

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name** CULINARY ARTS **Academic Year** 2024-2025

1. Has your program mission or primary function changed in the last year?

**No**

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

**The Santa Maria CTE Center discontinued teaching CA 119 Intro to Hospitality and added CA 121 Basic Baking & Pastry**

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

**Yes. Some problems encountered replacing CA 323 & CA 324 with a combined class CA 325.**

4. Were there any staffing changes?

**We added Anna Arrowsmith and Katherine Russ from Orange Coast College to teach baking.**

5. What were your program successes in your area of focus last year?

**We continued our strong partnership with the Santa Maria CTE Center concurrent enrollment. We also continued increasing enrollment and added 5 courses to Summer 2025.**

## Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

**I conducted Program Learning Outcomes in Spring 2025 and shared the results with PT Faculty. See results below:**

## Program Outcomes

- 1 - CA1- Denote the variety of services and business structures existing in the food and beverage 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 Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	88.24%	+18.24%

- 2 - CA2- Demonstrate competency in safe, sanitary and efficient production and service operations.

Demonstrate competency in safe, sanitary and efficient production and service operations.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	90.91%	+20.91%

- 3 - CA3- Analyze and respond to differing business climates based on best accounting and forecasting practices.

Analyze and respond to differing business climates based on best accounting and forecasting practices.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	80.00%	+10.00%

- 4 - CA4- Demonstrate competency in oral, written and electronic communications

Demonstrate competency in oral, written and electronic communications.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	88.24%	+18.24%

- 5 - CA5- Supervise and train a diverse employee pool in best industry practices.

Supervise and train a diverse employee pool in best industry practices.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	84.85%	+14.85%

- 6 - CA6- Follow all the governmental laws and regulations pertaining to food and beverage operations.

Follow all the governmental laws and regulations pertaining to food and beverage operations.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	90.48%	+20.48%

- 7 - CA7- Demonstrate basic baking and cooking skills using current industry tools and equipment.

Demonstrate basic baking and cooking skills using current industry tools and equipment.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	88.24%	+18.24%

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.  
**Since we (CA faculty) all share grades and Canvas content, it is easy to incorporate PLO's into the courses that align**

**with the different outcomes. The Program Map for Culinary Arts is below:**

# Program Assessment Map

2024-2025 (Current)

## Culinary Arts

### Program Mission Statement

Skill Level: **I** Introduced **D** Developed **M** Mastery **N** Not Associated **A** Not Applicable **3** Introduced, Developed, Mastery **ID** Introduced, Developed **IM** Introduced, Mastery **DM** Developed, Mastery **AN** Associated No Attainment Level

Outcomes ↳ ↓ Courses	1 CA1- Denote the variety of services and business structures existing in the food and beverage sector of the hospitality Industry.	2 CA2- Demonstrate competency in safe, sanitary and efficient production and service operations.	3 CA3- Analyze and respond to differing business climates based on best accounting and forecasting practices.	4 CA4- Demonstrate competency in oral, written and electronic communications	5 CA5- Supervise and train a diverse employee pool in best industry practices.	6 CA6- Follow all the governmental laws and regulations pertaining to food and beverage operations.	7 CA7- Demonstrate basic baking and cooking skills using current industry tools and equipment.
CA118	I	I	A	I	I	I	A
CA119		A	I	D +18.24%	I	I	A
CA120	A	D	I	I	I	I	I +18.24%
CA121	A	I	I	I	I	I	I
CA122	I	D	D	D	D	D	M
CA123	A	M	A	D	D	M	M
CA124	D	M +20.91%	A	D	A	M +20.48%	M
CA125	D	A	A	M	M +14.85%	D	A
CA126	D	D	M +10.00%	D	D	D	A
CA129	M	D	D	D	D	M	D
CA325	I						

Revised 8.28.2023

- c. Please summarize recommendations and/or accolades that were made within the program/department.  
**We continue to focus on the key learning outcomes desired and adapt our teaching to attain the desired results. We have quite a few PLO's due to the varied nature of our program and diverse course offering. We offer 11 courses that cover the broad spectrum of the hospitality industry.**  
**CA 118 Beverage Management**  
**CA 119 Intro to Hospitality**  
**CA 120 Principles of Foods 1**  
**CA 121 Basic Baking & Pastry**  
**CA 122 Advanced Baking & Pastry**  
**CA 123 Principles of Foods 2**  
**CA 124 Sanitation, Safety & Equipment**  
**CA 125 Supervision & Training Techniques**  
**CA 126 Food Production Cost, Control**  
**CA 129 Catering & Events Management**  
**CA 325 Specialty Cakes – Baking & Decorating**
- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.  
**None planned.**

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

- a. Which courses were reviewed for regular and substantive interactions (RSI)?  
**September 5, 2024, Thesa Roepke and I met to discuss her findings from reviewing CA 125 Supervision & Training Techniques and CA 126 Food Production Cost, Control.**
- b. What were some key findings regarding RSI?

