

## 1. Enrollment Patterns

### Sections Offered

The number of CULAR sections offered remains fairly steady. Since nonessential classes have been changed to 'inactive' and are not offered, our sections offered have been slightly reduced.

Due to high enrollment demands, there has been one class that from time-to-time has offered more than one section in a semester: Cular 20AD.

*Cular 20AD: Applied Food Service Sanitation in Hotel/Rest Mgmt*  
During 2005 Fall, 2005 Spring, 2010 Fall, 2011 Summer, and 2011 Fall, two sections per semester of Cular 20AD have been offered. For all other semesters it was offered, there was only one section. Beginning 2011 Fall, Cular 20AD has been added as a pre-requisite/co-requisite for the basic introductory course Cular 213A. To accommodate student demand for these courses, which is well over enrollment limits, it is most likely that Cular 20AD will continue to offer two sections each semester. But those sections will be limited to a combined 95 students, as the current part-time Instructor has a cap on the number of students allowed to enroll.

#### *Cular 271AD: Work Experience*

Several years ago, two sections per semester of Cular 217AD were offered, as well a one section during the Summer. But, since 2005 Spring, only one section of Cular 271AD has been offered. In 2010 Fall, the Work Experience program was revamped, prohibiting all Work Experience courses college-wide until 2011 Spring. The new version of Work Experience has very large waiting lists, but the current part-time Instructor is capped at teaching no more than 27 students. More sections need to be offered, but it is not possible at this time. This limited offering for a core course is wreaking havoc with students' program completion. This not only affects our rates (as below), but more importantly, it is frustrating the students who are unable to complete or graduate from the Program. Additionally, the number of Work Experience sections offered college-wide decreased from 2011 Spring to 2011 Fall, with many Programs no longer offering it. This does not affect the Baking & Culinary Arts Programs directly, but it is prompting discussion about the new WE content and students' difficulty getting the paperwork right and the possibility of discontinuing our WE program.

### Enrollment Minimums and Caps

We have had only a few classes that have had 'Less than 20' students:

*Cular 20AD: Applied Food Service Sanitation in Hotel/Rest Mgmt*  
During 2005 Fall, 2005 Spring, 2010 Fall, 2011 Summer, and 2011 Fall, two sections per semester of Cular 20AD have been offered. For all other semesters it was offered, there was only one section. Beginning 2011 Fall, Cular 20AD has been added as a pre-requisite/co-requisite for the basic introductory course Cular 213A. To accommodate student demand for these courses, which is well over enrollment limits, it is most likely that Cular 20AD will continue to offer two sections each semester. But those sections will be limited to a combined 95 students, as the current part-time Instructor has a cap on the number of students allowed to enroll.

*Cular 213C: Food Preparation 3*  
In 2003 Fall, 2005 Fall; the enrollment cap was also set at 20. But since that time, it has mostly met or exceeded the enrollment cap, even when that enrollment cap was changed from 20 to 25, 28, and then to 25 again. Since 2010 Fall, this capstone course has been offered 'infrequently', and when it is offered it consistently exceeds the enrollment cap.

*Cular 214: Professional Gourmet Cooking*  
An infrequently offered class, fell below 20 students in 2005 Summer, 2005 Fall, and 2007 Fall. In 2011 Fall it met the cap.

*Cular 215: Commercial Formal Buffet*  
An infrequently offered course which fell below 20 students in 2008 Spring and 2009 Spring. While 2006 Spring and 2007 Spring were below the cap of 25. This course has not exceeded its enrollment cap.

*Cular 271AD: Work Experience*  
Several years ago, two sections per semester of Cular 217AD were offered, as well a one section during the Summer. But, since 2005 Spring, only one section of Cular 271AD has been offered. In 2010 Fall, the Work Experience program was revamped, prohibiting all Work Experience courses college-wide until 2011 Spring. The new version of Work Experience has very large waiting lists, but the current part-time Instructor is capped at teaching no more than 27 students. More sections need to be offered, but it is not possible at this time. This limited offering for a core course is wreaking havoc with students' program completion. This not only affects our rates (as below), but more importantly, it is frustrating the students who are unable to complete or graduate from the Program. Additionally, the number of Work Experience sections offered college-wide decreased from 2011 Spring to 2011 Fall, with many Programs no

longer offering it. This does not affect the Baking & Culinary Arts Programs directly, but it is prompting discussion about the new WE content and students' difficulty getting the paperwork right and the possibility of discontinuing our WE program.

