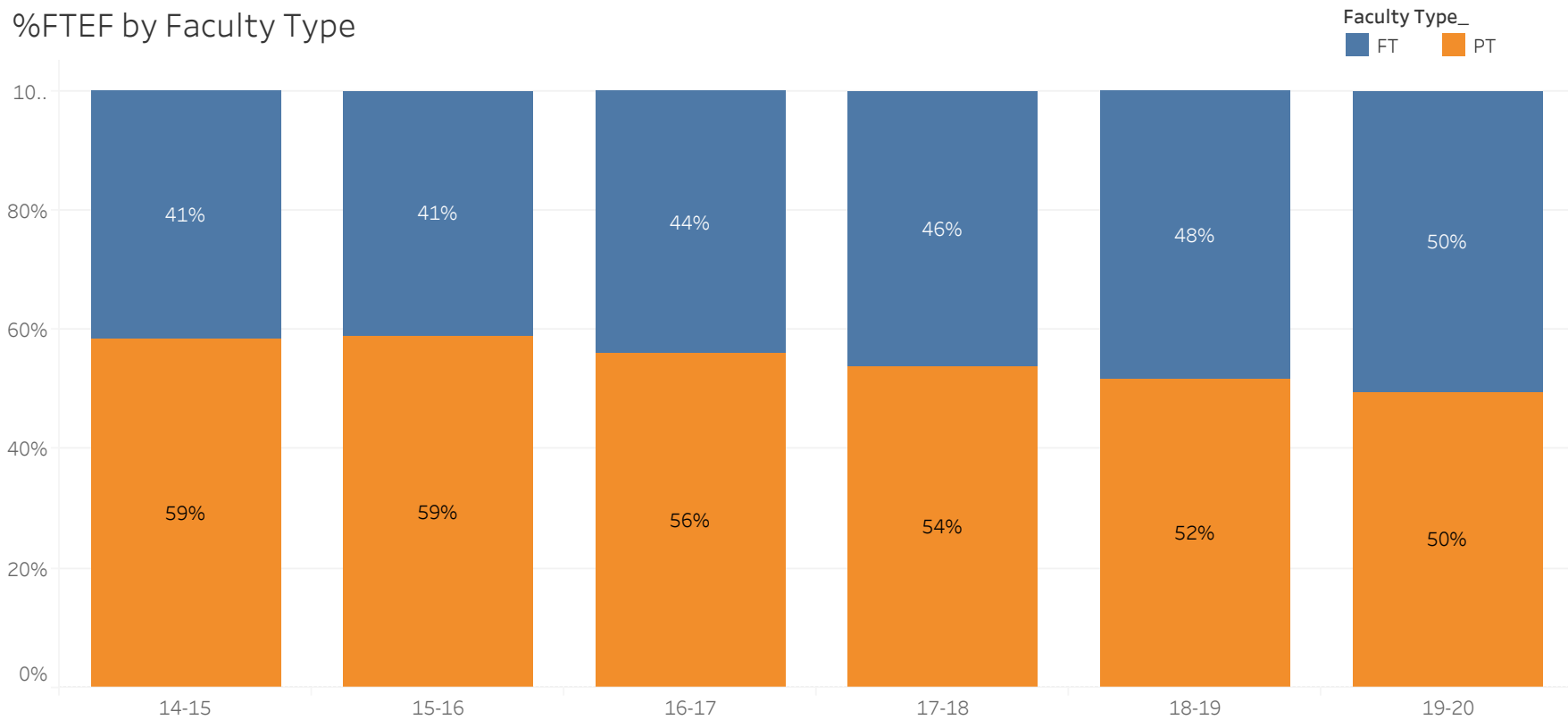
Overload



7 FTEF+Overload by Faculty Type Allan Hancock College

Instruction Type	Faculty Type	Academic Year					
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Instructional	Instructional - FT	277.160	288.448	307.136	313.022	314.389	311.083
	Instructional - PT	358.454	379.747	356.486	332.909	314.331	298.089
	Total	635.614	668.195	663.622	645.931	628.720	609.172
NonInstructional	NonInstructional - FT	73.988	70.677	70.965	74.347	77.457	94.311
	NonInstructional - PT	34.646	35.110	33.486	35.313	29.225	25.802
	Total	108.634	105.787	104.451	109.660	106.682	120.113
Grand Total		744.248	773.982	768.073	755.591	735.402	729.285

%FTEF by Faculty Type



Appendix A: Program/Course Demographics by Outcome CA

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CA118	Under 20					4	0.13	100%	50%	5	0.16	80%	40%
	20-24	5	0.16	100%	80%	8	0.26	63%	50%	6	0.19	83%	67%
	25-29					2	0.06	50%	0%	3	0.10	100%	67%
	30-34	3	0.10	100%	67%	2	0.06	100%	100%				
	35-39	1	0.03	100%	0%	1	0.03	100%	100%				
	40-49					1	0.03	100%	100%	4	0.13	100%	75%
CA119	Under 20	6	0.39	100%	83%	10	0.65	70%	60%	9	0.63	100%	78%
	20-24	13	0.84	92%	92%	9	0.58	78%	67%	17	1.17	86%	86%
	25-29	3	0.19	100%	100%	3	0.19	100%	100%	3	0.22	100%	67%
	30-34	3	0.19	100%	100%	2	0.13	100%	100%	2	0.14	100%	100%
	35-39	2	0.13	100%	100%	1	0.06	100%	100%	1	0.06	100%	100%
	40-49	1	0.06	100%	100%	2	0.13	100%	100%	6	0.42	100%	100%
	50+	1	0.06	100%	100%	2	0.13	100%	100%	2	0.14	100%	100%
CA120	Under 20	11	2.35	100%	82%	25	5.34	100%	96%	20	5.93	85%	80%
	20-24	15	3.21	100%	100%	16	3.42	94%	88%	9	2.66	100%	100%
	25-29	4	0.85	75%	75%	6	1.28	100%	100%	5	1.25	100%	100%
	30-34	3	0.64	100%	100%	6	1.28	100%	100%	2	0.61	50%	50%
	35-39	3	0.64	100%	100%	3	0.64	100%	100%	2	0.61	50%	50%
	40-49	1	0.21	100%	100%	2	0.43	100%	100%	4	1.22	100%	100%
	50+	1	0.21	100%	100%	1	0.21	100%	100%	4	1.41	100%	100%
CA121	Under 20	5	0.86	80%	60%	8	1.37	88%	88%	14	2.48	100%	86%
	20-24	7	1.20	100%	100%	5	0.86	100%	80%	11	1.93	100%	100%
	25-29	1	0.17	100%	100%	1	0.17	100%	100%	2	0.36	100%	100%
	30-34	2	0.34	100%	100%	4	0.69	75%	75%	6	1.06	100%	100%
	35-39	1	0.17	100%	100%	1	0.17	100%	100%	3	0.52	33%	33%
	40-49	2	0.34	100%	100%	2	0.34	100%	100%	3	0.53	100%	100%
	50+					1	0.17	100%	100%	3	0.52	100%	100%
CA122	Under 20	3	0.51	100%	100%	5	0.87	80%	80%	7	1.22	100%	100%
	20-24	5	0.86	100%	100%	1	0.17	100%	100%	6	1.05	80%	80%
	25-29	2	0.34	100%	100%	1	0.17	100%	100%	1	0.17	100%	100%

Appendix A: Program/Course Demographics by Outcome CA

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CA122	30-34	1	0.17	100%	100%	3	0.52	100%	100%	3	0.52	100%	100%
	35-39	1	0.17	100%	100%					1	0.17	100%	100%
	40-49	1	0.17	100%	100%	1	0.17	0%	0%	2	0.35	100%	100%
	50+	1	0.17	100%	100%	2	0.35	100%	100%	1	0.17	100%	100%
CA123	Under 20	5	0.70	100%	80%	7	1.84	71%	71%	5	0.70	100%	100%
	20-24	7	0.97	100%	100%	2	0.53	100%	100%	8	1.11	100%	100%
	25-29	1	0.14	100%	100%	2	0.53	100%	100%	1	0.14	100%	100%
	30-34	2	0.28	100%	100%	4	1.05	100%	100%	4	0.56	100%	100%
	35-39	1	0.14	100%	100%	1	0.26	100%	100%				
	40-49	2	0.28	100%	100%	3	0.79	67%	67%	4	0.56	100%	100%
	50+					2	0.53	50%	50%	1	0.14	100%	100%
CA124	Under 20	8	0.78	100%	75%	16	1.55	94%	88%	14	1.36	100%	91%
	20-24	18	1.75	100%	100%	14	1.36	100%	86%	25	2.43	100%	80%
	25-29	7	0.68	100%	100%	2	0.19	100%	100%	6	0.58	100%	83%
	30-34	4	0.39	100%	100%	5	0.49	80%	80%	3	0.29	100%	100%
	35-39	1	0.10	100%	100%	2	0.19	100%	50%	3	0.29	100%	100%
	40-49	4	0.39	100%	75%	1	0.10	100%	100%	5	0.49	100%	100%
	50+	3	0.29	67%	67%	3	0.29	67%	33%	3	0.29	100%	100%
CA125	Under 20	5	0.49	100%	40%					13	1.26	100%	54%
	20-24	7	0.78	88%	75%					7	0.68	86%	57%
	25-29	3	0.29	100%	67%					4	0.39	100%	100%
	30-34	5	0.49	80%	80%					1	0.10	100%	100%
	35-39	1	0.10	100%	100%					1	0.10	100%	100%
	40-49	5	0.49	80%	40%					4	0.39	100%	100%
	50+	4	0.39	100%	75%					1	0.10	100%	100%
CA126	Under 20	1	0.10	100%	100%	9	0.87	89%	78%	7	0.68	100%	100%
	20-24	6	0.58	83%	83%	6	0.58	83%	50%	10	0.97	88%	88%
	25-29	4	0.39	100%	75%	2	0.19	100%	100%	5	0.49	80%	80%
	30-34	2	0.19	100%	100%	1	0.10	100%	100%	3	0.29	100%	100%
	35-39	1	0.10	100%	100%	1	0.10	100%	100%				

Appendix A: Program/Course Demographics by Outcome CA

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CA126	40-49					1	0.10	100%	100%	6	0.58	100%	100%
	50+	3	0.29	100%	100%	2	0.19	100%	100%	1	0.10	100%	100%
CA129	Under 20					6	0.64	100%	100%	4	0.43	50%	50%
	20-24					3	0.32	100%	100%	4	0.43	67%	67%
	25-29					2	0.21	100%	100%	2	0.21	100%	100%
	30-34					4	0.43	100%	75%				
	35-39					2	0.21	100%	100%	1	0.11	0%	0%
	40-49					3	0.32	100%	100%	1	0.11	100%	100%
	50+					2	0.21	100%	100%	2	0.21	100%	100%
CA323	Under 20	1	0.06	100%	100%	7	0.44	71%	71%	7	0.44	100%	86%
	20-24	3	0.18	100%	100%	3	0.19	100%	100%	6	0.38	100%	100%
	25-29	6	0.37	100%	83%	2	0.13	100%	100%	1	0.06	100%	100%
	30-34	1	0.06	100%	100%	4	0.25	100%	100%				
	35-39	2	0.12	50%	50%	3	0.19	67%	67%				
	40-49	2	0.12	50%	50%								
	50+					1	0.06	100%	100%	1	0.06	100%	100%
CA324	Under 20	15	0.95	80%	53%	5	0.33	80%	60%	6	0.42	83%	50%
	20-24	12	0.76	75%	67%	4	0.26	100%	75%	10	0.70	70%	70%
	25-29	3	0.19	100%	67%	1	0.07	100%	100%	3	0.21	100%	100%
	30-34	3	0.19	100%	100%	2	0.13	100%	100%	4	0.28	100%	100%
	35-39	1	0.07	100%	100%	2	0.13	50%	50%	1	0.14	50%	0%
	40-49	1	0.06	100%	100%	4	0.26	100%	100%				
	50+	1	0.06	100%	100%	2	0.13	100%	100%	3	0.21	100%	100%

Appendix A: Program/Course Demographics by Outcome CA

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CA118	Black					1	0.03	100%	100%	1	0.03	100%	0%
	Filipino									1	0.03	0%	0%
	Hispanic	9	0.29	100%	67%	11	0.36	64%	45%	8	0.26	100%	88%
	Native Am									3	0.10	67%	33%
	White					6	0.19	100%	67%	4	0.13	100%	50%
	Unknown									1	0.03	100%	100%
CA119	Asian	2	0.13	100%	100%								
	Black					1	0.06	100%	100%	4	0.27	75%	50%
	Filipino	2	0.13	100%	100%	2	0.13	100%	100%	1	0.07	100%	100%
	Hispanic	10	0.65	100%	100%	16	1.04	81%	69%	19	1.34	100%	94%
	Native Am	1	0.06	100%	100%	2	0.13	100%	100%	4	0.28	100%	75%
	Pac Isl	1	0.06	100%	0%								
	White	12	0.78	92%	92%	8	0.52	75%	75%	11	0.76	90%	90%
	Unknown	1	0.06	100%	100%					1	0.06	100%	100%
CA120	Asian					1	0.21	100%	100%	2	0.61	100%	100%
	Black	1	0.21	100%	100%					2	0.43	100%	100%
	Filipino					3	0.64	100%	100%	2	0.61	100%	100%
	Hispanic	20	4.27	95%	85%	27	5.77	96%	89%	23	6.76	82%	82%
	Native Am	3	0.64	100%	100%	2	0.43	100%	100%				
	White	13	2.78	100%	100%	25	5.34	100%	100%	15	4.50	93%	93%
	Unknown	1	0.21	100%	100%	1	0.21	100%	100%	2	0.80	100%	50%
CA121	Asian	2	0.34	100%	100%					1	0.17	100%	100%
	Black									1	0.17	100%	100%
	Filipino	1	0.17	100%	100%	1	0.17	100%	100%	2	0.36	100%	100%
	Hispanic	8	1.37	88%	75%	12	2.06	92%	83%	19	3.36	95%	89%
	Native Am					1	0.17	100%	100%	3	0.52	100%	100%
	White	6	1.03	100%	100%	7	1.20	86%	86%	14	2.46	93%	86%
Unknown	1	0.17	100%	100%	1	0.17	100%	100%	2	0.36	100%	100%	
CA122	Asian	2	0.34	100%	100%	1	0.17	100%	100%	1	0.17	0%	0%
	Filipino	1	0.17	100%	100%					1	0.17	100%	100%