- Some strengths: Essential content exists for regular and substantial content, however Thesa provided many suggestions to improve courses.
  - Some areas of possible improvement:
    1. Keep video content to less than 5 minutes. Some video lectures went on for over 30 minutes. She suggested breaking them up into easy to find topics less than 5 minutes.
    2. Provide a module “wrap-up” discussing key topic take-aways.
    3. Add an Assignments Module showing everything required and the due date.
    4. Summarize or “wrap-up” Discussion Board threads after due date, highlighting student responses.
    5. Schedule weekly open-hour or drop-in meeting via Zoom. Require students attend at least one so we can get a visual connection.
    6. Publish rubrics for the courses so the students know what the grading scale looks like.
- c. What is the plan for improvement?
- Implement the suggestions for Spring and Fall 2025. Re-evaluate the courses via peer review annually.**

#### **CTE two-year review of labor market data and pre-requisite review**

- a. Does the program meet documented labor market demand?
- Yes. We reviewed local and statewide data for the Culinary Arts and Hospitality industries here:**  
<https://labormarketinfo.edd.ca.gov/codefinder/codefinder.asp>
- b. How does the program address needs that are not met by similar programs?
- Our program is unique in that we prepare students for employment in the broad range of hospitality related industries. We provide educational opportunities that are enhanced by Enology, Viticulture, Nutrition, Food Science, and AG Business disciplines.**
- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
- During our annual Industry Advisory Committee meeting (documents here:**

<https://www.hancockcollege.edu/advisory/culinary/index.php>) we interact with employers to gain their feedback.

We have a video of the latest meeting here: <https://youtu.be/iU3pwETK0tg>

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

**Our program has no course prerequisites, and any advisories are reviewed for Title 5 requirements during course review.**

- e. Have recommendations from the previous report been addressed?

**There were no recommendations. Everything was appropriate.**

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Hospitality Management AS-T Degree
Planning years:	2024-2026 (planned implementation Fall 2026)
<p style="text-align: center;"><b>Description:</b></p> <p>We have begun the development of a Hospitality AS-T degree to enhance our current AS degree in Culinary Arts &amp; Management. We are following the ASCCC common course name/numbering and the Transfer Model Curriculum Template for Hospitality Management Approval Dates: March 29, 2017; January 31, 2023; November 8, 2023 (Cal-GETC Compliance). This new degree will require additional resources to complete.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p>X Ed Master Plan   <input type="checkbox"/> Student Equity Plan   <input type="checkbox"/> Guided Pathways   <input type="checkbox"/> AB 705/1705</p> <p><input type="checkbox"/> Technology Plan   <input type="checkbox"/> Facilities Plan   <input type="checkbox"/> Strong Workforce   <input type="checkbox"/> Equal Employment Opp.</p> <p><input type="checkbox"/></p>	

## **Area of Focus Discussion Template**

### **INNOVATIVE SCHEDULING**

**Innovative Scheduling** embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

**Possible topics:**

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

**1. What data were analyzed and what were the main conclusions?**

**We utilized enrollment data from academic years 2017-2024, and student surveys. The typical scheduling followed the faculty desire to teach during the daytime hours in a traditional face-to-face format. We also had no concurrent enrollment. We found that students requested the following:**

- Lecture content online instead of in-class, requiring a hybrid course presentation.
- More cooking and baking courses offered in the evening to facilitate students that currently work a traditional M-F daytime schedule.
- Flexible modalities that allow students to take courses (where appropriate) from home due to transportation issues, childcare, work conflicts and convenience.
- Due to the addition of the Santa Maria High School CTE Culinary facility, we worked to add concurrent enrollment for primarily high school seniors to take courses that count for credit at AHC.



2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?
  - **We have struggled with fraudulent students that enroll in the online courses to gain financial aid.**
  - **Faculty were not fully trained on Canvas and online asynchronous/hybrid modality.**
  - **Student needed help with Canvas training.**
3. What are your plans for change or *innovation*?
  - **We will continue to advocate, and schedule based on the needs of the students. This will require open minds and a desire to adapt our program to the needs of the students. This means holding courses when the majority of students want to take the course.**
  - **Continue to pursue concurrent enrollment opportunities for Lompoc and Santa Ynez high schools. They both currently offer culinary courses but have no agreement with AHC.**
  - **Attempt to get our distance education courses added to the <https://cvc.edu> website.**
  - **Continue improving the content and consistency of our asynchronous and hybrid courses on Canvas.**
4. How will you *measure* the results of your plans to determine if they are successful?

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?

**The main measurement of success will be enrollment data. We will also follow up with a student survey in fall 2025 to solicit feedback.**

Program Review Signature Page:



Ron Lovell (May 12, 2025 11:15 PDT)

Program Review Lead

05/12/2025

Date



Thomas Lamica (Jul 17, 2025 07:22 PDT)

Program Dean

07/17/2025

Date



Vice President, Academic Affairs

07/17/2025

Date











# Culinary Arts\_ Program Review\_Innovative Scheduling Discussion CULINARY 2025

Final Audit Report

2025-07-17

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