NB: the enrollment caps have changed several times, not always consistently between sections offered during the same semester (e.g. 2007 Fall, 2008 Spring Cular 200AD one section was capped at 20 while another was capped at 35). This inconsistency/error skewed the class data (available seats & wait list) for each of the affected semesters.

For the most part, our classes have met or exceeded the enrollment cap.

#### Student Demand / Wait Lists

*(For purposes of better assessing 'student demand', the number of 'available seats' has been added to the 'wait list' numbers.)*

Several Cular classes have considerable student demand (20+ students) that outweighs the number of seats available each semester:

*Cular 20AD: Applied Food Service Sanitation in Hotel/Rest Mgmt*  
2011 Spring showed a 23 demand, which would have been enough students to add an additional section. Also, for the first time, two Summer sections are scheduled for 2011 Summer to meet the high demand for the course due to a new state law that went into effect on 11 June 2011, requiring all Foodservice employees who 'handle' food be certified. Cular 20AD is the required path for Culinary Arts students.

*Cular 213A: Food Preparation 1*  
Every semester this class has more than enough student demand to merit an additional section each semester.

*Cular 271AD: Work Experience*  
Currently, as noted in the Sections Offered section above, our Work Experience Instructor is capped at 27 students per semester, which leaves a very high student demand for the course that at the moment we cannot accommodate.

For the past six years (2005-2011) average Culinary class sizes are almost 15% above established class capacities and there is a need for a dedicated Culinary Arts Institute with more Kitchen Labs to accommodate student demand.

## 2. Achievement Data

Retention Rate (Percent of students retained in the course to end of term [A, B, C, D, F, CR, NC, I] out of total enrolled in course.)

Culinary Arts classes as a whole average a 81% retention rate, which is higher than the College (79%) and the School of Business/Social Science (76%), and the School of Trades & Industrial (85%).

2009-2010 Showed a spike in the retention rate across all Cular courses.

Completion Rate (Percent of students retained in the course to end of term [A, B, C, D, CR, I] out of total enrolled in course.)

Culinary Arts courses as a whole average a 75% completion rate, which is higher than the College (70%) and the School of Business/Social Science (67%), and about the same as the School of Trades & Industrial (74%).

Success Rate (Percent of students successful [A, B, C, CR] in course out of total enrolled in course).

Culinary Arts classes as a whole average a 73% success rate, which is higher than the College (67%) and the School of Business/Social Science (62%), and the School of Trades & Industrial (70%).

College-wide: 22% Withdrew  
8% Failed or did not Complete the class  
3% Passed with a 'D'

School B/SS: 24% Withdrew  
6% Failed or did not Complete the class  
9% Passed with a 'D'

Baking Program: 19% Withdrew  
7% Failed or did not Complete the class  
2% Passed with a 'D'

*Cular 20: Applied Food Service Sanitation in Hotel/Rest Mgmt*

Retention: 69%,  $\cong$  10% lower than the College,  $\cong$  8% lower than the School of Business/Social Science, and  $\cong$  17% lower than the School of Trades & Industrial Technologies.

2007-2008 Showed a unique 20% drop in retention, down to 48.2%, which has subsequently stabilized back to a higher rate.

Completion: 63%, which is  $\cong$  8% lower than the College,  $\cong$  4% lower than the School of Business/Social Science, and  $\cong$  11% lower than the School of Trades & Industrial Technologies.

Success: 61%, which is  $\cong$  6% lower than the College,  $\cong$  the same as the School of Business/Social Science, and  $\cong$  9% lower than the School of Trades & Industrial Technologies.