Appendix A: Program/Course Demographics by Outcome CA

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CA122	Hispanic	10	1.72	100%	100%	7	1.22	86%	86%	11	1.92	100%	100%
	Native Am	1	0.17	100%	100%	1	0.17	100%	100%	2	0.35	100%	100%
	White					3	0.52	67%	67%	5	0.87	100%	100%
	Unknown					1	0.17	100%	100%	1	0.17	100%	100%
CA123	Asian	2	0.28	100%	100%	1	0.26	100%	100%				
	Black	1	0.14	100%	100%								
	Filipino	1	0.14	100%	100%	1	0.26	100%	100%	1	0.14	100%	100%
	Hispanic	9	1.25	100%	89%	9	2.37	78%	78%	11	1.53	100%	100%
	Native Am	1	0.14	100%	100%	1	0.26	100%	100%	2	0.28	100%	100%
	White	4	0.56	100%	100%	7	1.84	71%	71%	8	1.11	100%	100%
	Unknown					2	0.53	100%	100%	1	0.14	100%	100%
CA124	Asian	2	0.19	100%	100%	2	0.19	50%	50%	2	0.19	100%	100%
	Black	2	0.19	100%	50%	1	0.10	100%	0%	3	0.29	100%	67%
	Filipino	2	0.19	100%	100%					5	0.49	100%	75%
	Hispanic	23	2.23	100%	96%	20	1.94	90%	80%	25	2.43	100%	91%
	Native Am	1	0.10	100%	100%	3	0.29	100%	100%	4	0.39	100%	50%
	Pac Isl									1	0.10		
	White	14	1.36	93%	86%	16	1.55	100%	88%	18	1.75	100%	100%
	Unknown	1	0.10	100%	100%	1	0.10	100%	100%	1	0.10	100%	100%
CA125	Asian	2	0.19	100%	100%					1	0.10	100%	100%
	Black	2	0.19	50%	0%								
	Filipino	1	0.19	50%	0%								
	Hispanic	10	0.97	90%	70%					16	1.55	94%	63%
	Native Am	2	0.19	100%	50%					2	0.19	100%	100%
	White	12	1.17	100%	75%					11	1.07	100%	73%
	Unknown	1	0.10	100%	100%					1	0.10	100%	100%
CA126	Asian	1	0.10	100%	100%					1	0.10	0%	0%
	Black					1	0.10	100%	100%				
	Filipino	2	0.19	50%	50%	1	0.10	100%	100%	3	0.29	100%	100%
	Hispanic	5	0.49	100%	80%	10	0.97	80%	60%	14	1.36	91%	91%

Appendix A: Program/Course Demographics by Outcome CA

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CA126	Native Am	1	0.10	100%	100%	1	0.10	100%	100%	1	0.10	100%	100%
	White	7	0.68	100%	100%	8	0.78	100%	88%	13	1.26	100%	100%
	Unknown	1	0.10	100%	100%	1	0.10	100%	100%				
CA129	Asian					2	0.21	100%	50%				
	Black					1	0.11	100%	100%				
	Hispanic					10	1.07	100%	100%	10	1.07	75%	75%
	Native Am					2	0.21	100%	100%				
	White					6	0.64	100%	100%	3	0.32	50%	50%
	Unknown					1	0.11	100%	100%	1	0.11	100%	100%
CA323	Asian	1	0.06	100%	100%	1	0.06	100%	100%				
	Black	1	0.06	100%	100%								
	Filipino					1	0.06	100%	100%	1	0.06	100%	100%
	Hispanic	10	0.61	90%	80%	9	0.57	78%	78%	8	0.50	100%	100%
	Native Am					2	0.13	100%	100%	1	0.06	100%	100%
	White	2	0.12	50%	50%	6	0.38	83%	83%	5	0.31	100%	80%
	Unknown	1	0.06	100%	100%	1	0.06	100%	100%				
CA324	Asian	1	0.06	100%	100%	1	0.07	100%	100%	2	0.14	100%	100%
	Filipino									1	0.07	100%	100%
	Hispanic	28	1.79	79%	57%	7	0.46	86%	71%	10	0.69	80%	80%
	Native Am					2	0.13	100%	50%	3	0.21	100%	100%
	White	7	0.43	100%	100%	9	0.59	89%	89%	11	0.83	75%	50%
	Unknown					1	0.07	100%	100%				

Appendix A: Program/Course Demographics by Outcome CA

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CA118	Female	6	0.19	100%	67%	8	0.26	63%	63%	4	0.13	100%	100%
	Male	3	0.10	100%	67%	9	0.29	89%	56%	14	0.45	86%	50%
	Unknown					1	0.03	100%	0%				
CA119	Female	16	1.04	94%	94%	15	0.97	87%	80%	24	1.70	96%	96%
	Male	13	0.84	100%	92%	14	0.91	79%	71%	15	1.02	92%	67%
	Unknown									1	0.06	100%	100%
CA120	Female	22	4.70	100%	100%	29	6.20	97%	93%	34	10.95	88%	85%
	Male	16	3.42	94%	81%	30	6.41	100%	97%	10	2.32	89%	89%
	Unknown									2	0.43	100%	100%
CA121	Female	14	2.40	93%	86%	15	2.57	87%	87%	28	4.96	100%	96%
	Male	4	0.69	100%	100%	7	1.20	100%	86%	13	2.28	85%	77%
	Unknown									1	0.17	100%	100%
CA122	Female	10	1.72	100%	100%	8	1.40	100%	100%	21	3.67	95%	95%
	Male	4	0.69	100%	100%	5	0.87	60%	60%				
CA123	Female	8	1.11	100%	88%	9	2.37	89%	89%	18	2.51	100%	100%
	Male	10	1.39	100%	100%	12	3.16	75%	75%	5	0.70	100%	100%
CA124	Female	19	1.85	100%	100%	22	2.14	95%	82%	36	3.50	100%	100%
	Male	26	2.53	96%	85%	21	2.04	90%	81%	22	2.14	100%	68%
	Unknown									1	0.10	100%	100%
CA125	Female	19	1.85	95%	74%					15	1.46	100%	80%
	Male	10	1.07	82%	45%					16	1.55	94%	63%
	Unknown	1	0.10	100%	100%								
CA126	Female	10	0.97	100%	100%	11	1.07	91%	73%	21	2.04	94%	94%
	Male	6	0.58	83%	67%	11	1.07	91%	82%	11	1.07	90%	90%
	Unknown	1	0.10	100%	100%								
CA129	Female					12	1.28	100%	100%	10	1.07	71%	71%
	Male					10	1.07	100%	90%	4	0.43	75%	75%
CA323	Female	15	0.92	87%	80%	16	1.01	81%	81%	11	0.69	100%	91%
	Male					4	0.25	100%	100%	4	0.25	100%	100%
CA324	Female	30	1.89	87%	67%	15	0.98	93%	80%	20	1.39	85%	85%

Appendix A: Program/Course Demographics by Outcome CA

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CA324	Male	6	0.38	67%	67%	5	0.33	80%	80%	7	0.56	75%	38%

Appendix A: Program/Course Demographics by Outcome CA

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CA118	First Time	1	0.03	100%	0%	2	0.06	100%	0%	1	0.03	100%	0%
	First Time Transfer	1	0.03	100%	100%					3	0.10	100%	67%
	Continuing	5	0.16	100%	80%	13	0.42	92%	77%	14	0.45	86%	64%
	Returning	2	0.06	100%	50%	3	0.10	0%	0%				
CA119	First Time	5	0.32	100%	80%	1	0.06	100%	100%	3	0.21	67%	33%
	First Time Transfer	2	0.13	100%	100%	3	0.19	100%	67%	2	0.15	100%	50%
	Continuing	19	1.23	95%	95%	24	1.55	79%	75%	28	1.94	96%	92%
	Returning	3	0.19	100%	100%	1	0.06	100%	100%	7	0.48	100%	100%
CA120	First Time	7	1.50	100%	86%	19	4.06	100%	100%	9	3.40	89%	78%
	First Time Transfer					4	0.85	100%	75%				
	Continuing	31	6.63	97%	94%	29	6.20	97%	93%	35	9.69	89%	89%
	Returning					6	1.28	100%	100%	2	0.61	100%	100%
	Special Admit					1	0.21	100%	100%				
CA121	First Time	3	0.51	67%	67%	8	1.37	88%	88%	7	1.23	100%	86%
	First Time Transfer					1	0.17	100%	100%	4	0.69	75%	75%
	Continuing	15	2.57	100%	93%	11	1.89	91%	82%	29	5.13	97%	93%
	Returning					2	0.34	100%	100%	2	0.36	100%	100%
CA122	Continuing	13	2.23	100%	100%	12	2.10	83%	83%	21	3.67	95%	95%
	Returning	1	0.17	100%	100%	1	0.17	100%	100%				
CA123	Continuing	18	2.51	100%	94%	20	5.27	80%	80%	23	3.20	100%	100%
	Returning					1	0.26	100%	100%				
CA124	First Time	6	0.58	83%	67%	11	1.07	100%	73%	5	0.49	100%	100%
	First Time Transfer	4	0.39	100%	75%	2	0.19	100%	100%	3	0.29	100%	67%
	Continuing	33	3.21	100%	97%	26	2.53	92%	88%	44	4.27	100%	90%
	Returning	2	0.19	100%	100%	4	0.39	75%	50%	6	0.58	100%	75%
	Special Admit									1	0.10		
CA125	First Time	1	0.10	100%	0%					2	0.19	100%	50%
	First Time Transfer	2	0.19	100%	50%					1	0.10	100%	100%
	Continuing	25	2.53	88%	65%					23	2.23	100%	70%
	Returning	2	0.19	100%	100%					4	0.39	75%	75%

Appendix A: Program/Course Demographics by Outcome CA

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
CA125	Special Admit									1	0.10	100%	100%
CA126	First Time Transfer	3	0.29	100%	100%	2	0.19	100%	100%				
	Continuing	13	1.26	92%	85%	20	1.94	90%	75%	30	2.91	92%	92%
	Returning	1	0.10	100%	100%					2	0.19	100%	100%
CA129	First Time					1	0.11	100%	100%	1	0.11		
	First Time Transfer					2	0.21	100%	100%				
	Continuing					17	1.82	100%	94%	11	1.18	78%	78%
	Returning					2	0.21	100%	100%	2	0.21	50%	50%
CA323	First Time Transfer					1	0.06	100%	100%				
	Continuing	13	0.80	92%	85%	15	0.94	87%	87%	13	0.82	100%	100%
	Returning	2	0.12	50%	50%	4	0.25	75%	75%	1	0.06	100%	100%
	Special Admit									1	0.06	100%	0%
CA324	First Time	8	0.51	100%	38%	4	0.26	100%	75%	2	0.14	100%	100%
	First Time Transfer	1	0.07	100%	100%	2	0.13	100%	100%	3	0.28	75%	50%
	Continuing	23	1.45	74%	74%	11	0.72	91%	82%	21	1.46	81%	71%
	Returning	4	0.25	100%	75%	3	0.20	67%	67%	1	0.07	100%	100%

Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Major Match	Program Desc	Degree	Degree Major	Student Major	Degree Desc (group)	Academic Year Graduation Desc							
						2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020		
Match	Culinolo..	AA	Culinology	Culinology	Associate in Arts (A)	4	3	6	7	4	8		
		Total				4	3	6	7	4	8		
	Total					4	3	6	7	4	8		
Split	Culinary Arts & Management	C2	Restaurant Management	Culinology	18 to fewer than 30 unit..	1	1	2					
				Management	18 to fewer than 30 unit..			1					
		C3	Restaurant Management	Culinology	30 to fewer than 60 unit..			2	1				
	Total					1	1	5	1				
	Culinary Arts and Management	C1NA	Baking	Biology	Biology	6 to fewer than 18 units ..	1						
				Culinology	Culinology	6 to fewer than 18 units ..	7	4	7	4	4	4	
				Early Childhood Ed for Transfer	Early Childhood Ed for Transfer	6 to fewer than 18 units ..		1					
				English	English	6 to fewer than 18 units ..			1				
				Entrepreneurship	Entrepreneurship	6 to fewer than 18 units ..		1					
				Fam and Consumer Scien Gene..	Fam and Consumer Scien Gene..	6 to fewer than 18 units ..	1						
				Fashion Studies	Fashion Studies	6 to fewer than 18 units ..		1					
				Graphics	Graphics	6 to fewer than 18 units ..				1			
				Restaurant Management	Restaurant Management	6 to fewer than 18 units ..						1	
				Catering & Events Management	Culinology	Culinology	6 to fewer than 18 units ..	1	1	2	1		1
					Human Services General	Human Services General	6 to fewer than 18 units ..	1					
					Management	Management	6 to fewer than 18 units ..			1			
					Restaurant Management	Restaurant Management	6 to fewer than 18 units ..					1	
				Food Production Supervision	Culinology	Culinology	6 to fewer than 18 units ..		1	2	2		1
					Management	Management	6 to fewer than 18 units ..			1			
				Food Services Production	Culinology	Culinology	6 to fewer than 18 units ..		1	1	1		1
					Human Services General	Human Services General	6 to fewer than 18 units ..	1					
	Management	Management	6 to fewer than 18 units ..				1						
	C2	Dietetic Service Supervision	Culinology	18 to fewer than 30 unit..				1					
Total					11	9	11	7	5	6			
Culinolo..	AA	Culinology	Biology	Biology	Associate in Arts (A)	1							
			Entrepreneurship	Entrepreneurship	Associate in Arts (A)		1						
			Fam and Consumer Scien Gene..	Fam and Consumer Scien Gene..	Associate in Arts (A)	1				1			
			Registered Nursing	Registered Nursing	Associate in Arts (A)	1							
Total					3	1			1				

Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Major Match	Program Desc	Degree	Degree Major	Student Major	Degree Desc (group)	Academic Year Graduation Desc					
						2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Split	Total					12	10	13	7	6	6
Grand Total						14	11	15	12	9	12

Term
Multiple values

Comprehensive Program Review (CPR) Learning Outcomes Assessment Data

This document contains the data from the last 6 years as reported to Institutional Effectiveness via eLumen. The packet contains charts and tables that indicate outcome performance by Course Learning Outcomes (CLO), Program Learning Outcomes (PLO), and Institutional Learning Outcomes (ILO).

