

# Culinary Arts Program Review



Grossmont College  
Spring 2014

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**CULINARY ARTS PROGRAM  
PROGRAM REVIEW**

**SIGN-OFF SHEET**

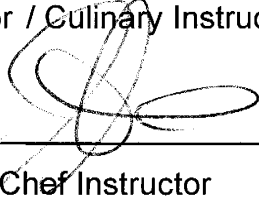
**2014 Full Time Culinary Faculty**

**June 2014**



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Joe Orate - Coordinator / Culinary Instructor



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James Foran – Pastry Chef Instructor

## **Culinary Arts Faculty**

### Full Time Faculty

Chef Joseph Orate, Program Coordinator

Chef James Foran

### Part Time Faculty

\*\* Kay Carreon

\*\* Kris Saradpon

\*\* Chef Kim Martin

\*\* Chef Mark Atkins

\*\* Chef David McHugh

Jennifer Williams

Helen Coyne

\*\* Have taught more than five years in the program and currently during the last five years.

### Full Time Contract Classified Staff

Greg Smith

### NANCE support staff

David Litke

Marianne Daquino

Steve Knapp

James Arens

## CULINARY ARTS PROGRAM REVIEW

### SECTION 1 – BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

#### 1.1 Introduce the self-study with a brief department/program history. Include changes in staffing, curriculum, facilities, etc.,

The Culinary Arts Program began as a few cooking courses as a support to the Food Service Management Program beginning in 1990. In 1993, the Food Service Management Program was terminated. It was also decided that the ROP (Regional Occupational Programs) sponsored cooking classes would continue based on popular enrollment. The pioneers to oversee this growth were Cathie Robertson and George Yackey.

In 1996, Joe Orate, a renowned executive chef in the food service industry and a Gold Medalist in the Culinary Olympics, was hired to fill the needs of the program. He recommended that culinary arts become a training program for the food service industry focusing on job related standards. Student learning outcomes were evaluated and standards were changed to meet the needs of the industry.

In 1997, ROP increased its class offerings. All Culinary Arts courses are a collaborative effort with ROP and Grossmont College and were available for college credit. The majority of the students did enroll for college credit and paid tuition. The program was funded by ROP. The Regional Occupational Programs is a state funded, career and technical education program open to anyone 16 yrs and older. Grossmont College ROP is one of 22 districts in San Diego County with ROP on its campus. The program became so popular it created wait lists of 30-50 students per offering. During this time, two more chef instructors, all Gold Medallists (Culinary Olympics) were added to the faculty. Fine Dining Class was added to serve lunch and dinners to faculty and staff and gave our students hands-on experience. The increase in ROP sponsored classes significantly increased the number of culinary students. Self-assurance of success was felt by students, faculty and administration. The program raised its expectations and set the direction for growth.

At this time, the Advisory Committee, San Diego Chefs and Administration did research and site visits of other accomplished culinary programs due to the increased enrollments. New directives proceeded and a complete revision of the ROP curriculum was created. A revised 31unit Certificate of Achievement and an addition of a degree in Culinary Arts also were in motion. Application for a full time chef instructor faculty also followed.

By 2000, FACS was dissolved and Culinary Arts program has grown to the point where they could stand alone. Curriculum for 17 new courses was written and approved and a certificate and a degree have been added.

Eight more adjunct chef instructors were also added since that time. Our advisory recommended further emphasis in advanced Baking and Pastry Training. A full time culinary instructor was added solidifying the direction of the program.

In 2001, curriculum for Advanced Baking and Pastry classes in Chocolate Making, Sugar and Centerpiece Work, Bread Baking, and Cake Decoration were written and approved. The advisory committee and student recommendation expressed emphasis in opening their own food service operations creating curriculum for Culinary Entrepreneurship and Mini Certificates of Proficiencies in four different areas of emphasis in culinary arts.

Culinary Entrepreneurship and Mini Certificates of Proficiencies curriculum was written and approved by 2002. By 2003, the culinary program now offered the following AA Degrees and Certificates of Achievement in all areas of emphasis:

- Culinary Arts
- Baking and Pastry
- Culinary Entrepreneurship
- Certificate of Proficiency in Banquet Cook, Line Cook, Prep Cook, Pastry Cook

Application for a full time Pastry Chef instructor was approved in 2004 and funded by GC/ROP. With the growth of the program, student surveys and advisory committee recommendation, a culinary facility with up to date equipment was emphasized in the college planning. Funds were available through bond money for plans on remodeling the culinary and pastry lab kitchen facilities as a part of the Student Center remodel.

In 2005, our advisory committee recommended an emphasis in the latest trends in Fruit, Vegetable and Ice Carving.

In 2006, curriculum was written for a class in Fruit, Vegetable and Ice Carving and approved. Updates and changes to curriculum have been sent forward for approvals to the Curriculum Committee. Chef James Foran was hired as the full time Pastry Chef Instructor at this time. Our program now had two full time culinary instructors that follow up with continuity of curriculum and standards set by the department.

The Grossmont College Culinary Arts Program is designed to provide courses and hands-on training for development of skills, knowledge and practice for application in the hospitality/food service industry and lead toward an Associate Degrees and /or Certificates in Culinary Arts, Baking and Pastry and Culinary Entrepreneurship. It emphasizes curriculum related to industry standards.

Today, the program now consists of 2 full time instructors, six adjunct faculty, one full time classified staff member handling purchasing and lab equipment maintenance and three part time NANCE support staff. With turnover in adjunct faculty in the near future, student's needs and continued growth in the program, the department now focuses on application of two more full time chef instructors. Enrollments continue to be at maximum with full wait lists for each class offering.

In 2008, ROP funded college programs were eliminated with funding reverting back to the high schools. Administration made the decision to add the culinary arts programs to the fiscal budget and was approved.

In 2010, administration approved the consolidation of both the culinary and pastry kitchens in the College renovation plans for the Student Center. In 2012, the renovation was completed and the culinary art building was open. Administration, community and student's reaction was overwhelmingly positive with the training facility. Enrollment numbers continue to be impacted with wait lists at it maximum.

In the next phase in growth in the culinary programs, our advisory suggested that we open a high end restaurant providing work experience for our advanced students in a high class restaurant setting. Lunches for staff and faculty will be provided four days a week, dinner service to the public on weekends providing an outreach to the community and introduce them to the newly renovated college. This phase of the program should provide funds which make this phase a self-funded program for the culinary department. The only obstacle would be self-contained restaurant space for a service kitchen and dining room.