Interpretation: 32% Withdrew  
6% Failed or Did not Complete the class  
2% Passed with a 'D'

*Cular 213A: Food Preparation 1*

Retention: 81%,  $\cong$  3% higher than the College,  $\cong$  5% higher than the School of Business/Social Science, and  $\cong$  4% lower than the School of Trades & Industrial Technologies.

Completion: 78%,  $\cong$  8% higher than the College,  $\cong$  12% higher than the School of Business/Social Science, and  $\cong$  4% higher than the School of Trades & Industrial Technologies.

Success: 77%,  $\cong$  10% higher than the College,  $\cong$  15% higher than the School of Business/Social Science, and  $\cong$  7% higher than the School of Trades & Industrial Technologies.

Interpretation: 19% Withdrew  
3% Failed or Did not Complete the class  
2% Passed with a 'D'

*Cular 213B: Food Preparation 2*

Retention: 86%,  $\cong$  7% higher than the College,  $\cong$  9% higher than the School of Business/Social Science, and  $\cong$  1% higher than the School of Trades & Industrial Technologies.

Completion: 85%,  $\cong$  14% higher than the College,  $\cong$  18% higher than the School of Business/Social Science, and  $\cong$  104% higher than the School of Trades & Industrial Technologies.

Success: 81%,  $\cong$  14% higher than the College,  $\cong$  19% higher than the School of Business/Social Science, and  $\cong$  11% higher than the School of Trades & Industrial Technologies.

Interpretation: 14% Withdrew  
1% Failed or Did not Complete the class  
8% Passed with a 'D'

*Cular 213C: Food Preparation 3*

Retention: 79%,  $\cong$  1% higher than the College,  $\cong$  3% higher than the School of Business/Social Science, and  $\cong$  6% lower than the School of Trades & Industrial Technologies.

Completion: 76%,  $\cong$  5% higher than the College,  $\cong$  9% higher than the School of Business/Social Science, and  $\cong$  1% higher than the School of Trades & Industrial Technologies.

Success: 71%,  $\cong$  4% higher than the College,  $\cong$  9% higher than the School of Business/Social Science, and  $\cong$  1.3% higher than the School of Trades & Industrial Technologies.

Interpretation: 21% Withdrew  
4% Failed or Did not Complete the class  
4% Passed with a 'D'

*Cular 271AD: Work Experience*

Retention: 72%,  $\cong$  7% lower than the College,  $\cong$  5% lower than the School of Business/Social Science, and  $\cong$  14% lower than the School of Trades & Industrial Technologies.

Completion: 69%,  $\cong$  2% lower than the College,  $\cong$  2% higher than the School of Business/Social Science, and  $\cong$  5% lower than the School of Trades & Industrial Technologies.

Success: 69%,  $\cong$  2% higher than the College,  $\cong$  7% higher than the School of Business/Social Science, and  $\cong$  1% lower than the School of Trades & Industrial Technologies.

Interpretation: 28% Withdrew  
3.0% Failed or Did not Complete the class  
0.0% Passed with a 'D'

Success, Retention, and Completion Rates have remained stable over the past six years, with minor fluctuations depending on the semester, where students in the Baking courses tend to perform better in the Spring.

The Culinary Arts students on the whole outperform the students college-wide (LBCC), school-wide (SBSS), as well as trade-wise (ST&IT).

### Degrees and Certificates

Associate of Science Degree:  $\cong$  3 per year, on average  
Certificate of Achievement:  $\cong$  10 per year, on average  
Certificate of Accomplishment:  $\cong$  211 per year, on average

The numbers have decreased over the past six years, and a decrease in the number of students receiving an A.S. is expected due to the fact that since 2009, students are also required to take English 1 and Math 130 instead of English 105 and Math 110. This should not affect the number of Certificates of Achievement awarded.

### **3. Staffing/Resources**

The Faculty and Staff of the Culinary Arts Department are as diverse as the students they serve, and consists of three male and two female instructors. Each full-time Chef Instructor has been teaching the Culinary Arts for at least ten years. Two Chef Instructors hold a Bachelor of Science Degree in Occupational Studies. Two Chef Instructors were classically trained through the traditional French Apprenticeship system. One Chef Instructor is a certified Associate Raw Food Chef and Instructor. Three Chef Instructors have each spent over 20 years working in the commercial kitchens of the Hotel and Restaurant industry, two of which have also worked Internationally.