Term
Multiple values

Program
CA

Sample Question from the CPR:

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review?

Items to look for:

1. Courses with little to no completed assessments
2. Table Data in red that indicates performance that was below the 70% benchmark
3. Improvement plans that have suggestions for improvements..

Department
Culinary Arts

Program
Culinary Arts

Term
Multiple values

1. Historical PLO Performance Chart- This is a chart showing the PLO percent and the count of students that met standards by term.

Program
CA

2. Historical PLO Performance Table- This is a table showing the overall PLO performance over the last 6 academic years, including percent and numbers of students meeting standards.

3. PLO Performance by Demographic- This chart shows the PLO performance reported by gender, ethnicity, first-gen, etc.

Discipline
CA

4. PLO Performance by Demographic Chart- This is the table version of the chart but also includes the counts of students reported.

5. Historical CLO Performance Chart - This is a chart showing the CLO percent met and the count of students that met standards by term.

6. Historical CLO Performance Table- This is a chart of the table above.

7. Historical Course Performance- This is SLO assessment by course, including percent and number of students that met standards.

8. ILO Performance Table- This is the ILO performance of the program for the past 6 academic years.

9. ILO Performance Chart- This is the ILO performance of the program for the past 6 academic years in a table that includes the number of courses that are connected to each ILO.

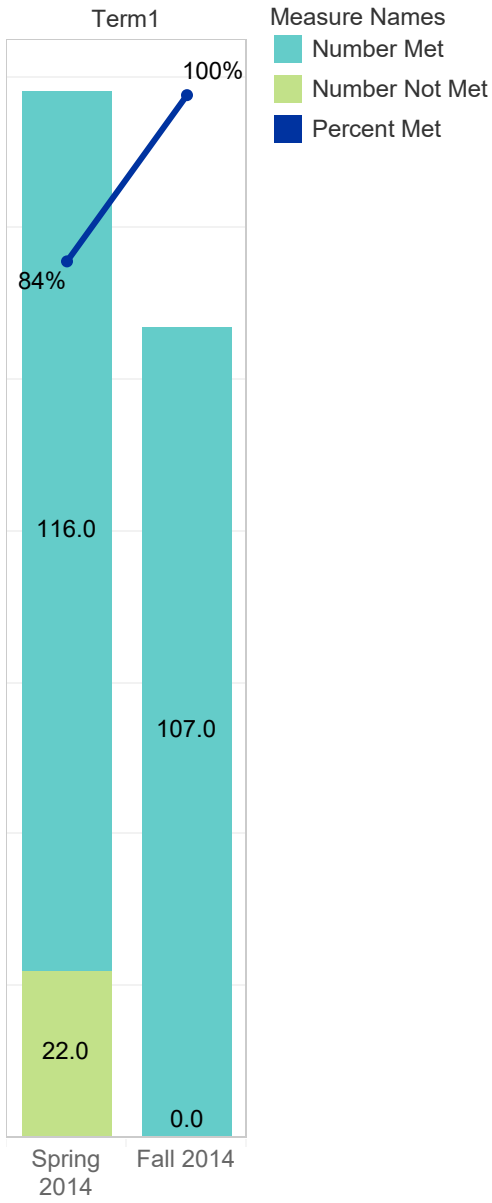
10. Historical Associations- CLOs and ILOs/PLOs- These are the CLO and ILO associations.

11. Historical Associations ILO/PLO- These are the Course and ILO associations.

12. Course Improvement Plans- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

1. Historical PLO Performance Chart-

This is a chart showing the PLO percent and the count of students that met standards by term.



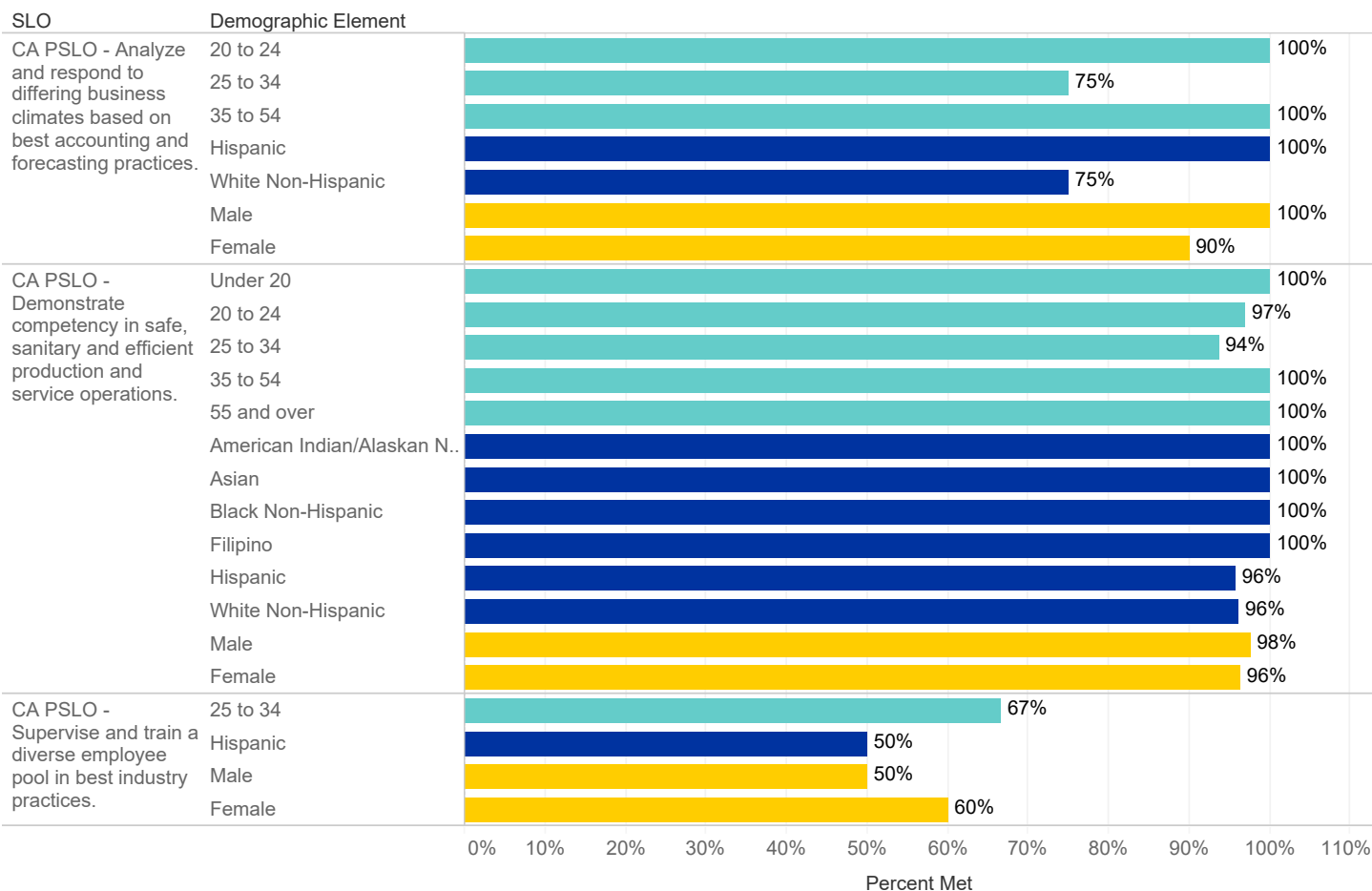
2. Historical PLO Performance Table- This is a table showing the overall PLO performance over the last 6 academic years, including percent and numbers of students meeting standards.

			Number Met	Number Not Met	Percent Met
CA	CA PSLO - Analyze and respond to differing business climates based on best accounting and forecasting practices.	CA126	26.0	8.0	76%
		CA323	38.0	0.0	100%
		Total	64.0	8.0	89%
	CA PSLO - Demonstrate competency in safe, sanitary and efficient production and service operations.	CA121	71.0	0.0	100%
		CA122	40.0	0.0	100%
		CA125	6.0	7.0	46%
	Total	117.0	7.0	94%	
	CA PSLO - Supervise and train a diverse employee pool in best industry practices.	CA125	6.0	7.0	46%
		Total	6.0	7.0	46%
	Total		187.0	22.0	89%

3. PLO Performance by Demographic- This chart shows the PLO performance reported by gender, ethnicity, first-gen, etc.

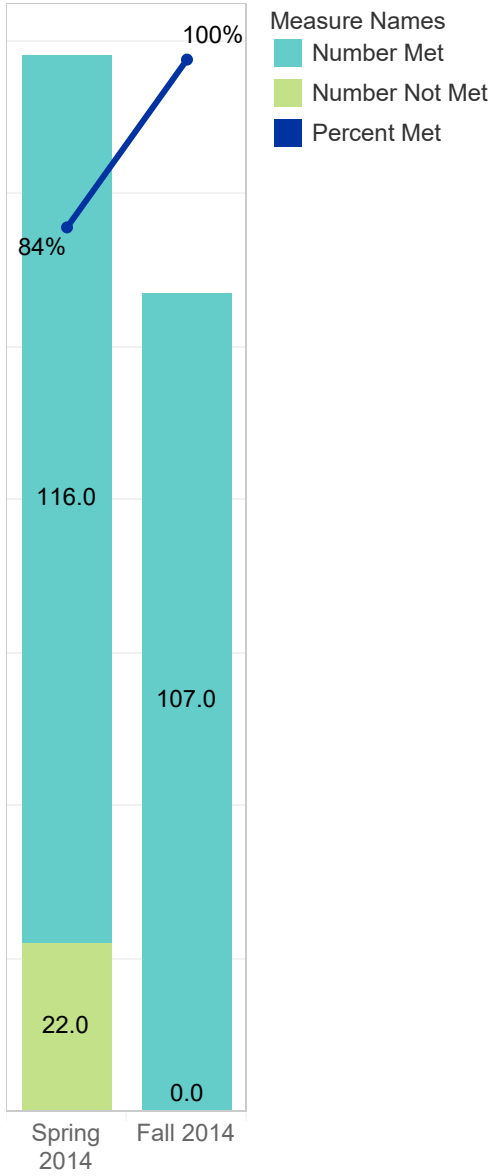
		Met	Not Met	Percent Met
CA PSLO - Analyze and respond to differing business climates based on best accounting and forecasting practices.	20 to 24	84.0	0.0	100%
	25 to 34	36.0	12.0	75%
	35 to 54	24.0	0.0	100%
	Hispanic	108.0	0.0	100%
	White Non-Hispanic	36.0	12.0	75%
	Female	108.0	12.0	90%
	Male	36.0	0.0	100%
CA PSLO - Demonstrate competency in safe, sanitary and efficient production and service operations.	Under 20	135.0	0.0	100%
	20 to 24	495.0	15.0	97%
	25 to 34	450.0	30.0	94%
	35 to 54	270.0	0.0	100%
	55 and over	45.0	0.0	100%
	American Indian/Alaskan N..	45.0	0.0	100%
	Asian	45.0	0.0	100%
	Black Non-Hispanic	90.0	0.0	100%
	Filipino	135.0	0.0	100%
	Hispanic	675.0	30.0	96%
	White Non-Hispanic	375.0	15.0	96%
	Female	795.0	30.0	96%
	Male	600.0	15.0	98%
CA PSLO - Supervise and train a diverse employee pool in best industry practices.	25 to 34	8.0	4.0	67%
	Hispanic	4.0	4.0	50%
	Female	6.0	4.0	60%
	Male	2.0	2.0	50%

4. PLO Performance by Demographic Chart- This is the table version of the chart but also includes the counts of students reported.



5. Historical CLO Performance Chart -

This is a chart showing the CLO percent met and the count of students that met standards by term.



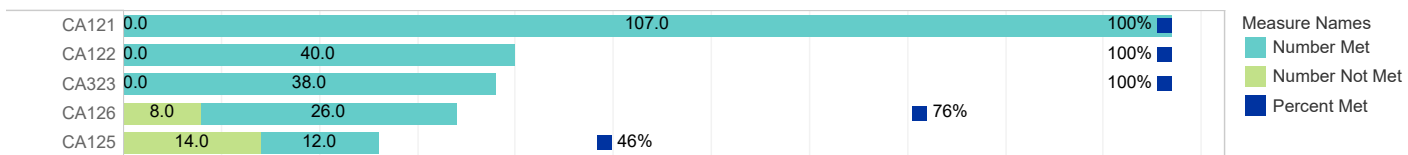
6. Historical CLO Performance Table- This is a chart of the table above.

			Number Met	Number Not Met	Percent Met	
CA121	CA1	Set up and properly operate large machines and other equipment in a commercial bakeshop in the most efficient, safe and sanitary manner.	36.0	0.0	100%	
		Total	36.0	0.0	100%	
	CA2	Produce and cost formulate and execute by the use of best baking production processes in a commercial bakeshop with attention to sanitary practices in production and stora..	36.0	0.0	100%	
		Total	36.0	0.0	100%	
	CA3	Categorize the uses of differing ingredients by their function and create diverse products with skills and techniques for various dough's, batters, fillings and toppin..	35.0	0.0	100%	
		Total	35.0	0.0	100%	
	Total		107.0	0.0	100%	
	CA122	CA1	Prepare various advanced baking and pastry products and formulate adjustments to recipes based on sales and ingredient availability.	20.0	0.0	100%
			Total	20.0	0.0	100%
CA2		Contrast differing styles of dessert presentation reflecting current industry best practices.	20.0	0.0	100%	
		Total	20.0	0.0	100%	
Total		40.0	0.0	100%		
CA125		CA1	Categorize the responsibilities of a food service supervisor in communication, recruitment, retention, placement, evaluation, discipline and promotion of employees.	6.0	7.0	46%
	Total		6.0	7.0	46%	
	CA2	Design, implement and evaluate on the job training programs based on the many government regulations and union requirements specific to the food and beverage ind..	6.0	7.0	46%	
		Total	6.0	7.0	46%	

6. Historical CLO Performance Table- This is a chart of the table above.

			Number Met	Number Not Met	Percent Met
CA125	Total		12.0	14.0	46%
CA126	CA1	Design cost control and management systems for various operations based on the different stages of the Food and Beverage process.	13.0	4.0	76%
	Total		13.0	4.0	76%
	CA2	Originate a forecasting plan for various operations based on projected sales and unit standards.	13.0	4.0	76%
	Total		13.0	4.0	76%
	Total		26.0	8.0	76%
CA323	CA1	Prepare the basic cake types using standard procedures for mixing and baking.	19.0	0.0	100%
	Total		19.0	0.0	100%
	CA2	Assemble American and European-style wedding cakes using various decor components.	19.0	0.0	100%
	Total		19.0	0.0	100%
	Total		38.0	0.0	100%

7. Historical Course Performance- This is SLO assessment by course, including percent and number of students that met standards.