In 2011 and 2012 numbers were limited in the number of offerings due to the state fiscal fall and budget restraints. In 2013 the fiscal numbers and budget had improved thereby allowing us to slowly add back some classes. Even though we face budget restraints and cutbacks, enrollment numbers for culinary courses remain impacted and waitlists continue to be full.

## **Department/ Program Goals**

- 1.2 Appendix 1 contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your most successful and least successful goals and answer the following questions:**

**For your most successful goal:**

- a) What activities did you undertake to achieve this goal?**
- b) Report and explain the data you have to verify progress toward your goal.**
- c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?**



**The most successful goals that we set out to accomplish included all of the following:**

## **1. Partnership with San Diego Food Services**

### **What activities did you undertake to achieve this goal?**

- Partnered with local chefs in food service to assist with work training opportunities for our students. (Chef Barry Schneider - The Del Mar Racetrack, Chef Carl Schroeder - Market Restaurant, Chef Paul Melchior - SDSU Food Services, Chef David McHugh - USD Food Services, Chef Ed Koengeter - UCSD Faculty Club, Chef Cipriano Mancilla - SD Hilton, Chef Jeff Jackson - Lodge at Torrey Pines, Chef Bernard Guillas and Chef Ron Oliver – The Marine Room, Chef Trey Foshee – Georges at the Cove, SD Zoo Chef Axel Dirolf – SeaWorld Food Operations, Chef Chris Scherlf – Hornblower Food Services to name a few...)
- Partnered with local chefs and food associations creating opportunities for our students to show their skills and abilities in obtaining full and /or part time job opportunities. (San Diego Chefs de Cuisine Association, Cook Confab SD, SD East County Wine Association, East County Chamber of Commerce to name a few...)
- Partnered with local food service companies creating work experience sites for our students. (The Del Mar Racetrack, Market Restaurant, SDSU Food Services, USD Food Services, UCSD Food Services, SD Hiltons, Lodge at Torrey Pines, The Marine Room, Georges at the Cove, SD Zoo Food Services, SeaWorld Food Operations, Hornblower services to name a few...)

### **Report and explain the data you have to verify progress toward your goal.**

After building relationships with these chefs and companies, our culinary staff continues to see success rates in the number of students accepted for work experience and thereby hired for job opportunities.

### **How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?**

- Provided an industry standard environment that promoted student success (Goal 9.1)
- Enhanced workforce preparedness staying current with our programs supplying the industry with trained people (Goal 9.2)
- Promoted extended learning opportunities for students to develop practical workplace skills (Goal 9.3)

## 2. Local Visitations

### What activities did you undertake to achieve this goal?

- Participated in site visitations to local high schools (Monte Vista High, El Cajon Valley High, El Capitan...)
- Participated in site visitations to San Diego Food Services (Celebrate the Craft – Lodge at Torrey Pines,
- Participated in local chef association meetings and events (Fallen Officers fundraising event, wine festival funding events)

### Report and explain the data you have to verify progress toward your goal.

- Participation in these events helped solidify relationships that contributed to continued success in enrollments for the culinary and pastry programs as well as the academic courses here at Grossmont College.

### How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

- Enhanced our outreach programs and our partnerships with feeder schools (Goal 5.1)
- Helped the program develop effective community relations and event coordination. (Goal 10.3)

## 3. Professional Associations

### What activities did you undertake to achieve this goal?

- Actively participating in fundraising activities for local chefs organizations (SD Chefs Associations)
- Attendance at chef association meetings and performing food demos
- Participation in Confab San Diego fundraising events

### Report and explain the data you have to verify progress toward your goal.

- Participation in these organizations helped solidify relationships that contributed to greater networking opportunities for our culinary and pastry students.

### How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

- Participation offered us a practical opportunity to extend learning beyond the classroom (Goal 3.5)
- Helped promote off-campus learning opportunities for our culinary and pastry students (Goal 9.3)
- Helped open doors developing effective community relations and event coordination (Goal 10.3)

#### 4. High School Outreach

##### **What activities did you undertake to achieve this goal?**

- Performed food demonstrations in high schools
- Passed out college information at the high school
- Participated in job fairs where large number of high school students attended.

##### **Report and explain the data you have to verify progress toward your goal.**

- Positive feedback from high school teachers and students
- Enrollments based from acquired information given at the time of visitations and food demonstrations

##### **How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?**

- Helped our programs recruit students from historically under-served populations through outreach (Goal 1.1)
- Increased our instructors engagement within the broader community (Goal 10.2)
- Developed effective community relations (Goal 10.3)

#### 5. Public Relations

##### **What activities did you undertake to achieve this goal?**

- Contact with local newspaper (Union Tribune, East County newspaper, Asian editorials)
- Contact with local media (TV – Channel 9)
- Contact with national magazines (Where Magazine, Riviera Magazine, Culinary Stockpot)

##### **Report and explain the data you have to verify progress toward your goal.**

- Positive media reports helped student enrollments
- Current information and publications helped update the public with the college's updated recent events, achievements and happenings

##### **How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?**

- Increased awareness of services and benefits offered by the college (Goal 1.2)
- Gathered and utilized information in planning appropriate intervention and support services which improved student success of under-prepared population (Goals 5.2, 5.3)
- Developed effective community relations and event planning (Goal 10.3)

#### 6. Participation in competitions

##### **What activities did you undertake to achieve this goal?**

- Mentored our student in local and regional competitions (2008, 2009, 2010, 2011, 2012 culinary salon)

**Report and explain the data you have to verify progress toward your goal.**

- Awards and medals
- Certificates of participation
- Acquired skills in newest trends

**How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?**

- Maximized student engagement (Goal 3.2)
- Increased capacity and student success with in the program (Goal 9.1)
- Promoted off-campus extended learning opportunities (Goal 9.3)

**For your least successful goal:**

- a) What challenges or obstacles have you encountered?**
- b) Has this goal changed and why?**

**1. Partner with CA Farmers Bureau**

**What challenges or obstacles have you encountered?**

- Because of the busyness of the Farmers Bureau, contact people were hard to reach. Conflicting times and schedules were challenging also.

**Has this goal changed and why?**

- No. We plan on becoming members with the bureau and establishing relationships in the near future. This will create greater opportunities of learning for our students through visitation and field trips.

**2. Student and Financial Support**

**What challenges or obstacles have you encountered?**

- Because of busy teaching schedules and school commitments, time is very limited. In the time we contributed to student's financial support, we did raise a number of scholarships and assisted in numerous fundraising events that helped students with current needs.

**Has this goal changed and why?**

- No. We continue to strive to do more in this area as we achieve greater successes and notoriety in our field.