The Culinary Arts Department is currently comprised of three full-time Chef Instructors, two part-time Instructors, and one part-time Instructional Assistant.

Prior to 2010 Fall, the Department employed four full-time Chef Instructors, and one Adjunct Instructor.

In 2010 Fall we lost one full-time Chef Instructor and the Adjunct Instructor, but added one part-time Instructional Assistant / Adjunct Instructor.

In 2011 Spring we added an Adjunct Chef Instructor to partially compensate for the loss of the full-time Chef Instructor we suffered in 2010 Fall.

Also in 2011 Spring, one of the full-time Chef Instructors was on leave for 11+, during which time substitute Chef Instructors were necessary for the continuance of the class. But, the pool of substitutes was inadequate to meet the department's needs, and one full-time Chef Instructor and the Adjunct Chef Instructor split the duties of the absent Chef Instructor.

Prior to 2011 Spring, the 'part-time / substitute' pool for Culinary had one 'approved' Chef Instructor. This person was not available for most of the required days and times, plus the area of expertise was

not well-aligned with the area required. The department, along with HR, spent several weeks looking for and interviewing more substitute Chef Instructors. Only one was remotely qualified, but has not yet been called-in for duty (at which time we will see if the qualifications sufficiently match the demand). The search for additional part-time candidates continues, but without any further success so far.

#### **4. Student Learning Outcomes**

The program's capstone course, Cular 213C, has only been taught once in the last year and a half, resulting in a very small number of students exiting the program during the relevant time period. Further, the most recent section of this capstone course was adversely affected by the Instructor of Record being out on leave for 11+ weeks, most notably during both the Midterm and Final Exam periods. Because of this absence, the course was taught by several substitute Chef Instructors, none of whom being the Instructor of Record met the SLO's criteria for administering the Program's capstone performance exams.

Assessment data will be collected as/when future students exit the Program.

#### **5. Goals**

With the retirement of the former Department Head of 20+ years, the department for the past year-and-a-half has been moving in a different direction.

The Culinary Arts classes have been rescheduled to allow the students full access to the Instructional Kitchen. Increasing the amount of hands-on instruction further proves the necessity of new Culinary facilities. As such, it remains the top strategy of our continuing #1 goal for the department - student success.

We have achieved a few of our smaller goals, such as the hiring of an Instructional Assistant, and the addition of more lockers for the Culinary Arts students. While at the same time adding more progressive Goals, such as instruction on Healthier Cuisine, increasing the number of Safety and Sanitation sections to meet demand due to new state laws, and creating a student-run restaurant to better actively teach the students their craft.

The most important plan for the Program's future is to replace the full-time Chef Instructor lost due to retirement, which is having an adverse effect on the students and impacting our Programs.

Plus, to better meet student demand, especially in the midst of an economic slow-down, the Culinary Arts Department and Programs need to

grow and expand. The new Culinary Arts Institute scheduled for construction would be a comfortable home in which to grow.

## **6. College Wide**

The Culinary Arts Programs' SLOs and Departmental goals are designed for "student achievement" and "... workforce development by delivering high quality educational programs," fully integrating with the College's Mission and Core Competencies.

Further, the Culinary Arts Programs complement the Goals of the School of Business and Social Science: Enhance and update CTE curriculum and course offerings to advance technology and student career opportunities; those of Academic Affairs: ... provide a foundation for successful career and workforce skills; as well as the Superintendent-President's Agenda 2009 - 2011: Economic, Workforce Development, and Community Outreach.

Additionally, the College's Educational Master Plan 2005-2010's expected outcomes from the educational process: Wellness - The ability to make lifestyle choices that promote physical ... health; and #5 of the College Planning Committee's approved 2010-2011 Institutional Goals: Improve the college's career technical education programs in terms of their relevance and viability in the economy and flexibility to adapt to changes and needs of local workforce and industry.