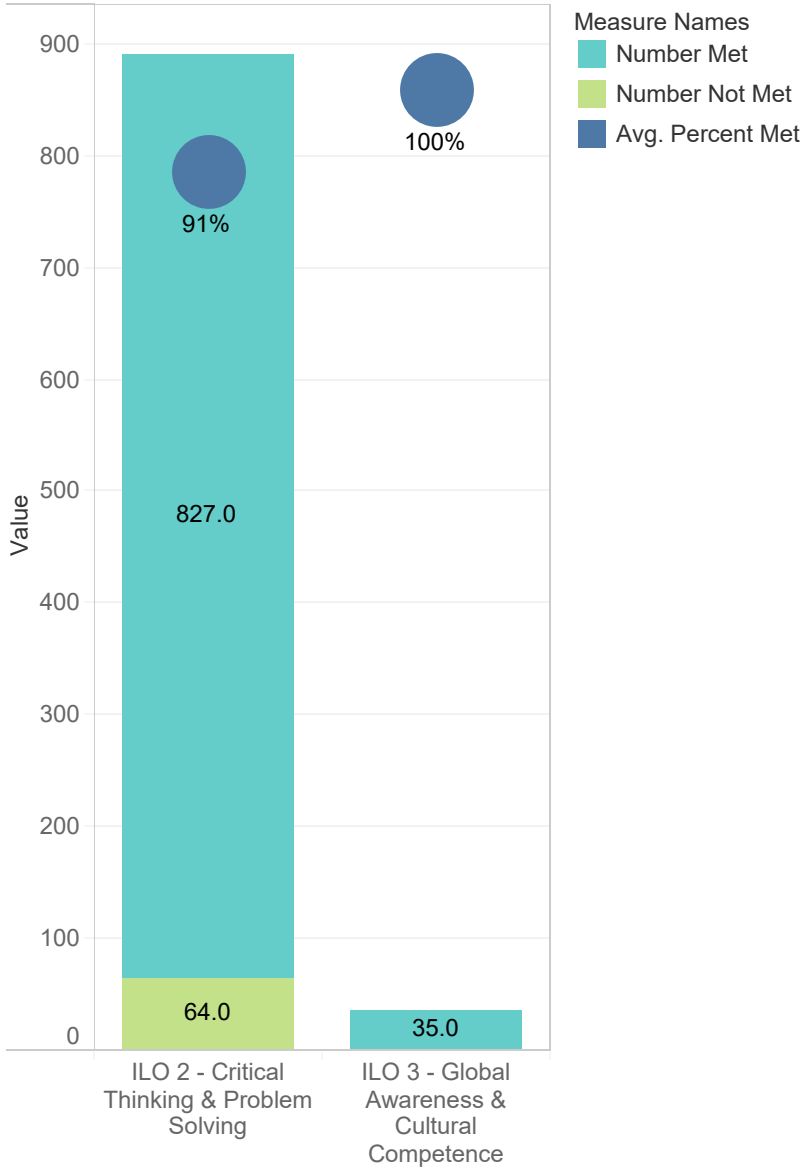
8. ILO Performance Table- This is the ILO performance of the program for the past 6 academic years.

	# of Connected Courses	Avg. Percent Met
ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.	8.0	91%
ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	1.0	100%

8. ILO Performance Table- This is the ILO performance of the program for the past 6 academic years.

	Number Met	Number Not Met
ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.	827.0	64.0
ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	35.0	0.0

9. ILO Performance Chart- This is the ILO performance of the program for the past 6 academic years in a table that includes the number of courses that are connected to each ILO.



10. Historical Associations- CLOs and ILOs/PLOs- These are the CLO and ILO associations.

		CA1 CA PSLO - Analyze and respond to differing business climates based on best accounting. CA PSLO - Denote the variety of services and business variations existing in the baking and events management sector of the hospitality industry. Denote the variety of services and business structures existing in the food and beverage sector of the hospitality industry.	Outcome ERP / Outcome CA2 CA PSLO - Analyze and respond to differing business climates based on best accounting and forecasting practices. CA PSLO - Demonstrate competency in oral, written and electronic communications. Demonstrate competency in safe, sanitary and efficient production and service operations.	CA3 CA PSLO - Demonstrate competency in safe, sanitary and efficient production and service operations.
CA118	Design the staffing and supervision schedules and develop marketing and promotional plans to increase operation prof..		X	
	Discover the safe, sanitary and cost effective uses of products and equipment commonly used in commercial be..	X		
	No CLO Associated	I	I	I
CA119	Compare the social, economic and environmental contexts within which the hospitality industry operates.		X	
	Differentiate the differing structure, nature and operating characteristics of the Hospitality industry.	X		
	Discover whether the hospitality industry suits their abilities, tastes and interests.			
	No CLO Associated	D I		N/A
CA120	Compare the differing basic concepts and techniques in culinary terminology, techniques and equipment incorporat..			
	Hypothesize based on the preparation of selected foods, the scientific principles underlying the effects on the selected f..			
	Interpret the nutritive value and density of foods based on the use of proper preparation and storage techniques as w..			
	No CLO Associated	N/A		D
CA121	Categorize the uses of differing ingredients by their function and create diverse products with skills and techniques for v..			
	No CLO Associated	N/A		I
CA122	Produce and cost formulate and execute by the use of best baking production processes in a commercial bakeshop wit..			
	Set up and properly operate large machines and other equipment in a commercial bakeshop in the most efficient, ...			
CA123	Contrast differing styles of dessert presentation reflecting current industry best practices.			
	No CLO Associated	I		D
CA124	Prepare various advanced baking and pastry products and formulate adjustments to recipes based on sales and ingre..			
	Assemble and disassemble commercial food service equipment with the most efficient, safe and sanitary best pr..			
	Contrast and compare the basic culinary concepts and techniques; the scientific basis of those techniques, use an..			
	Formulate dishes based on stocks, sauces, soups, meats, poultry, fish; originate standard recipes using proper struct..			
	No CLO Associated	N/A		M
CA125	Compare and contrast the different responsibilities the food service industry and the various governmental agencies in ..			
	Create and maintain, as a food supervisor/manager, safe and sanitary standards by proper selection, layout and use ..			
	Design the application of safe and sanitary practices for receiving, storage, preparation and service in a commercial..			
	No CLO Associated	D		M
CA126	Categorize the responsibilities of a food service supervisor in communication, recruitment, retention, placement, evalu..			
	Design, implement and evaluate on the job training programs based on the many government regulations and ...			
	No CLO Associated	D		N/A
CA127	Design cost control and management systems for various operations based on the different stages of the Food and B..		X	
	No CLO Associated	D		D
CA128	Originate a forecasting plan for various operations based on projected sales and unit standards.		X	
	Contrast and compare the relationship between event planning and catering based on research, design, and coord..			
	No CLO Associated	M		D
CA323	Set up a catering/event planning business/unit based on understanding of differing segments and methods of marke..			
	Assemble American and European style wedding cakes using various decor components.		X	
	Generalize client and business practices necessary for the wedding cake business.			
	No CLO Associated	N/A		D
CA324	Prepare the basic cake types using standard procedures for mixing and baking.		X	
	Assemble cakes using advanced decorating techniques.			
	Assemble cakes using differing styles of theme and design in cake decorating.			
	Discover the basics of pastry bag use, cake assembly, icing types and icing techniques.			
	No CLO Associated	N/A		D

10. Historical Associations- CLOs and ILOs/PLOs- These are the CLO and ILO associations.

		CA3 CA PSLO - Denote the variety of services and business variations existing in the catering and events management sector of the hospitality industry.	CA4 CA PSLO - Demonstrate competency in safe, sanitary and efficient production and service operations.	CA5 CA PSLO - Supervise and train a diverse employee pool in best industry practices.	CA6 CA PSLO - Denote the variety of services and business variations existing in the catering and events management sector of the hospitality industry.
CA118	Design the staffing and supervision schedules and develop marketing and promotional plans to increase operation prof..				
	Discover the safe, sanitary and cost effective uses of products and equipment commonly used in commercial be..				
	No CLO Associated		I	I	I
CA119	Compare the social, economic and environmental contexts within which the hospitality industry operates.				
	Differentiate the differing structure, nature and operating characteristics of the Hospitality industry.				
	Discover whether the hospitality industry suits their abilities, tastes and interests.	X			
	No CLO Associated		D	D	I
CA120	Compare the differing basic concepts and techniques in culinary terminology, techniques and equipment incorporat..	X			
	Hypothesize based on the preparation of selected foods, the scientific principles underlying the effects on the selected f..	X			
	Interpret the nutritive value and density of foods based on the use of proper preparation and storage techniques as w..	X			
	No CLO Associated		I	I	I
CA121	Categorize the uses of differing ingredients by their function and create diverse products with skills and techniques for v..	X			
	No CLO Associated		I	I	I
	Produce and cost formulate and execute by the use of best baking production processes in a commercial bakeshop wit..	X			
	Set up and properly operate large machines and other equipment in a commercial bakeshop in the most efficient, ...	X			
CA122	Contrast differing styles of dessert presentation reflecting current industry best practices.	X			
	No CLO Associated		D	D	D
CA123	Prepare various advanced baking and pastry products and formulate adjustments to recipes based on sales and ingre..	X			
	Assemble and disassemble commercial food service equipment with the most efficient, safe and sanitary best pr..	X			
	Contrast and compare the basic culinary concepts and techniques; the scientific basis of those techniques, use an..	X			X
	Formulate dishes based on stocks, sauces, soups, meats, poultry, fish; originate standard recipes using proper struct..	X			
	No CLO Associated		D	D	D
CA124	Compare and contrast the different responsibilities the food service industry and the various governmental agencies in ..				
	Create and maintain, as a food supervisor/manager, safe and sanitary standards by proper selection, layout and use ..				
	Design the application of safe and sanitary practices for receiving, storage, preparation and service in a commercial..	X			
	No CLO Associated		D	D	N/A
CA125	Categorize the responsibilities of a food service supervisor in communication, recruitment, retention, placement, evalu..	X			
	Design, implement and evaluate on the job training programs based on the many government regulations and ...				X
	No CLO Associated		M	M	M
CA126	Design cost control and management systems for various operations based on the different stages of the Food and B..				
	No CLO Associated		D	D	D
CA129	Originate a forecasting plan for various operations based on projected sales and unit standards.				
	Contrast and compare the relationship between event planning and catering based on research, design, and coordin..	X			
	No CLO Associated		D	D	D
CA323	Set up a catering/event planning business/unit based on understanding of differing segments and methods of marke..	X			
	Assemble American and European style wedding cakes using various decor components.				
	Generalize client and business practices necessary for the wedding cake business.				
	No CLO Associated		D	D	D
CA324	Prepare the basic cake types using standard procedures for mixing and baking.				
	Assemble cakes using advanced decorating techniques.	X			
	Assemble cakes using differing styles of theme and design in cake decorating.	X			
	Discover the basics of pastry bag use, cake assembly, icing types and icing techniques.	X			
	No CLO Associated		D	D	D
			D	D	ID

10. Historical Associations- CLOs and ILOs/PLOs- These are the CLO and ILO associations.

		Outcome ERP / Outcome						
		CA6		CA7		ILO 2	ILO 3	
		CA PSLO - Follow all the governmental laws and regulations pertaining to food and beverage production.	Follow all the governmental laws and regulations pertaining to food and beverage operations.	CA PSLO - Demonstrate competency in oral, written and electronic communications.	CA PSLO - Follow all the governmental laws and regulations pertaining to food and beverage production.	Demonstrate basic baking and cooking skills using current industry tools and equipment..	Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.	Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives; beliefs and values being mindful of the limitation of your own cultural framework.
CA118	Design the staffing and supervision schedules and develop marketing and promotional plans to increase operation prof..						X	
	Discover the safe, sanitary and cost effective uses of products and equipment commonly used in commercial be..							X
	No CLO Associated	I		N/A	N/A			
CA119	Compare the social, economic and environmental contexts within which the hospitality industry operates.						X	
	Differentiate the differing structure, nature and operating characteristics of the Hospitality industry.							X
	Discover whether the hospitality industry suits their abilities, tastes and interests.						X	
	No CLO Associated	I		N/A	N/A			
CA120	Compare the differing basic concepts and techniques in culinary terminology, techniques and equipment incorporat..						X	
	Hypothesize based on the preparation of selected foods, the scientific principles underlying the effects on the selected f..						X	
	Interpret the nutritive value and density of foods based on the use of proper preparation and storage techniques as w..						X	
	No CLO Associated	I		I	I			
CA121	Categorize the uses of differing ingredients by their function and create diverse products with skills and techniques for v..						X	
	No CLO Associated	I		I	I			
	Produce and cost formulate and execute by the use of best baking production processes in a commercial bakeshop wit..						X	
	Set up and properly operate large machines and other equipment in a commercial bakeshop in the most efficient, ...						X	
CA122	Contrast differing styles of dessert presentation reflecting current industry best practices.						X	
	No CLO Associated	D		M	M			
	Prepare various advanced baking and pastry products and formulate adjustments to recipes based on sales and ingre..						X	
CA123	Assemble and disassemble commercial food service equipment with the most efficient, safe and sanitary best pr..						X	
	Contrast and compare the basic culinary concepts and techniques; the scientific basis of those techniques, use an..							X
	Formulate dishes based on stocks, sauces, soups, meats, poultry, fish; originate standard recipes using proper struct..						X	
	No CLO Associated	M		M	M			
CA124	Compare and contrast the different responsibilities the food service industry and the various governmental agencies in ..	X					X	
	Create and maintain, as a food supervisor/manager, safe and sanitary standards by proper selection, layout and use ..	X					X	
	Design the application of safe and sanitary practices for receiving, storage, preparation and service in a commercial..						X	
	No CLO Associated	M		M	M			
CA125	Categorize the responsibilities of a food service supervisor in communication, recruitment, retention, placement, evalu..						X	
	Design, implement and evaluate on the job training programs based on the many government regulations and ...						X	
	No CLO Associated	D		N/A	N/A			
CA126	Design cost control and management systems for various operations based on the different stages of the Food and B..						X	
	No CLO Associated	D		N/A	N/A			
	Originate a forecasting plan for various operations based on projected sales and unit standards.						X	
CA129	Contrast and compare the relationship between event planning and catering based on research, design, and coordin..						X	
	No CLO Associated	M		D	D			
	Set up a catering/event planning business/unit based on understanding of differing segments and methods of marke..						X	
CA323	Assemble American and European style wedding cakes using various decor components.						X	
	Generalize client and business practices necessary for the wedding cake business.		X				X	
	No CLO Associated	D		M	M			
CA324	Prepare the basic cake types using standard procedures for mixing and baking.						X	
	Assemble cakes using advanced decorating techniques.						X	
	Assemble cakes using differing styles of theme and design in cake decorating.						X	
	Discover the basics of pastry bag use, cake assembly, icing types and icing techniques.						X	
	No CLO Associated	ID		M	M			