### 3. Classroom Technology

#### **What challenges or obstacles have you encountered?**

- We face space challenges to accomplish this goal. With new trends in technology, keeping up and adapting to new equipment in our vocational training program setting becomes challenging as our students mainly look for culinary and pastry training. Classroom space enlargement, funding and approvals would be our biggest obstacles.

#### **Has this goal changed and why?**

- No. We continue to adapt to whatever trends are occurring. We anticipate newer equipment in the food service industry to change as technology and needs change.

## **SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS**

In **Appendix 2 - Catalog Descriptions**, insert copies of your catalog descriptions from the most recent college catalog (see “Courses of Instruction” section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see “Associate Degree” section. This is the yellow section). [NOTE: Do not include your actual course outlines]

**2.1 Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.**  
The Culinary Arts outlines do reflect that all courses are relevant to industry standards and provide currency in the field. These are reviewed by our Culinary Advisory to reflect currency. Our Advisory members include executive and pastry chefs, food service managers, chef instructors, food purveyors, college administrators and students. The Advisory has approved all the outlines and are very satisfied with what and how each course is taught based on the outcomes. Courses show that we provide current training, information and techniques when you focus on each class description. The Advisory members are always invited to sit in on a class to view are teaching as it relates to industry standards. The information that we provide guides students into a modern day working environment as it relates to the food service industry. These outlines are followed up and re-enforced by the department coordinator checking that all chef instructors follow all the guidelines as stated in the catalog descriptions. Each instructor must know the objective and outcomes of their class in achieving the high standards of SLOs we provide through teaching practices in lecture, food demonstrations and practical studies.

**2.2 What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas? You are encouraged to use feedback from your Faculty Survey discussion.**

We provide all new faculty members, whether full or part time, with an orientation with our current faculty. They are provided with syllabus, course outlines and SLOs of their class. Each chef/pastry chef /culinary instructor meet new faculty and share their expectations and standards of the class they teach. Each new faculty must shadow a full time instructor orientating them to teaching standards, understanding equipment in lecture and kitchen lab areas and having them focus on class objectives and SLOs provided. Each new faculty member is shown different departments with the culinary arts coordinator (printing department, business office, Dean's offices, president and vice-presidents offices, instructional business office, LRC, Library and Bookstore) to help them acclimate to the college environment. We usually have each new instructor team teach a course by following course outlines, maintaining and achieving our current SLO standards for student success. Emphasis is directed toward consistency at translating course knowledge, time management and use of technology in lecture and

lab classes. We also maintain an ongoing dialog by sitting in on classes and addressing areas that do not meet expectations with positive feedback. During our department meetings, we review current teaching technique/standards and open up discussions as to how to make our class experience a successful and consistent one for the students. We also provide professional development training in the areas they teach.

**2.3 Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.**

Examples in which the Culinary Arts department keeps instruction current and relevant to academic/ career needs is focusing on our participation and attendance at local and national food shows, industry fieldtrips, food demonstrations and interactions with high profile chefs and instructors in the industry plus our involvement with leaders in the local and national chefs associations, restaurant, caterers and food service associations that help mold industry trends and standards. To capitulate and reinforce our current curriculum and make sure we are on track is our local chefs and service managers that serve on our advisory board.

**2.4 Analyze the data in Appendix 3 - Grade Distribution Summary. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment.)**

- FALL 2007 – There appears an unusual retention pattern concerning CA 167 - Wines of the World course taught Evan Enowitz having low retention and high withdraw of students. This is probably due to the rigor of the class and the types of students taking the course. A large number of students take the class for personal growth while the ones furthering on to a degree do stay and do very well.
- SPRING 2008 – There appears an unusual retention pattern concerning CA 167 - Wines of the World course taught Evan Enowitz having low retention and high withdraw of students. This, once again, is probably due to the rigor of the class and the types of students taking the course. A large number of students take the class for personal growth while the ones furthering on to a degree do stay and do very well. Evan will be retiring after this semester.
- FALL 2008 – Did not notice any unusual retention patterns or grading variances.
- SPRING 2009 – Did not notice any unusual retention patterns or grading variances.
- FALL 2009 – Did not notice any unusual retention patterns or grading variances.
- SPRING 2010 – Did not notice any unusual retention patterns or grading variances.
- FALL 2010 – There appears to be an enrollment glitch for CA 175 upon registration as the numbers are always filled to capacity. This semester shows a slight variance from the regular enrollments from years past and future years.
- SPRING 2011 – Did not notice any unusual retention patterns or grading variances.
- FALL 2011 – Did not notice any unusual retention patterns or grading variances.
- SPRING 2012 – Did not notice any unusual retention patterns or grading variances.
- FALL 2012 – Enrollments were not included for CA 175.
- SPRING 2013 – Did not notice any unusual retention patterns or grading variances.
- FALL 2013 – Did not notice any unusual retention patterns or grading variances.

- 2.5 Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).**  
The strategy that we employ to guaranty consistency in grading is making sure that all SLO's of each section are followed and that all new instructors are aware of testing assessments in utilizing current written exams, practical evaluations, research assignments, observations and all class surveys. All these tests have a standard rubric for grading which are specified in all syllabuses. We update SLO's periodically. All syllabuses are checked every semester and instructors are observed unofficially by the coordinator of the program.
- 2.6 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.**  
At this time, there are no activities in developing any new courses or programs because we are currently on track with the industry's needs. Also, because of recent fiscal cutbacks in the state budget the last couple of years, we as a department feel that unless there is an immediate need to add, we are being very cautious to stay within administration's restraints on the budgets. When the industry does need an immediate change, we will adapt, evaluate and implement new courses to our program to meet the need.
- 2.7 How are current issues (i.e. environmental, societal, ethical, political, and technological) reflected in your curriculum?**  
Current issues are reflected in our program throughout our curriculum which is applied in lecture and lab analysis of multicultural cuisines, industry practices, farming practices and food cost practices. Our Work Experience courses offer hands on experiences that tap into many current issues related to these topics.
- 2.8 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Please see instructions for help on finding the applicable data.)**  
N/A
- 2.9 If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)**  
We currently have some articulation agreements with local high schools which offer culinary arts programs. Students who are highly recommended by their instructors on their academic achievements are granted a waiver for the pre-requisite course CA 169. We work closely with Natalie Ray on communicating all information to the high schools.



**2.10 Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.**

Our department checks the college catalog to see that our program is current. We also followed up with our articulation officer Tacey Hosley who checked our articulation agreements which are current. At this time there are no immediate concerns or needs concerning articulation with 4-year institutions.

## SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in Appendix 1 - Annual Progress Reports, as well as Appendix 1 – SLO Assessment Analyses and Appendix 4 – Course-to-Program SLO Mapping document, answer the following questions:

### **3.1 What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?**

Our SLO assessment process is working well as we see students' progress through beginning courses and finishing up in the advanced courses. Most culinary and pastry students succeed due to the training that is enforced in the classes. Our program focuses on helping students academically but more important in helping students with successes in performing culinary and pastry techniques as applied in the food service industries. We know that our SLO's work because of positive feedback that we get from the food service industry, top local chefs and hospitality and catering management.

### **3.2 Using your course-level SLO Assessment Analyses (Appendix 1), this is part of your annual reporting process, and your Course-to-Program SLO Mapping Document (Appendix 4), discuss your students' success at meeting your Program SLOs.**

According to the analysis of each course's SLO's, we have determined that 100% of the learning outcomes are attainable and accomplished by our culinary students. Those that do not meet the minimal requirements are those that drop in the semester and/or have difficult learning capabilities. We do hold high standards that are equal to current industry standards and our culinary instructors apply effective teaching/learning strategies so students can be successful in each course.

### **3.3 Based on your discussion in Section 3.2, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your Course-to-Program SLO Mapping document in Appendix 4. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.**

Based on our assessment as a department, there are no program SLOs that do not get overlooked and assessed.

### **3.4 How has the SLO process affected teaching and learning in your department?**

The SLO process has given us a base to create consistency in both teaching and learning in all our courses. Students appreciate the consistencies we apply in our teaching and delivery methods as each go through beginning and transit to advanced courses. So SLOs are beneficial to the college learning process.

## SECTION 4 - STUDENT ACCESS

### 4.1 How does facility availability affect access to your program?

We have no problems with facility availability. We now have a facility that we serve our students well and is available to us 24/7 if need be. Since we have faculty on campus from early am until late pm Monday through Friday, some Saturdays and Sundays, there is constant access to our program when the campus is open.

### 4.2 Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).

Our program addresses availability concerns based on survey feedback given to the students and feedback from our adjunct faculty in order to assist in their educational concerns and goals. We emphasize contacting the department coordinator or full time faculty and staff by email for quicker response times. We offer and schedule office hours outside of posted hours with advanced notice and adjusting to personal concerns dealing with students personal family issues such as birth, death, illness, hospitalization, disasters and assistance.

### 4.3 Based on your analysis of the Student Survey results in Appendix 5, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?

Based on analysis of Student Surveys, We discovered:

- Clearly public media played a small portion in finding out about the Culinary Arts Program at Grossmont College.
- With regards to communication with faculty, it appears we exceed expectations for face to face time before and after our classes.
- Students are learning primarily through the class/lab experience relying on the classroom instruction for most of the course knowledge.
- Students feel the Assessment and Testing Center could be more helpful.

### 4.4 What implications do these findings from 4.3 have for your program?

With visible media and advertising of our program, we might be tapping into recourses that otherwise might not know what we have to offer. Our enrollments are always high and impacted with full wait lists. We would like to keep that consistency and keep the public informed. Not finding the Student Testing Center to be helpful could result in lower assessment scores for some students.

### 4.5 Based on your analysis of questions 3 through 16 in the Appendix 5 - Student Survey, identify any changes or improvements you are planning to make in curriculum or instruction.

Changes we need to implement that we see clearly through analysis of the survey shows the following:

- Make it clearer to students that we are also available to be reached by our campus phone and by email if student is not on campus.

- Working with media dept. to pitch ads about program in local publications.
- Give students a clear understanding of exactly what the role of the Assessment and Testing center is and how they can benefit from their services.

**4.6 Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the Student Survey (Appendix 5)**

Some program activities and strategies we have used to promote the Culinary Arts program have been:

- Experiences and word of mouth from current students which is very successful
- Volunteer work with Chef Association activities
- Volunteer work and involvement with community events
- TV, Radio, Magazine articles
- Our Fine Dining Dinners we offer

The effectiveness of these activities reinforces to the community and other professionals in our industry that we remain current in trends and are socially a part of our local growth.

**4.7 Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.**

Even though our Work Experience courses are historically under enrolled but currently good numbers, we need to continue to offer these courses since they are a graduation requirement and also in completing a degree. Strategies that have helped increase enrollment in Work Experience have been sharing with all students the importance and value of a degree and the benefits of taking these courses. These courses help keep currency with the staff and faculty as well as provide a door for our students providing valuable testing, work experience and job offerings.

**4.8 Based on an analysis and a review of your 6-year Unit Plan (Appendix 1), what specific strategies were utilized to address access issues of special populations (e.g. ethnicity, age, and gender).**

No strategies needed. Our program offers access to all special populations and handles diversity well by promoting and incorporating teamwork and effort in most of the culinary and pastry courses.

## SECTION 5 - STUDENT SUCCESS

### 5.1 Building on your answer to question 4.8, what specific strategies were utilized to maximize success issues of special populations (e.g. ethnicity, age, and gender). Please consult Appendix 11 for data.

Specific strategies we use to maximize success of special populations are as follows:

- We offer more regional courses reflecting food and beverage from different cultures such as: Wines of the World, International Cooking and Healthy Lifestyle Cuisine.
- We promote teamwork and efforts in the classroom and learning environment.
- Faculty interacts with students on a one and one basis if needed to provide solutions in helping each student learn.
- We have provided an up-to-date kitchen facility including equipment in creating a better learning environment for our diverse students.

### 5.2 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

Examples of department team efforts encouraging students to become actively engaged in the learning process inside and outside of the formal classroom are:

We organize engagements and participation with the community in the following:

- Chef Kim Martin shows importance of being involved in the community by:
  - Sharing information with Tribal Youth at Santa Ysabel on food service careers to create awareness what the industry has to offer
  - Assists students with industry contacts for interviews and job placement acknowledging the importance of proper interview techniques
  - Promotes student participation with Mamas Kitchen giving back to the community
  - Promoted student participation Stand Down, Veterans Assistance and Stepping Stone Recovery Center with community outreach and its importance
- Chef Instructor Mark Atkins helps students in the following ways:
  - Plan and prepare for certification with the American Culinary Federation furthering their resume with career planning
  - Apply and pass the County of San Diego Foodhandler trainer courses that helps students with acquiring jobs
  - Involves students in events participating with the Food Management Professionals Organization FMP and National Restaurant Association which give exposure to students and employers
  - Promotes students' participation with the Chef de Cuisine Association of San Diego as a Member of the American Culinary Federation helping students make contact with chefs.