11. Historical Associations ILO/PLO- These are the Course and ILO associations.

	CA1			CA2			CA3
	CA PSLO - Analyze and respond to differing business climates based on best accounting.	CA PSLO - Denote the variety of services and business variations existing in the baking and events management sector of the hospitality industry.	Denote the variety of services and business structures existing in the food and beverage sector of the hospitality industry.	CA PSLO - Analyze and respond to differing business climates based on best accounting and forecasting practices.	CA PSLO - Demonstrate competency in oral, written and electronic communications.	Demonstrate competency in safe, sanitary and efficient production and service operations.	Analyze and respond to differing business climates based on best accounting and forecasting practices.
CA118	I	X	I	X	I	I	N/A
CA119	D I	X	D I	X	N/A	N/A	I
CA120	N/A		N/A		D	D	I
CA121	N/A		N/A		I	I	I
CA122	I		I		D	D	D
CA123	N/A		N/A		M	M	N/A
CA124	D		D		M	M	N/A
CA125	D		D		N/A	N/A	N/A
CA126	D		D	X	D	D	M
CA129	M		M		D	D	D
CA323	N/A		N/A	X	D	D	D
CA324	N/A		N/A		D	D	N/A

11. Historical Associations ILO/PLO- These are the Course and ILO associations.

	CA3 CA PSLO - Demonstrate competency in safe, sanitary and efficient production and service operations. CA PSLO - Denote the variety of services and business variations existing in the catering and events management sector of the hospitality industry.		CA4 CA PSLO - Demonstrate competency in safe, sanitary and efficient production and service operations. CA PSLO - Denote the variety of service and business structures existing in the food and beverage sector of the hospitality industry. Demonstrate competency in oral, written and electronic communications.			CA5 CA PSLO - Denote the variety of services and business variations existing in the baking and events management sector of the hospitality industry. CA PSLO - Supervise and train a diverse employee pool in best industry practices.	
CA118	N/A			I	I	I	
CA119	I	X		D	D	I	
CA120	I		X	I	I	I	
CA121	I		X	I	I	I	
CA122	D		X	D	D	D	
CA123	N/A		X	D	D	D	X
CA124	N/A		X	D	D	N/A	
CA125	N/A		X	M	M	M	X
CA126	M			D	D	D	
CA129	D	X		D	D	D	
CA323	D			D	D	D	
CA324	N/A		X	D	D	D	


11. Historical Associations ILO/PLO- These are the Course and ILO associations.

	CA5 Supervise and train a diverse employee pool in best industry practices.	CA6 CA PSLO - Denote the variety of services and business variations existing in the catering and events management sector of the hospitality industry. CA PSLO - Follow all the governmental laws and regulations pertaining to food and beverage production. Follow all the governmental laws and regulations pertaining to food and beverage operations.		CA7 CA PSLO - Demonstrate competency in oral, written and electronic communications. CA PSLO - Follow all the governmental laws and regulations pertaining to food and beverage production. Demonstrate basic baking and cooking skills using current industry tools and equipment..			
CA118	I	I		I		N/A	N/A
CA119	I	I		I		N/A	N/A
CA120	I	I		I		I	I
CA121	I	I		I		I	I
CA122	D	D		D		M	M
CA123	D	M		M		M	M
CA124	N/A	M	X	M		M	M
CA125	M	D		D		N/A	N/A
CA126	D	D		D		N/A	N/A
CA129	D	M		M		D	D
CA323	D	D		D	X	M	M
CA324	D	ID		ID		M	M

11. Historical Associations ILO/PLO- These are the Course and ILO associations.

	ILO 2 Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.	ILO 3 Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.
CA118	X	X
CA119	X	X
CA120	X	
CA121	X	
CA122	X	
CA123	X	X
CA124	X	
CA125	X	
CA126	X	
CA129	X	
CA323	X	
CA324	X	

12. Course Improvement Plans- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

A close-up photograph of a man wearing a white chef's hat and a white button-down shirt. He has a goatee and is smiling warmly at the camera. The background is a kitchen setting, slightly out of focus.

8 Occupations in 2 California Counties

Contents

What is Emsi Data?	1
Report Parameters	2
Executive Summary	3
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Compensation	6
Job Posting Activity	7
Demographics	12
Occupational Programs	14

What is Emsi Data?

Emsi data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Emsi data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

 The Atlantic Forbes Harvard
Business
Review The
New York
Times WSJ USA
TODAY

Report Parameters

8 Occupations

35-1011 Chefs and Head Cooks

35-2021 Food Preparation Workers

11-9051 Food Service Managers

29-2051 Dietetic Technicians

29-1031 Dietitians and Nutritionists

35-2012 Cooks, Institution and Cafeteria

13-1121 Meeting, Convention, and Event Planners

11-9081 Lodging Managers

2 Counties

6079 San Luis Obispo County, CA

6083 Santa Barbara County, CA

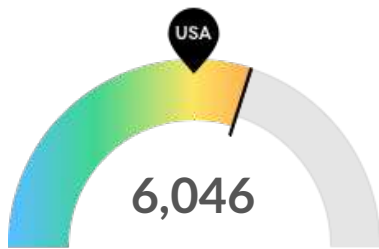
Class of Worker

QCEW Employees and Self-Employed

The information in this report pertains to the chosen occupations and geographical areas.

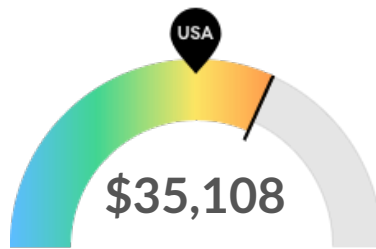
Executive Summary

Average Job Posting Demand Over a Deep Supply of Regional Jobs



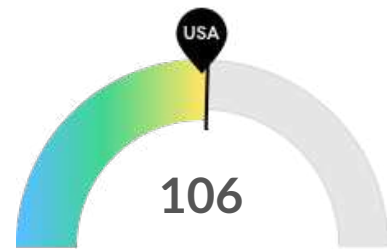
Jobs (2020)

Your area is a hotspot for this kind of job. The national average for an area this size is 4,582* employees, while there are 6,046 here.



Compensation

Earnings are high in your area. The national median salary for your occupations is \$29,660, compared to \$35,108 here.



Job Posting Demand

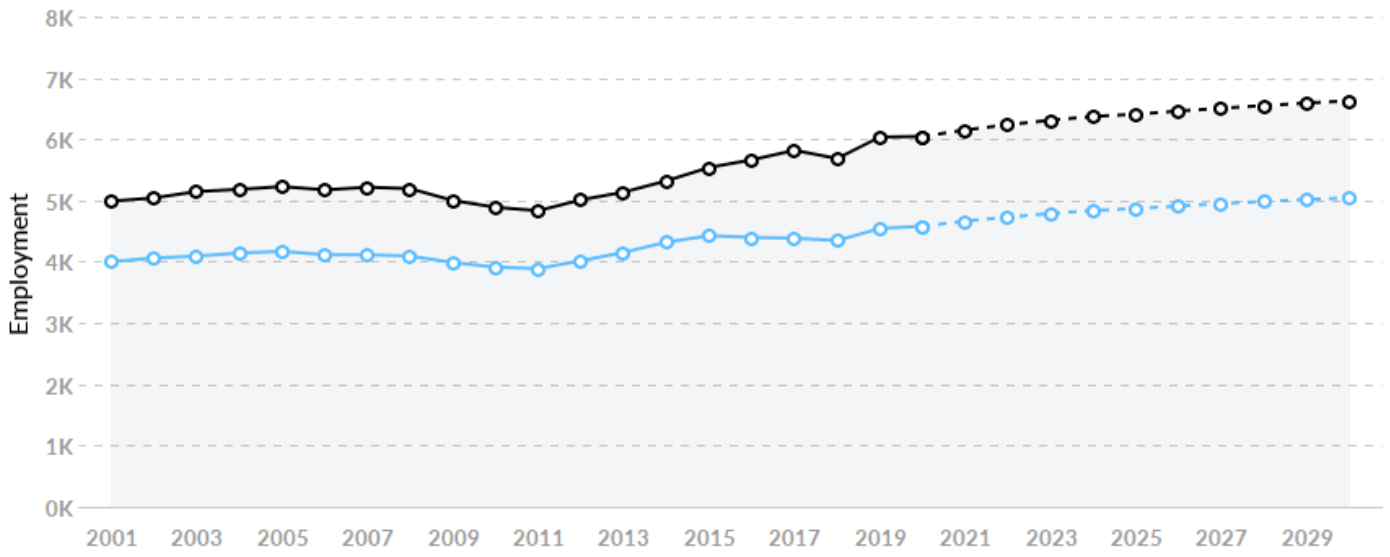
Job posting activity is about average in your area. The national average for an area this size is 103* job postings/mo, while there are 106 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

An average area of this size typically has 4,582* jobs, while there are 6,046 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2020 Jobs	2025 Jobs	Change	% Change
● 2 California Counties	6,046	6,407	361	6.0%
● National Average	4,582	4,868	286	6.2%

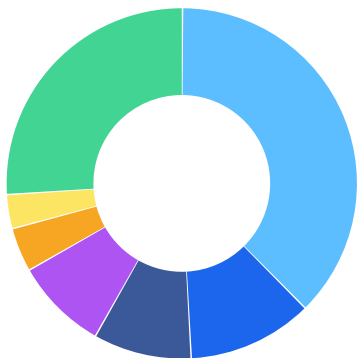
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2020 Jobs
Santa Barbara County, CA	4,123
San Luis Obispo County, CA	1,923

Most Jobs are Found in the Restaurants and Other Eating Places Industry Sector

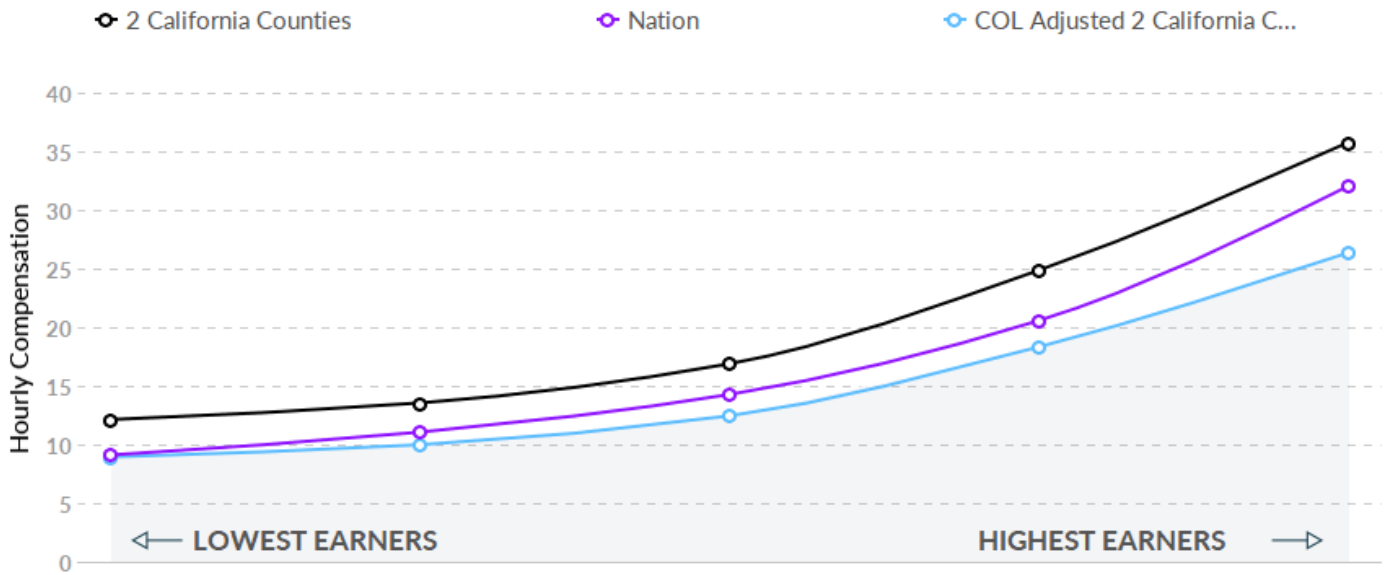


Industry	% of Occupation in Industry (2020)
Restaurants and Other Eating Places	37.5%
Grocery Stores	11.6%
Traveler Accommodation	9.1%
Special Food Services	8.6%
Education and Hospitals (Local Government)	4.1%
Nursing Care Facilities (Skilled Nursing Facilities)	3.1%
Other	26.1%

Compensation

Regional Compensation Is 18% Higher Than National Compensation

For your occupations, the 2019 median wage in your area is \$16.88/hr, while the national median wage is \$14.26/hr.



Job Posting Activity



1,056 Unique Job Postings

The number of unique postings for this job from Jan 2020 to Oct 2020.



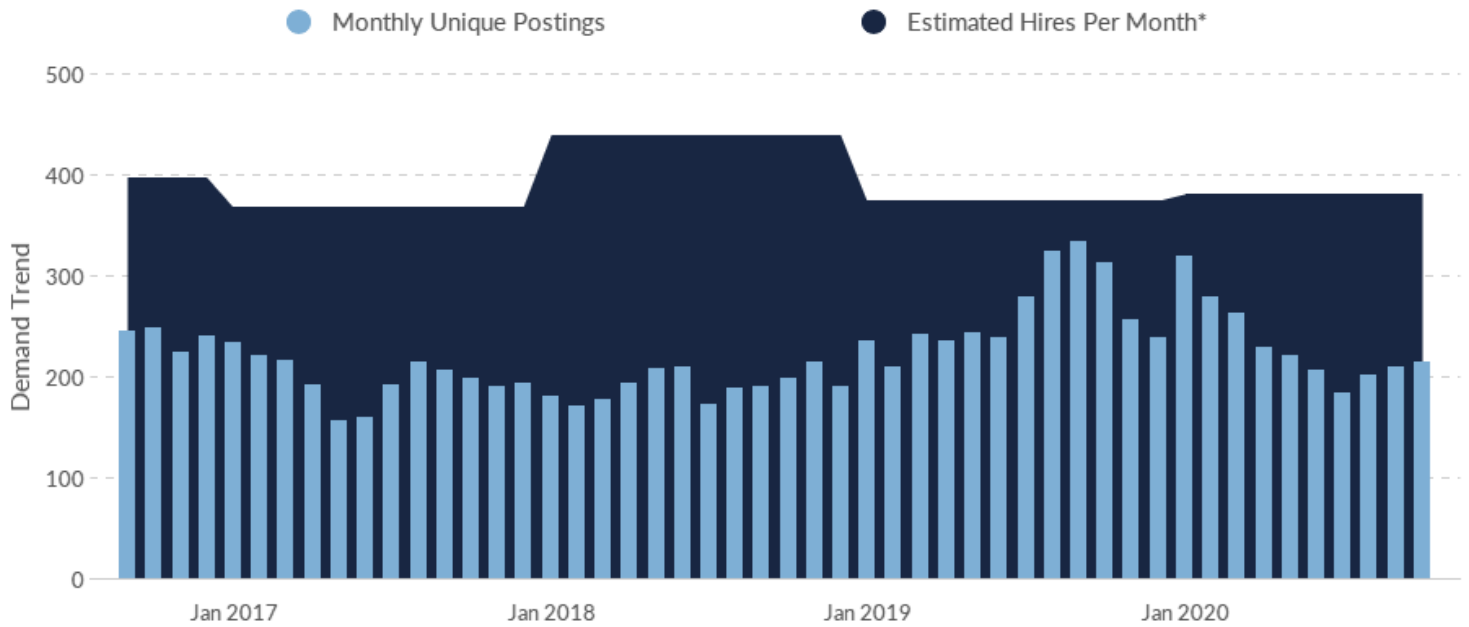
250 Employers Competing

All employers in the region who posted for this job from Jan 2020 to Oct 2020.













30 Day Median Duration











Posting duration is 2 days shorter than what's typical in the region.



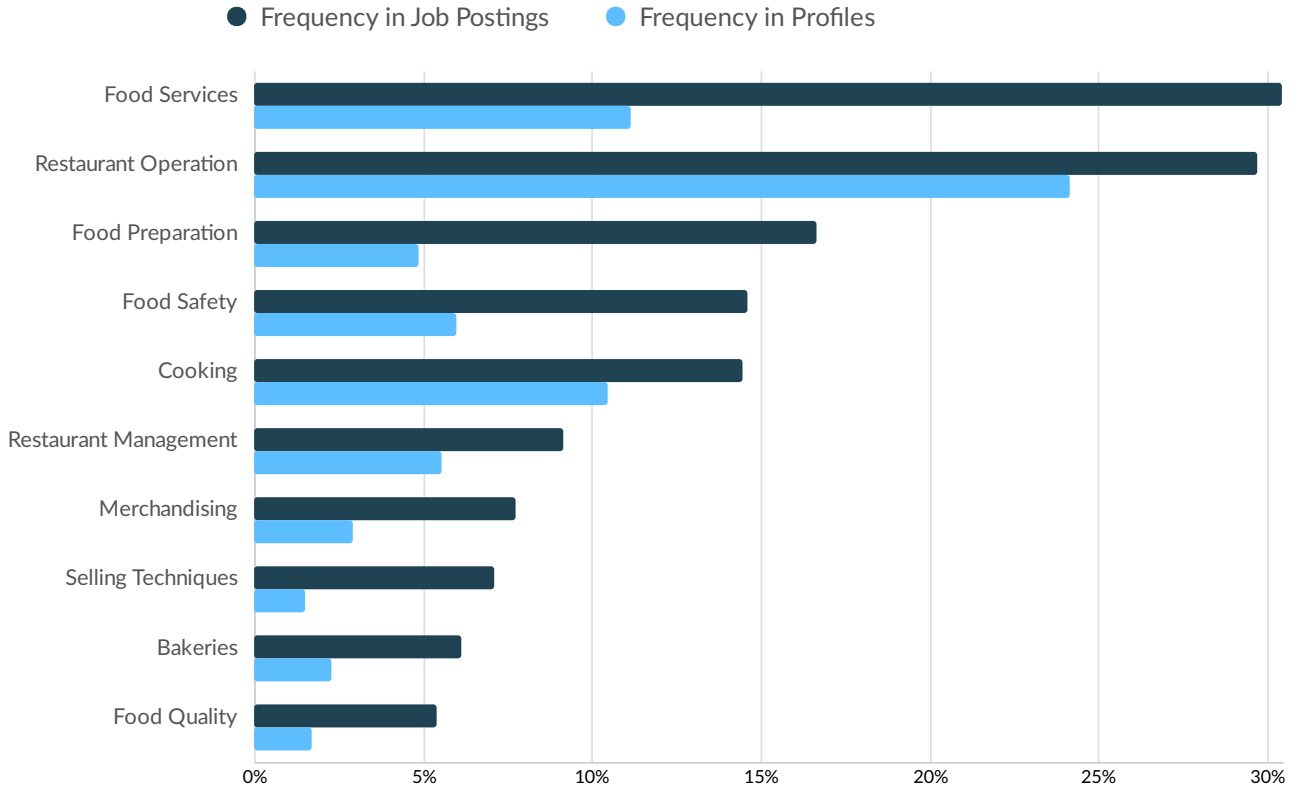
Occupation	Avg Monthly Postings (Jan 2020 - Oct 2020)	Avg Monthly Hires (Jan 2020 - Oct 2020)
Food Service Managers	76	55
Food Preparation Workers	54	223
Chefs and Head Cooks	35	24
Cooks, Institution and Cafeteria	25	36
Meeting, Convention, and Event Planners	14	19
Dietitians and Nutritionists	17	4
Lodging Managers	9	12
Dietetic Technicians	4	8

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Emsi hires are calculated using a combination of Emsi jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
COMPASS GROUP PLC	36 
Dignity Health	29 
Cottage Health System	22 
Jack In The Box Inc.	21 
State of California	20 
The Ritz-Carlton Hotel Company...	20 
Whole Foods Market, Inc.	17 
SODEXO	16 
Wal-Mart, Inc.	16 
Costco Wholesale Corporation	15 

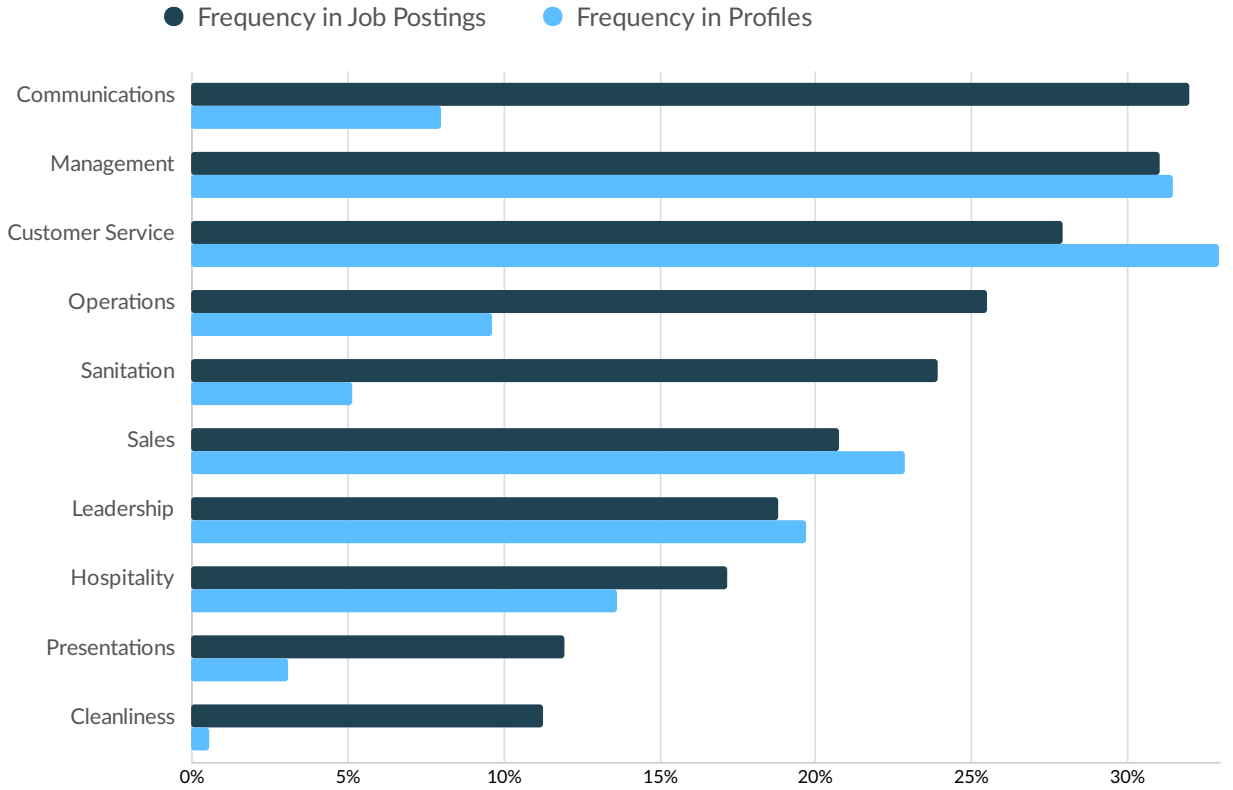
Top Job Titles	Unique Postings
Restaurant Managers	56 
Sous Chefs	39 
Cooks	29 
Restaurant General Managers	27 
Executive Chefs	26 
Registered Dietitians	23 
Food and Beverage Managers	22 
Food Service Workers	21 
Meat/Seafood Counter Clerks	17 
Food Service Technicians	15 

Top Hard Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Food Services	1,187	30%	179	11%
Restaurant Operation	1,158	30%	387	24%
Food Preparation	650	17%	78	5%
Food Safety	569	15%	96	6%
Cooking	565	14%	168	10%
Restaurant Management	357	9%	89	6%
Merchandising	302	8%	47	3%
Selling Techniques	278	7%	24	1%
Bakeries	240	6%	37	2%
Food Quality	211	5%	27	2%

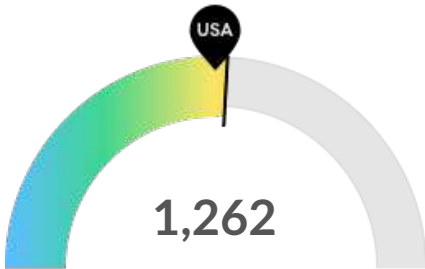
Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	1,248	32%	128	8%
Management	1,210	31%	504	31%
Customer Service	1,089	28%	528	33%
Operations	994	25%	155	10%
Sanitation	932	24%	83	5%
Sales	809	21%	367	23%
Leadership	733	19%	316	20%
Hospitality	669	17%	219	14%
Presentations	467	12%	50	3%
Cleanliness	440	11%	9	1%

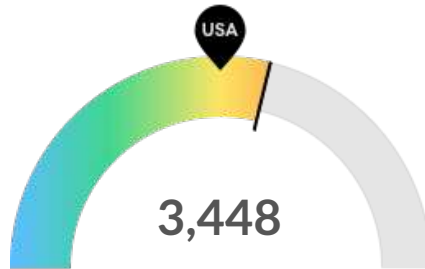
Demographics

Retirement Risk Is About Average, While Overall Diversity Is About Average



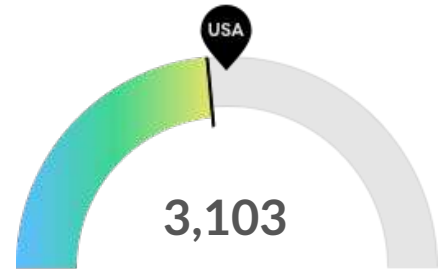
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 1,198* employees 55 or older, while there are 1,262 here.



Racial Diversity

Racial diversity is high in your area. The national average for an area this size is 2,784* racially diverse employees, while there are 3,448 here.

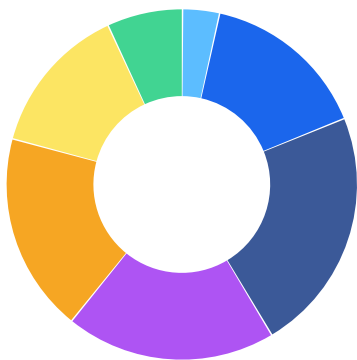


Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 3,384* female employees, while there are 3,103 here.