- Chef Kris Saradpon interacts to assist students in the following ways:
  - He helps employee students with contacts at Flagship Cruises/Harbor Excursion; Sea World San Diego Catering; Casa de Manana Retirement Community; & San Diego State Aztec Shops
  - Involved students in the Shelton Poultry Culinary Competition
  - Involved students in San Diego Chef de Cuisine's Iron Apprentice Mystery Basket competition
  - Promoted student participation at Sweetwater Union High School Career Day as guest speakers
  - Promoted participation at the National Association of College and University Food Services Pacific Region Culinary Challenge helping to meet chefs
  - Involved students with the Asian Cultural Festival creating opportunities to meet industry people
  - Promoted participation with Vincent de Paul's Kitchen functions
  
- Chef David McHugh has promoted instructional innovations and/or special projects by:
  - Introduced students to the On Premise Job Fair at the Art Institute
  - Attended the HR Management Tool Training Class promoting applications in his classroom teaching benefiting our students
  - Shared with students how he worked with Intergenerational programs involving youth and their grandparents at SDSU
  - Arranged site visits with Whole Foods meeting with their Production team and C-store managers
  - Shared his experiences in creating and executing a Meatless Menu for Green Fest – a community Event on Campanile
  - Shared his experiences on Organizing and Creating Sustain your Roots Culinary Competition with the Diversity Committee at SDSU
  - Shared his experiences on Proctoring the LARC Culinary with Ethnic Foods Recipe class series
  - Organized the Amherst College Sustainable Farm Tour to help students understand sustainable foods
  
- Kay Carreon has helped contribute:
  - Rubrics for student team participation helping students understand the evaluation of their team members
  - Rubrics for student group presentation to assist students in the valuation of student projects with the group

- Chef James Foran encourages students in participation with the following events assisting in their learning of the industry and getting to know industry contacts:
  - Celebrate the Craft 2007-2013 fundraiser in La Jolla. Contributing Pastry Chef for 400 person event
  - Benefit for Burn Victims at Stingaree SD. Contributing /working Pastry Chef for 500 person event
  - Organized student volunteers for Burn Victim Event
  - Fork it Over for the Kids fundraiser w/Sam the Cooking Guy
  - Alex's Lemonade Stand Fundraising Benefit. Contributing pastry Chef for 200 person event.
  - Coached students for TLC Ultimate Cake Off- 2 episodes
  - Mentored former students in opening 2 local successful Pastry businesses
  - SD Chef's Association Chef of the Year dinners. Contributing/working Pastry Chef for 150 members and guests
  - SD Chef's Association general meeting dinners
  - SD Chef's Association food demonstrations
  - Involved in job fairs, site visits and demos at local elementary and high schools
  
- Chef Joe Orate helped organize students' participation with the following events assisting in their learning of the industry and getting to know industry contacts:
  - SD Chef's Association Chef of the Year dinners.
  - SD Chef's Association general meeting dinners
  - SD Chef's Association food demonstrations
  - SD Chefs Association fundraising events
  - Local, regional and national culinary competitions
  - Culinary Olympics event and training sessions
  - Site visitations to numerous hotels, restaurants and institutional food service to include Del Mar Racetrack, Sushi on a Roll, Art Institute of SD, Hotel Del, Hilton Hotels, Sheraton Hotels, SeaWorld food services, SYSCO food services, SD Meat Co., to name a few
  - Annual East County Wine Festival
  - Provide students with consultations on running small food business operations
  - Create contacts for students on job opportunities
  - Provide guidance on proper interviewing techniques
  - Involved in job fairs, site visits and demos at local elementary and high schools

**5.3 Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, fairs) to enhance student learning inside and outside of the formal classroom.**

The Culinary Arts program collaborates with the some of these campus programs involving student learning:

- Theater Arts – assist in fundraisers involving student participation and showing them how a fundraiser is orchestrated. These events also involve community participation.
- Music Department – assist in fundraisers involving student participation and showing them how a fundraiser is orchestrated. These events also involve community participation.
- Nursing Department– assist in fundraisers showing students how a fundraiser is orchestrated
- Language Department – assist in fundraisers showing students how a fundraiser is orchestrated
- ASGC – assist student clubs with Sanitation classes learning the awareness of safe food handling

**5.4 Based on an analysis of “Reports” data (This is found on the intranet under “Reports”), discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.**

The trend we see is an increase in student success focusing on safety, continued full class enrollments and high retention rates. These are due to reputation of the new kitchen facilities, consistent faculty with little turnover, learning environments, good teaching strategies and good communication within the culinary faculty.

**5.5 If state or federal licensing/registration examinations govern the program, please comment on student success.**

NA

**5.6 Referring to Appendix 6- Degrees and Certificates if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.**

The Appendix shows a steady increase in both certificate and degree completions in Baking and Pastry, Culinary Arts, and Culinary Entrepreneurship programs. The numbers in both Baking and Pastry and Culinary Arts are similar and show consistent growth in both majors.



**5.7 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post-secondary schools.**

Activities our faculty has provided in maintaining connections to primary, secondary and post-secondary schools are:

- Having good communications with Natalie Ray about high school programs in need of information concerning the programs. We offer site visits and provide food demonstrations when called upon.
- Continued contact with industry professionals providing food demonstration and info concerning the college and programs we offer.
- Stay in tune to the heartbeat of teachers in these areas for needs by visiting their culinary programs whether high school, private and college programs.

## **SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES**

- 6.1 Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services, CATL).**

The Culinary Arts program introduces all the available college support services to our new incoming students (CA 169 & CA 174) to help them become aware that the college is there for their academic success. Support services such as the Tech Mall and Library for research assignments, learning assistance center for English if needed for comprehension, math and translators if there is a hearing impaired student, DSPS for students with learning problems, Business office for communication with faculty via mailroom, Dean's office for personal problems and concerns, Counseling office for academic roadmaps, Veterans office for military assistance, ASGC for student clubs assistance, Student job placement office for employment opportunities, Financial assistance for scholarship and aid assistance, College Cashiers office for payment services, Career and Planning office for career assistance and Nurses office for health services and emergency care. Students are also notified of Campus security services for late night assistance.

- 6.2 Analyze the results of the Student Survey - Appendix 5 and describe student utilization and satisfaction with campus resources as it relates to your program (i.e. availability, usage, relevance).**

In analyzing the result from Student Survey, it shows that more than 55% of students find the tech mall, on-line library and on campus library helpful, while 30%-41% found Assessment and Testing, English Writing Lab, Math Study Center, Tutoring Center, DSPS, EOPS, computer labs and Blackboard to be helpful also. 99% of students stated that what they are learning in class is useful outside of the classroom for purposes other than achieving their academic goals.

- 6.3 Describe some of the activities for which your department has used the Institutional Research Office or other data sources.**

Our department uses the Institutional research Office as a resource to measure for progress and adjust what and how we can do things better to assist our students. The research office helps us take a good look at our program's data in the program review process. This also helps us when we plan our semester classes and what changes we need to implement to be more successful.

- 6.4 Working with your library liaison evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.**

The library currently has a section for culinary and pastry arts and maintains a moderate amount of books related to our profession which benefits our students. Our liaison,

Nadra Farina keeps us informed of outdated materials and shares information on more current lists of books, periodicals and texts.

- 6.5 How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?**

Our program communicates well with student support services here at the college. We understand the needs of our students. Even though we try to make some exceptions, we still have to reinforce protocols followed for admissions, follow advice from Counseling, and assist students working with DSPS. So, we as a department have no issues working with support services.

- 6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the Student Survey in Appendix 5, how do students respond to the use of technology?**

The Culinary department supports the use of technology in the classroom such as power point, Elmo projector for demonstrations, overhead projector, internet access and video players in the classroom as useful tools for enhancing teaching. With almost 47% finding technology useful in learning course materials, it is an important part in our day to day classroom presentations. All culinary instructors are all aware of helpful staff development classes for new technology information systems.

- 6.7 Identify and explain additional technological resources that could further enhance student learning.**

Additional technological resources that we as a department could use further student learning would be demonstration screens and mirrors which help students follow techniques shown in food demonstrations taught by chef instructors.

- 6.8 Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)**

Since moving into our new remodeled kitchen facilities, we have served and impressed our student population with update equipment and kitchen tools. Our kitchens are used to their fullest potential now, not leaving room for growth in offering more courses or programs. We as a department feel that if there is opportunity for growth in the program, we will have to extend outward into another facility to accommodate future courses.

## SECTION 7 - COMMUNITY OUTREACH AND RESPONSE

### 7.1 How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

Our culinary faculty is involved in many ways over the last couple of years in the community such as:

- Chef Instructor Kim Martin:
  - Involved with Tribal Youth at Santa Ysabel
  - Visits industry contacts (Bahia Hotel, Bali Hai Hotel, Hilton Hotels., and many restaurants) for up to date industry news
  - Promotes Mamas Kitchen giving back to the community
  - Involved with and promotes Stand Down, Veterans Assistance and Stepping Stone Recovery Center community outreach
  
- Chef Instructor Mark Atkins:
  - Involved with the County of San Diego Foodhandler Training program (Local)
  - Involved with Food Management Professionals Organization FMP and National Restaurant Association
  - Member of the Chef de Cuisine Association of San Diego
  - Member of the American Culinary Federation
  
- Chef Instructor Kris Saradpon:
  - Stays in contacts with Flagship Cruises/Harbor Excursion; Sea World San Diego Catering; Casa de Manana Retirement Community; & San Diego State Aztec Shops
  - Member with San Diego Chef de Cuisine
  - Guest speaker with Sweetwater Union High School and its Career Day
  - Participates with the National Association of College and University Food Services Pacific Region
  - Involved with the Asian Cultural Festival
  - Involved with Vincent de Paul's Society Kitchen programs
  
- Chef Instructor David McHugh:
  - Involved with On Premise Job Fair at the Art Institute
  - Involved with Intergenerational programs at SDSU
  - Built professional relationships with Whole Foods Co.
  - Involved with Meatless Menu for Green Fest – a community Event on Campanile
  - Involved with Amherst College Sustainable Farm Tours for students

- Culinary Instructor Kay Carreon:
  - Member of National Association of Catering Executives
  - Member of National Restaurant Association
  - Does TV and cooking shows for children and aging adults
  
- Pastry Chef Instructor James Foran:
  - Involved in Celebrate the Craft fundraiser in La Jolla.
  - Involved with Burn Victims Events at Stingaree SD.
  - Involved in Fork it Over for the Kids fundraiser w/Sam the Cooking Guy
  - Involved with Alex's Lemonade Stand Fundraising Benefit.
  - Involved with Coaching former students for TLC Ultimate Cake Off- 2 episodes
  - Mentoring former students in opening 2 local successful Pastry businesses
  - Involved with SD Chef's Association.
  
- Executive Chef Joe Orate:
  - Serves on Board of Directors with Chefs De Cuisine of San Diego
  - Involved with SD Chef's Association fundraising events.
  - Involved with SD Chef's Association general meeting dinners
  - Involved with SD Chef's Association food demonstrations
  - Involved with local, regional and national culinary competitions (Gold Medals at Arizona and San Diego Competition competition)
  - Involved with Culinary Olympics event and training sessions
  - Site visitations to numerous hotels, restaurants and institutional food service to include Del Mar Racetrack, Sushi on a Roll, Art Institute of SD, Hotel Del, Hilton Hotels, Sheraton Hotels, SeaWorld food services, SYSCO food services, SD Meat Co., meeting with current chefs and food service executives
  - Involved with the Annual East County Wine Festival
  - Involved with El Cajon Chamber of Commerce

### Advisory Committee Recommendation

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In Appendix 7, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