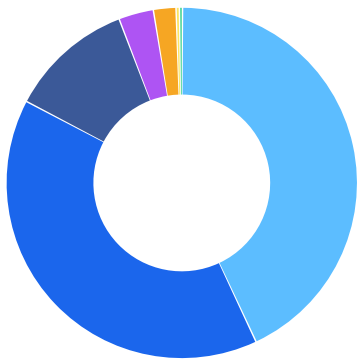
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown



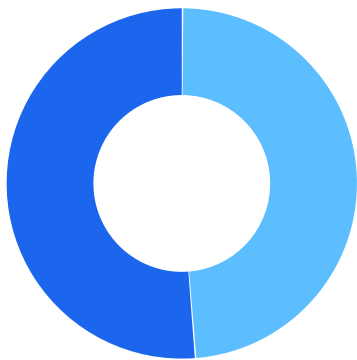
	% of Jobs	Jobs
14-18	3.4%	206
19-24	15.4%	930
25-34	22.6%	1,364
35-44	19.4%	1,172
45-54	18.4%	1,112
55-64	13.9%	840
65+	7.0%	422

Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
● White	43.0%	2,598
● Hispanic or Latino	39.7%	2,398
● Asian	11.5%	695
● Black or African American	3.2%	194
● Two or More Races	2.1%	125
● American Indian or Alaska Native	0.3%	19
● Native Hawaiian or Other Pacific Islander	0.3%	17

Occupation Gender Breakdown



	% of Jobs	Jobs
● Males	48.7%	2,943
● Females	51.3%	3,103

Occupational Programs



9 Programs

Of the programs that can train for this job, 9 have produced completions in the last 5 years.



175 Completions (2019)

The completions from all regional institutions for all degree types.



870 Openings (2019)

The average number of openings for an occupation in the region is 64.

CIP Code	Top Programs	Completions (2019)
30.1901	Nutrition Sciences	83
12.0500	Cooking and Related Culinary Arts, General	50
19.0501	Foods, Nutrition, and Wellness Studies, General	29
52.0901	Hospitality Administration/Management, General	6
52.1804	Selling Skills and Sales Operations	5
12.0504	Restaurant, Culinary, and Catering Management/Manager	1
51.0000	Health Services/Allied Health/Health Sciences, General	1

Top Schools	Completions (2019)
California Polytechnic State University-San Luis Obispo	83
Cuesta College	54
Santa Barbara City College	22
Allan Hancock College	16

Appendix A - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Emsi's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Emsi Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

ADVISORY COMMITTEE CULINARY ARTS & MANAGEMENT FALL 2020

ALLAN HANCOCK COLLEGE

Prefi:	First	Last	Position/Title	School/Business	Email
Ms.	Nicole	Applegate	Employment Program Representative	Workforce Resource Center	nicole.applegate@edd.ca.gov
Ms.	Christine	Bisson	Program Coordinator, Food	Allan Hancock College	cbisson@hancockcollege.edu
Ms.	Julia	Blanton	SBC Food Rescue Program Coordinator	Community Environmental Council	jblanton@cecmail.org
Ms.	Kathy	Cardiel	Part Time Faculty, Culinary Arts	Santa Barbara County	kathy.cardiel@sbcphd.org
Ms.	Cleo	Carrasco	CTE Program Specialist	Lompoc School District	carrasco.cleo@lusd.org
Ms.	Becky	Corey	Part Time Faculty, Culinary Arts	Allan Hancock College	rebecca.corey@hancockcollege.edu
Ms.	Karen	Gridiron	Director of Sales	Vintners Bar & Grill	karen.gridiron@radisson.com
Mr.	Robert	Grimmesey	General Manager	Moxie Café	robert@MoxieCafe.com
Ms.	Kristin	Hammond	Instructor, Family Consumer Science	Santa Maria High School	khammond@santamariahighschool.org
Mr.	Adam	Hart	Coordinator	Oxnard College Culinary Program	AHart@VCCCD.edu
Dr.	John	Henning	Director	Country Oaks Care Center	johnhenning@netscape.net
Dr.	David	Hernandez	Counselor		dhernandez@hancockcollege.edu
Mr.	Joey	Hickox	Owner/Operator	Chick-fil-A	enos.ranch.FSU@chick-fil-a.com
Mr.	Alfredo	Koch	Program Coordinator, Viticulture	AHC Enology/Viticulture	akoch@hancockcollege.edu
Ms.	Erin	Krier	Program Coordinator, Agriculture	Allan Hancock College	erin.krier@hancockcollege.edu
Ms.	Margaret	Lau	Dean, Academic Affairs	Allan Hancock College	margaret.lau@hancockcollege.edu
Mr.	Kevin	Leitner	Food Service Director	Dignity Health	kevin.leitner@dignityhealth.org
Mr.	Ron	Lovell	Program Coordinator, Culinary Arts		rlovell@hancockcollege.edu
Mr.	John	Martino	Consultant	Chumash/Hotel Corque	John.Martino1@verizon.net

Ms.	LeeAnne	McNulty	Director, Institutional Grants	Allan Hancock College	leeanne.mcnulty@hancockcollege.edu
Ms.	Jenn	Montanez	Instructor, Family and Consumer Sciences	Pioneer Valley High School	jmontanez@pvhs panthers.org
Ms.	Erin	Murray	Culinary Arts Student		erin.myers@my.hancockcollege.edu
Mr.	Damien	Neves	Executive Pastry Chef	Chumash Casino	damien.neves@chumashcasino.com
Mr.	Richard	Opie	Supervisor	Wyndham Residence	richard@wyndhamresidence.com
Mr.	Jimmy	Palacios	Representative	Santa Ynez High School	jpalacios syvuhd.org
Ms.	Dawn	Peters	Part Time Faculty, Culinary Arts	Allan Hancock College	dawn.peters@hancockcollege.edu
Dr.	Sofia	Ramirez-Gelpi	Dean, Academic Affairs	Allan Hancock College	sgelpi@hancockcollege.edu
Mr.	Paul	Robinson	CTE Coordinator	Santa Maria High School District	probinson smjuhsd.org
Mr.	Leonard	Rodriguez	General Manager	Olive Garden	lrodriguez@olivegarden.com
Mrs.	Thesa	Roepke	Department Chair, Applied Behavioral Sciences		troepke@hancockcollege.edu
Mr.	Ali	Saleh	Business owner	Jaffa Café	AliofJaffa@yahoo.com
Mr.	Peter	Sherlock	Executive Chef	Chumash Casino	peter.sherlock@chumashcasino.com
Mr.	Martin	Testa	Business owner	Testa Catering	martintesta@gmail.com
Mr.	Max	Tucker	General Manager	Best Western Big America	max@bigamerica.com
Mr.	Josh	Wong	Manager	Blast 825 Brewery	jwaloha4@gmail.com



Allan Hancock College

Culinary Arts & Management

Food Science & Nutrition Advisory Committee

Meeting Notes

Thursday, November 12th 2020 2:00 pm to 3:30 pm

Room S-107, Santa Maria Campus/Remote Zoom

Faculty Members:

Christine Bisson

Ron Lovell

Steering Committee

Members Present:

**(see AB list for
employer/title)**

Christine Bisson

Julia Blanton

Becky Corey

Scott Schute

Kristin Hammond

Adam Hart

John Henning

Joey Hickox

Erin Krier,

Ron Lovell

LeeAnne McNulty

Peter Sherlock

Martin Testa

Max Tucker

Joanne Smith

Paul LeSage

Katie Gradoville

Beth Blake

Meeting Recording: [CLICK FOR FILE](#)

Meeting called to order: 2:00 pm

Chairs: Christine Bisson & Ron Lovell

Note takers: Ron, Christine and Zoom transcript

Agenda Item 1 - 2:00-2:02:30

Purpose of this meeting. Christine asked permission to record the meeting for those members that could not attend.

Agenda Item 2 - 2:30

Introductions (15 seconds each). Each member present introduced themselves and gave a brief description of their position and organization. They also shared their interactions with the two programs.

Agenda Item 3 - 2:36 (begin attached PowerPoint Show or [CLICK FOR FILE](#))

Christine explained the relationship between the four related disciplines at Allan Hancock College, Culinary Arts, Food Science & Nutrition, Agriculture, Enology & Viticulture

Agenda Item 4 - 2:52

About Food Science & Nutrition – Christine Bisson - staff, certificates, degrees & spring schedule

Agenda Item 5 - 3:10

About Culinary Arts & Management – Ron Lovell - staff, certificates, degrees & spring schedule, relationship with industry and students, New job board for AHC (Jobspeaker), Potential employment/internship paths, FSN 149, CWE 149

2:54-2:56 Follow up question from Beth Blake for Christine regarding FSN course CDM certification

Agenda Item 6 – 3:26

Program feedback & Questions

Mission Statement

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.



Allan Hancock College

Culinary Arts & Management

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Advisory Board Meeting 11-12-2020

CULINARY ARTS & MANAGEMENT/FOOD SCIENCE & NUTRITION

Agenda

- Purpose of this meeting -
 - AHC is here for the STUDENTS, INDUSTRY & COMMUNITY.
 - We are a CTE Program: Career and technical education (CTE) provides an important pathway to success for high school and adult learning students and offers each student opportunities to personalize his or her education based on their career interests and unique learning needs.
 - We are currently in Program Review, every six years
 - Students currently completing a questionnaire
 - This meeting is to share what we are doing and ask all of you how we can serve you better

- Introductions (15 seconds each)
- About Food Science & Nutrition – Christine Bisson - staff, certificates, degrees & spring schedule
- About Culinary Arts & Management – Ron Lovell
 - program reviews since 2002 noted a desire to open a campus café or restaurant like Oxnard College that can serve students and cater on campus. I have never supported this idea for the following reasons:
 1. Very expensive and we need to be good stewards of taxpayer money
 2. Real-world experience
 3. We already have cafes, restaurants and caterers in town. Students should seek PT jobs or internships
 4. Competing with private sector businesses is not a good idea
 - staff Becky Corey, Dawn Peters, Kathy Cardiel
 - SHARE SCREEN certificates, degrees & spring schedule/modality
- Relationship with industry and students
- New job board for AHC ([Jobspeaker](#))
- Potential employment/internship paths, FSN 149, CWE 149
- Program feedback-what can we do better?
- Questions



**Instructional Program Review – Annual Update
2020**

Date:	May 25, 2020
Program and Department:	Culinary Arts & Management – Applied Behavioral Studies
CTE Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	2014-2015 (Robert Weir)
Submitted By:	Ron Lovell
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

Due to the COVID-19 Pandemic, traditional Program Review has been suspended in order to refocus faculty on Emergency Remote Teaching. Instead, this modified version of the Annual Update will be used—Comprehensive Program Reviews have been pushed to the next regular semester of instruction.

Please Refer to last year’s Annual Update/Program Review and only make updates to the following fields if they have changed/justify a new program resource need.

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

a. Have there been any changes that would require a change to your Program Mission?

No change.

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here: <https://www.hancockcollege.edu/about/mission.php>

Our Culinary Arts & Management program now offers an Associate’s in Science degree for students who wish to complete a more comprehensive study.

II. Student Success, Program Accessibility and Program Capacity

*NO data analysis required this year.

- a. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

We have had annual Advisory Board meetings with various industry representatives to solidify relationships that lead to student employment during and after their education at AHC.

- b. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

Students have transferred to Cal Poly San Luis Obispo and Pomona, Fresno State and others. They have also secured employment throughout the industry on the Central Coast and throughout California.

III. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

We have re-evaluated the program SLO's and piloted a new system this year in coordination with the Learning Outcomes and Assessment Committee (LOAC). Data collection for 2020-2021 will begin this fall.

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

We have had three program meetings with full and part-time faculty and one advisory board meeting to discuss. Meeting agenda and attendance available here:

https://hancockcollege-my.sharepoint.com/:w/g/personal/rlovell_hancockcollege_edu/EbP0WBMCmnpCnraVlbiGd-cBX4FnXrPsKaZQpNXe0MJzGQ?e=hsMn3q

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

We have adequate resources for the next year 2020-2021, but will need additional funding to replace older equipment in calendar year 2021-2022. The specific items and associated cost will be detailed in our Comprehensive Program Review 2020-2021.

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

With our new AS degree available this fall, we will track students that have Culinary Arts & Management as a declared major. We would like to find out how many students attempt and complete the degree.

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

We have reviewed course and program outlines and feel they are appropriate.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

We have reviewed (PCAs) and may edit them once we have adequate enrollment. Some cooking related courses would benefit from a prerequisite such as CA 124 Safety, Sanitation and Equipment according to PT faculty. We completed a Degree Path for the AS degree in collaboration with the full and PT faculty and Guided Pathways team to address this issue. This can be viewed here: https://hancockcollege-my.sharepoint.com/:b:/g/personal/rlovell_hancockcollege_edu/EeGR278P5UNCpig2PkMij4BvjAQsVFpyVeXvZcZ-IST8g?e=zXru4n

IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

Recent wage trends have seen significant employment and wage increases. Our program is focusing on the sectors that show a “bright outlook” with growth (pre COVID-19) as growing much faster than average.

<https://www.onetonline.org/find/industry?i=72&g=Go>

Our industry is forecasted to grow by 24-36% according to the EDD. Document here:

https://hancockcollege-my.sharepoint.com/:b:/g/personal/rlovell_hancockcollege_edu/EeRUUa-jGCpMvxokyY_dLMsBLcxTuUggvjRL7QhjmE1_UQ?e=uFYsSf

The current COVID19 pandemic has interrupted our industry drastically. At the writing of this update, the full effect of the pandemic is not fully known. The Fall 2020 schedule of classes for Culinary Arts & Management was modified to accommodate DL and ERT modality, but we will need to meet face-to-face in spring in order to keep students on track to complete the degree. In spring, we will add more cooking classes and fewer management classes based on demand.

- b. List any (internal or external) conditions that have influenced the program in the past year.

Our program has seen decreased enrollment over the past few years. We feel this can be attributed to several factors:

1. Historically low unemployment in the Hospitality sector reduces the number of active students. They can generally find plenty of employment.
2. Reduction in high school CTE programs, specifically Culinary/Hospitality. This has changed in the past few years, and the Santa Maria Joint Union High School District is opening a new AG/Culinary facility next year. Arroyo Grande High and Pioneer Valley High has also seen growth in their Culinary Programs. These positive changes should positively impact our program in the next two years.
3. Very little outreach was done with industry and high school FCS programs. We have begun expanding this effort.

We have also focused the past year on Cooperative Work Experience (CWE) in order to encourage students to work part-time in the hospitality industry. This year we have had 11 students complete the CWE 149 course.

The COVID19 pandemic forced us to end face-to-face teaching and adapt to Emergency Remote Teaching (ERT). As coordinator, I used my 12 years' experience teaching DL classes to assist the PT instructors to transition the spring courses in order to allow students to complete. We retained over 90% of the students.

Food Insecurity among the student population has prompted our program to look at ways we may be able to help alleviate this issue. We have partnered with Food Science & Nutrition, Agriculture and Student Services to find ways we may be able to help. By coordinating some of the cooking classes with meal preparation for at-risk students we see a win-win partnership. We will look at launching a coordinated effort in spring if we are allowed to hold face-to-face cooking classes again.

Data for Program with Vocational TOP Codes (CTE):

http://www.hancockcollege.edu/institutional_effectiveness/reports.php

Please review the data and comment on any trends.

c. Current industry employment and wage data (please cite sources)

Hospitality industry forecast shows steady growth, but the COVID-19 pandemic effect is unknown.

<http://www.labormarketinfo.edd.ca.gov/OccGuides/FastGrowingOcc.aspx>

<https://www.onetonline.org/find/industry?i=72&g=Go>

d. Industry employment and wage trends

Minimum wage is scheduled to increase annually until 2023 when it will be \$15 per hour. Tipped and entry level wages in hospitality start at minimum with steady increases with experience.

<https://www.onetonline.org/find/industry?i=72&g=Go>

e. TOP code employment CORE indicator report

130600 – Nutrition, Foods and Culinary Arts

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx#Pa06efc14dcff459dab9044b9059cdc26_4_118iTOR9R0x4

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion		
1306 NUTRITION, FOODS, AND CULINARY ARTS	97.10	93.33	97.10	80.00	39.13	53.57		
130600 NUTRITION, FOODS, AND CULINARY ARTS			96.88	92.00	96.88	100.00	34.38	43.48
130630 CULINARY ARTS			100.00	100.00	100.00	50.00	100.00	100.00
<input checked="" type="checkbox"/> 1307 HOSPITALITY			75.00	100.00	100.00	75.00		
130710 RESTAURANT AND FOOD SERVICES AND MANAGEMENT			75.00	100.00	100.00	75.00		

f. Advisory committee recommendations

1. Implement and promote AS Degree Culinary Arts & Management.
2. Improve student soft skills; communication, social interaction, follow-up, teamwork.
3. Improve student skills in math, English, grammar, computer basics.
4. Develop Cooperative Work Experience (CWE) with industry partners.
5. Actively partner with area high school culinary and hospitality programs.

NOTES FROM MEETING NOVEMBER 2019

https://hancockcollege-my.sharepoint.com/:w:/g/personal/rlovell_hancockcollege_edu/EbP0WBMCmnpCnrvlbiGd-cBX4FnXrPsKaZQpNXe0MJzGQ?e=rfKA8a

V. Continuous Improvement of the Program

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
AS Degree Culinary Arts	AS Degree ready for 2020/2021
Renovation/Build-out	No action. Not needed with current enrollment
AS Degree Hospitality Management	Bundled with AS Culinary Arts & Management

b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
Grant	Strong Workforce	\$8500	Allowed all students to begin program with coats and knife kits (\$300 value)
Grant	CalRecycle	\$12,000	Partnered with FSN to purchase catering equipment and storage/off-site cooking trailer.
Donation	Culinary Student	\$25,000	Funds held at AHC Foundation earmarked for expansion of program. We used about \$2,500 for catering equipment.
Industry	Cracker Barrel	\$10,000	Student scholarships. No submissions yet.

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program, Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see "Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
1. 2020-2021	Increase enrollment	Ongoing	Allow courses without cancellations	Follow-up with counseling, outreach	We need to fill classes to avoid cancellations	Marketing budget	On-going

2. 2020-2021	Increase number of declared majors	New this year	With new AS degree, this will align students with our specific program	Meetings with counseling, outreach with high schools	With no AA/AS degree associated with program, we had few declared majors	Marketing budget	On-going
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d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRR year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
Culinary Arts & Management, 2020-2021	Marketing	Increase enrollment	Budget allocation	\$2,000	\$2,000	On-going
Culinary Arts & Management, 2020-2021	Equipment maintenance or replacement	Safety and prepare for increased enrollment	Budget allocation	\$3,200	\$2,500	On-going

**PLAN OF ACTION - PRE-VALIDATION
Six Year**

DEPARTMENT: Applied Behavioral Sciences PROGRAM: Culinary Arts and Management

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Track Program Learning Outcomes and develop a plan to address deficiencies.	Personal Responsibility & Development 1	Fall 2022

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Enrollment Changes Increase enrollment from 70 to 100 students to insure Culinary Arts and Management Guided Pathways educational plan can be implemented.	Global Awareness and Cultural Competence 2	Fall 2022
Demographic Changes		

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Curricular Changes Transition all three in-person courses (CA 118, 119, 124, 129) to fully online modality with engaging, rigorous and comprehensive content via current LMS.	Information & Technological Literacy 3	Fall 2022
Develop hybrid modality for current lab/lecture courses (CA 120, 121, 122, 123, 325) with engaging, rigorous and comprehensive content via current LMS.		Fall 2022
Improve current online course content (CA 125, 126) with engaging, rigorous and comprehensive content via current LMS.		Spring 2023
		Spring 2023

Increase AS degree awards from 0 to 10 per year. Reduce time required to earn a degree from 4.3 years to 3 years.		
Co-Curricular Changes Develop and publish a plan for Guided Pathways	Personal Responsibility & Development 4	Fall 2022
Neighboring College and University Plans		
Related Community Plans Work with high schools to establish concurrent enrollment courses	Global Awareness and Cultural Competence	Fall 2022

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Theme/Objective/Strategy Number AHC from Strategic Plan	TARGET DATE
Facilities Replace any equipment that has been in place longer than industry standard	Critical Thinking & Problem Solving	Spring 2023
Equipment Stabilize budgetary constraints for lab classes while reducing financial burden on students.	Critical Thinking & Problem Solving 5	Spring 2023
Staffing Hire four new PT faculty to teach labs. This will accommodate the increased enrollment.		Spring 2023

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Academic Dean

Date: MAY 11 2021

From: Ron Lovell – Program Coordinator

We recommend the following persons for consideration for the validation team:

DEPARTMENT: APPLIED BEHAVIORAL SCIENCE

PROGRAM: CULINARY ARTS & MANAGEMENT

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

Christine Bisson

(Name)

Food Science & Nutrition

(Related Discipline/Program)

Megan Selby

(Name)

Fashion & Interior Design

(Unrelated Discipline/Program)

Thesa Roepke

(Name)

Early Childhood Education

(Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

Chef Adam Hart

(Name)

Program Coordinator – Culinary Arts

(Title)

Affiliation: Oxnard College Telephone Contact Number: 805-678-5267

Address 4000 S. Rose Ave Oxnard, CA 93033 ahart@VCCCD.edu

(Mailing)

City/State/Zip

email address

(Name)

(Title)

Affiliation: _____ Telephone Contact Number: _____

Address _____

(Mailing)

City/State/Zip

email address

(Name)

(Title)

Affiliation: _____ Telephone Contact Number: _____

Address _____

(Mailing)

City/State/Zip

email address

APPROVED: _____

Academic Dean

Date

EXECUTIVE SUMMARY
Culinary Arts Program Review 2021-2022
(Validation Team Report)

MAJOR FINDINGS

Strengths of the program/discipline:

1	Full-time faculty has exemplary program leadership, student centered approaches, community connections, volunteers, level of energy, and goes above and beyond to ensure student success.
2	Large number of Program Learner Outcomes have been met (PLO Data Document)
3	The program has a local associate degree CA and Management and many certificates
4	Strong bridging pathways from Jr. High through college entrance that includes curriculum alignment and smooth transition in-between educational systems
5	Strong program outreach that raises awareness both on campus and off campus
6	CTE Pavilion collaboration Santa Maria Joint High School District
7	Student success and Retention rates are 85% and 93%

7	Strong labor market data--All these categories are forecasted to grow between 2019 and 2029 "much faster than average"
8	FTEs have increased 80 students from 18-19 to 19-20
9	Females in our program account for 56% and males account for 44%.
10	Student surveys 98% of students are somewhat or highly satisfied with the quality of instruction in the program
11	Strong partnership with Food Science Nutrition

Concerns regarding the program/discipline:

1	Equipment maintenance and replacement
2	Inadequate student fees to cover student instructional materials (food inflation)
3	Students need opportunities to apply skills in workforce placements via internships, externships and CWE
4	Success-retention rates for CA118 at 61% and 89%, CA 129 at 73% for both success and retention, and CA 324 at 71% and 82% fall lower than the overall average success-retention rates for the program
5	Limited lecture/lab space-current space is not adequate to support number of students in both lecture and lab modalities

6	The CA program averages 10-13 sections of lab-lecture courses and has 1 FTF. Based on the enrollment data, the program needs a minimum of 1 additional FTF member
7	FT lab tech to support academic instruction in the CA lab and support events on/off campus such as cooking demonstrations
8	Remediation for English Language Learners, basic Math skills—Noncredit pathway
9	Student Survey (8) availability of courses 18% of students reported that they were highly dissatisfied to neither satisfied nor dissatisfied in availability of courses (outlier)

RECOMMENDATIONS

1	Increase budget to include funds for equipment maintenance and replacement, maintain high quality outreach, and compensate faculty, staff and student workers for their participation in outreach activities
2	Increase budget to address food costs for outreach activities and address student fees in courses to support cost of food and lab fees and consider evaluation for annual adjustments as needed
3	Increase student connections with employment opportunities both on campus and off campus
4	Review student success and retention rates in courses identified as a challenge above and develop measures to increase success and retention rates
5	Increase access to lecture classrooms. Explore partnering with community kitchens that are open to allowing use of space (AHC Campus Kitchen, Children’s Center Lab School, CTE Center, school district kitchen)

6	Because of the coordination reassigned time of .4 and the FTEF (13.06) hire a second full-time faculty member
7	Hire a full time qualified lab tech to support day-to-day operations in the lab, various administrative duties (Look at HR website for job description and pull job duties from there.)
8	Develop a noncredit pathways to support emerging community curriculum needs, basic skills and English Language Learners
9	Conduct student survey to determine student days, times, locations and instructional modality preferences and use results to build schedule that supports student success, retention and program completion

Validation Team Members

Dr. Sofia Ramirez-Gelpi



[Sofia Gelpi \(Aug 22, 2022 14:56 PDT\)](#)

Christine Bisson



Megan Selby



[Megan Selby \(Aug 22, 2022 16:16 PDT\)](#)

Thesa Roepke



[Thesa Roepke \(Aug 22, 2022 17:17 PDT\)](#)

Chef Adam Hart



[Adam Hart \(Aug 23, 2022 08:59 PDT\)](#)

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT Applied Behavioral Sciences PROGRAM Culinary Arts and Management

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Stabilize budgetary constraints for lab classes while reducing financial burden on students. Establish ongoing budget augmentation that is tied to inflation index. Obtain a time, \$6,000 augmentation to fulfill current obligations.		Fall 2022 Spring 2023

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Enrollment Changes Increase enrollment from 70 to 100 students to insure Culinary Arts and Management Guided Pathways educational plan can be implemented.		Fall 2023
Demographic Changes		

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Curricular Changes Transition all three in-person courses (CA 118, 119, 124, 129) to fully online modality with engaging, rigorous and comprehensive content via current LMS.		Fall 2022
Develop hybrid modality for current lab/lecture courses (CA 120, 121, 122, 123, 325) with engaging, rigorous and comprehensive content via current LMS.		Spring 2023

<p>Improve current online course content (CA 125, 126) with engaging, rigorous and comprehensive content via current LMS.</p> <p>Increase AS degree awards from 0 to 10 per year.</p> <p>Reduce time required to earn a degree from 4.3 years to 3 years.</p> <p>Co-Curricular Changes</p>		
<p>Neighboring College and University Plans</p> <p>Visit Cal Poly Pomona, Long Beach State, Washington State University to enhance or develop articulation for student who wish to transfer.</p>		<p>Fall 2022</p> <p>Spring 2023</p>
<p>Related Community Plans</p> <p>Continue outreach to all elementary, junior high and high schools in the Santa Maria Valley.</p>		Ongoing

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Theme/Objective/Strategy Number AHC from Strategic Plan	TARGET DATE
<p>Facilities</p> <p>Utilize current kitchen during evenings and times when vacant.</p>		Spring 2023
<p>Equipment</p> <p>Develop an equipment replacement/maintenance schedule with Facilities</p>		Spring 2023
<p>Staffing</p> <p>Submit application for additional FT faculty member when enrollment allows</p>		Fall 2023

VALIDATION TEAM RECOMMENDATIONS Disregarded or modified (if appropriate)	REASON	ACTION/CHANGE
Recommendation		
Recommendation		
Recommendation		

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Ron Lovell 
Ron Lovell (Nov 9, 2022 15:57 PST) Date: Nov 9, 2022

Dawn Peters
Date: _____

Becky Corey
Date: _____

Christine Bisson 
Date: Dec 13, 2022

Date: _____

Reviewed:

Department Chair*


Theresa Roepke (Dec 13, 2022 10:21 PST) Date: Dec 13, 2022

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs


Sofia Gelpi (Dec 13, 2022 12:13 PST) Date: Dec 13, 2022

Vice President, Academic Affairs


Date: Dec 20, 2022












Plan of Action Pre-Validation six year_0001


Final Audit Report

2022-12-21

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