Name	Title	Email address	Website/Phone	Organization
Paul Melchior	Director F&B	<a href="mailto:Paul.melchior@darth.sdsu.edu">Paul.melchior@darth.sdsu.edu</a>	619-594-6954	San Diego State University Aztec Shops
Barry Schneider	Executive chef	<a href="mailto:bschneider@sdfair.com">bschneider@sdfair.com</a>	858-755-1141	Del Mar Race Track
Chef Michel Morlas	Executive chef	<a href="mailto:Michel@sandiegocake.com">Michel@sandiegocake.com</a>	619-224-2253	Unforgettable Desserts
Keoni Simmons	Chef	<a href="mailto:keonis@hotmail.com">keonis@hotmail.com</a>	619-702-1468	Sushi On A Roll
Christina Tafoya	Division Dean	<a href="mailto:Christina.Tafoya@gcccd.edu">Christina.Tafoya@gcccd.edu</a>	619-644-7000	Grossmont College
James Foran	Pastry Instructor	<a href="mailto:James.Foran@gcccd.edu">James.Foran@gcccd.edu</a>	619-644-7000	Grossmont College
Ellen Baum	Chef Instructor	<a href="mailto:e.baum@swccd.edu">e.baum@swccd.edu</a>	619-421-6700 x5353	Southwestern College
Todd Bull	Executive Chef	<a href="mailto:bulltodd@aol.com">bulltodd@aol.com</a>	619-727-1820	El Cajon Valley High School
David McHugh	Executive Chef	<a href="mailto:David.mchugh@usd.edu">David.mchugh@usd.edu</a>	619-261-7997	University of San Diego Food Services
Lucien Salama	Business Owner	<a href="http://www.newchef.com">www.newchef.com</a>	1-800-639-2433	New Chef Fashions
Helen Coyne	Sous chef / Pastry Chef	<a href="mailto:h.coyne@humphreysrestaurant.com">h.coyne@humphreysrestaurant.com</a> <a href="mailto:hkcoyne@gmail.com">hkcoyne@gmail.com</a>	858-663-4227	Humphrey's by The Bay Resort
David Holly	Business Owner	<a href="mailto:david@knifemerchant.com">david@knifemerchant.com</a>	858-578-9007	Knife Merchant Supply Co
Chef Paul	Executive Chef	<a href="mailto:pschwab@sycuan.com">pschwab@sycuan.com</a>	619-445-6002	Sycuan Casino
Kirk Shearer	General Manager	<a href="mailto:gm@cp-sandiego.com">gm@cp-sandiego.com</a>	619-297-1101	Crowne Plaza Hanalei Hotel
Clark Hickey	F&B Director	<a href="http://www.barona.com">www.barona.com</a>	619-443-2300	Barona Casino
Eric Lund	Vice-President	<a href="mailto:elund@sdcvb.org">elund@sdcvb.org</a>	619-557-2857	SD East Visitors Bureau
Greg Smith	Culinary Lab Tech	<a href="mailto:Greg.Smith@gcccd.edu">Greg.Smith@gcccd.edu</a>	619-644-7000	Grossmont College
Chris Schlerf,	Director F&B	<a href="mailto:cschlerf@hornblower.com">cschlerf@hornblower.com</a>	619-725-8803	Hornblower Cruises and Events
Jack Fisher	Pastry chef	<a href="mailto:jack@nine-ten.com">jack@nine-ten.com</a>	858-964-5400	Nine-Ten Restaurant

JoJo Rossi	Pastry Chef	<a href="mailto:irossi@wnlhosp.com">irossi@wnlhosp.com</a>	858-551-7575	Wisk n Ladle Restaurant
Blake Richards	Business Owner	<a href="mailto:blaker@heventsinc.com">blaker@heventsinc.com</a> <a href="http://festivitiescatering.com">festivitiescatering.com</a>	858-586-1717 x3182	Festivities Catering /Picnic People
Kris Saradpon	Kitchen Manager	<a href="mailto:Kris.saradpon@gcccd.edu">Kris.saradpon@gcccd.edu</a>	619-594-6954	SDSU – Aztec Shops Food Services
Mark Atkins	Executive Chef	<a href="mailto:chef_Mark66@hotmail.com">chef_Mark66@hotmail.com</a>		Kaiser Hospital Food Services
David Chenelle	Board of Director	<a href="mailto:cheflegere@cox.net">cheflegere@cox.net</a>	619-248-0538	Chef de Cuisine of San Diego
David Litke	Board of Director	<a href="mailto:davidjlitke@cox.net.com">davidjlitke@cox.net.com</a>	619 454-8058	Chef de Cuisine of San Diego
Ricardo Santana	Board of Director	<a href="mailto:chefricksantana@gmail.com">chefricksantana@gmail.com</a>	909 518-9330	Chef de Cuisine of San Diego
David Yee	Board of Director	<a href="mailto:sushidavidyee188@yahoo.com">sushidavidyee188@yahoo.com</a>	619 727-1820 619 991-0200	Chef de Cuisine of San Diego
Robert Reid CEC	Board of Director	<a href="mailto:rreidiii@cox.net">rreidiii@cox.net</a>	858 705-4610	Chef de Cuisine of San Diego
Joe Orate	Coordinator – Culinary Arts Programs	<a href="mailto:joe.orate@gcccd.edu">joe.orate@gcccd.edu</a>	619-644-7000	Grossmont College
Jason Street or John Reese	Regional Salesperson Vice President - Sales	<a href="mailto:Jason.fizet@westcoastprime.meats.com">Jason.fizet@westcoastprime.meats.com</a>	800-640-7310 949-637-9102	West Coast Prime Meats
Dino Iacovino	Sales Manager	<a href="mailto:dino.iacovino@sandstonemelons.com">dino.iacovino@sandstonemelons.com</a>	928-314-1300	Sandstone Melon Compar
Steve Rodriguez	Board of Director	<a href="mailto:srodriguez@cox.net">srodriguez@cox.net</a>	760-941-2801 760-803-1773	Chef de Cuisine of San Diego
Cynthia Meyer	Board of Director	<a href="mailto:cmeyer@christlamesa.org">cmeyer@christlamesa.org</a>	619-258-7337	Chef de Cuisine of San Diego
David Morse	Board of Director	<a href="mailto:davidamorse@gmail.com">davidamorse@gmail.com</a>	760-703-2532	Chef de Cuisine of San Diego
Willie Tucker Jr.	Director of Sycuan Construction	<a href="mailto:willietucker@sycuan.com">willietucker@sycuan.com</a>	619-645-6002	Sycuan Casino and Resor
Jeffrey Roberto	Business Owner	<a href="mailto:Jeff@sushionarollsd.com">Jeff@sushionarollsd.com</a>	619-702-1468	Sushi On A Roll

See attached minute of the advisory meeting.

**7.2 If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.**

The list that our advisory committee suggested in our October meeting 2012, was very short since attaining our new remodeled facility. The committee raved about the training facility and that the skills and techniques that students apply were surpassing in the industry. Some chefs stated that we were the best training program in San Diego as they made numerous referrals to our program.

The following is a list of recommendations the committee made:

- Need more full time faculty to strengthen the consistency in training. Adjunct chefs are ok but the turnover can be bad for the program and students. (Chef Barry Schneider – Del mar Race Track)
  - We have since hired a full time support classified lab assistant (Greg Smith) which assists us in enforcing consistency with all adjunct instructors
- According to the current labor market, we need to produce more qualified workers at a faster pace. More jobs.
  - We now have priority registration to speed up the process. Because the program is impacted, we are doing the best to meet the demand and helping students to the pathway of graduation.
- The committee recommended the possibility of a full service restaurant on campus to suffice the work experience portion of the program.
  - It was noted that we can look at avenues to accomplish this but may take time to get approvals because we are a non-profit organization.

The following are the organizations that are involved with our advisory:

- San Diego State University / Aztec Shops / Del Mar Race Track / Grossmont College
- El Cajon Valley High School / University of San Diego Food Services / New Chef Fashions
- Humphrey's by The Bay Resort / Knife Merchant Supply Co. / Sycuan Casino
- Crowne Plaza Hanalei Hotel / Barona Casino / SD East Visitors Bureau
- Hornblower Cruises and Events / Chef de Cuisine of San Diego



## **SECTION 8 - FACULTY/STAFF PROFESSIONAL DEVELOPMENT**

**8.1 Highlight how your program's participation in professional development activities including sabbaticals (listed in Appendix 8) has resulted in improvement in curriculum, instruction, and currency in the field.**

- Participation in culinary competitions
- Training with master chefs
- Participation in local chef events
- Participation in fundraisers
- Visits to restaurant and food service
- Attendance at restaurant shows
- Attendance in the San Diego Gas and Electric company introducing the newest kitchen equipment

**8.2 Describe any innovative professional development activities your program has created.**

We as a team visit wineries, cheese making events, mushroom farms, specialty food services, meat retailers, equipment and tool providers, uniform companies and go to the best restaurants to experience what's new in cooking and food preparation.

**8.3 Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).**

We assist in what we can to help with the direction of the college. We participate in helping staff development committee with organization of the President's BBQ, job recruitment fairs, Veterans affairs and clubs food fundraisers. Due to our busy schedule and full time teaching, we try to serve our best with Academic Senate and Chairs and Coordinators representation. We do staff development food presentation and help with other departments fundraising efforts.

## SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

This table will be completed by the Research Liaison-Please feel free to consult.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
# of FT faculty									
# of PT faculty									
Total Full Time FTEF									
Total Reassigned Time									
Total Part Time FTEF									
Total FTEF									
FT % of Total FTEF									
Earned WSCH									

Utilizing the data in the table and the results of your Faculty Survey discussion, answer the following questions:

**9.1 Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).**

Our full time faculty was forced to cut back on the LED, thereby having to attain part time faculty to cover advanced courses.

**9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.**

We have 2 full time faculties and 6 part time faculties. We did a good job at retaining the part faculty staff we have but since the full time faculty had to cut back on LED, we had difficulties in finding good qualified chefs to teach.

**9.3 List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).**

Under the direction of the Culinary Department Coordinator, our full time classified lab tech:

- Assist in the operation and administration of the culinary and pastry labs, classrooms and related areas
- Perform specialized and technical duties to assure efficient culinary lab operations which includes procuring, purchasing and storage of product
- Purchase, receive and store food supplies and equipment; purchase, as needed, perishables, supplies and small equipment for laboratory and classroom use; maintain adequate inventories of supplies and resource and reference materials.
- Maintain daily ledgers of purchases from all class labs.
- Assist instructors and demonstrate the use of culinary/pastry kitchen equipment and supplies in the instructional setting; provide assistance to students according to instructions by culinary instructors.
- Prepare and issue culinary/pastry equipment for student use, lab demonstrations and classroom instruction; maintain records of materials and equipment used by students.
- Maintain culinary/pastry lab environments in a safe, clean and orderly condition
- Assure the security and proper use of assigned equipment.
- Maintain and perform minor repair to kitchen equipment
- Report major repair needs or arrange for repairs according to established procedures.
  
- Assist in the preparation and maintenance of various department records and reports related to culinary/pastry lab operations and activities, personnel, equipment repair, and equipment and supply inventories.
- Train and provide work direction to culinary student workers and other personnel as assigned; participate as directed in the selection and evaluation of personnel.
- Assist the program coordinator in preparation of culinary/pastry class schedule information and perform related duties as assigned.

Under the supervision of the class chef instructor and the culinary lab tech, our student workers perform the follow duties:

- Prep lab stations with equipment for the day
- Assist in food preparation for instructor demo
- Assist in sanitation and cleanliness of kitchen
- Assist in set-up of the pot washing stations
- Assist in proper storage of food products
- Assist in the organization of the workflow of foodstuff
- Assist with supervision of student lab activity
- Assist in some administrative duties as doing printing and supplies

**9.4 How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?**

We make college/division/ department decisions at our department meetings at the start of every semester. Part time faculty communicates to us on a daily/ weekly basis on their concerns via email, phone call or face to face. Our classified staff meets with the coordinator/ full time staff daily to help make decisions for the department. The coordinator represents the final decision for the department at division meetings. We have a very good faculty and communicate very well as well as work as a team to accomplish all goals for the department.

## SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 9 – Grossmont WSCH Analysis** for efficiency. **Appendix 3** has the sections and enrollment. **Appendix 12 – Fiscal Data: Outcomes Profile** also has enrollment information.

### **10.1 Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.**

Based on our analysis, we see enrollments as full capacity in every course on the first day and week of each semester, 25 students maximum in each class and very little attrition at the end of the semester.

### **10.2 Analyze the Earned WSCH/FTEF data in Appendix 9- Grossmont WSCH Analysis. Explain trends for your overall program and for specific courses over a five-year period.**

Based on our analysis, trends point towards consistency in WSCH/FTEF numbers even with budget shortfalls and cutbacks in number of course offerings.

### **10.3 Using Appendix 11 and Appendix 12 - Fiscal Data: Outcomes Profile, analyze and explain the cost per FTES of the program in relation to the earned WSCH per FTEF.**

Based on our observation of the cost per FTES, it appears the average of the last 5 years is: Cost/FTES is 2417.88 and Earned WSCH/FTES is 483.03. The numbers tell us that we are a revenue producing department based on the ratio of students to instructor. So this shows us that we are not losing money on the program.

### **10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.**

We do not receive any financial support outside of the college budget process. If we do need financial support for equipment and needed supplies, we do so by having fundraising events for the department and for scholarships for students. We also go to the community and solicit support with the contacts we have

## SECTION 11 – SUMMARY AND RECOMMENDATIONS

### 11.1 Summarize program strengths and weaknesses in terms of:

- teaching and learning
- student access and success
- implementing and executing the department's vision and mission statement
- fiscal stability

Program strengths and weaknesses:

1. In teaching and learning, our strength lies in conveying techniques and knowledge to our students. Weaknesses lie in our students studying habits (lazy) and reaching out toward other learning resources for study. In other words, students have developed a bad habit of not wanting to achieve to higher standards in their academic endeavors. We try to change these by holding them accountable for their end result: the final grade.
2. In student access and success, there are no weaknesses. Students acquire employment, open businesses become better cooks, pastry cooks, bakers and even chefs applying all that they learned from our program. We can see success from looking to our former students and feedback from industry executives on how well and disciplined our students are which make us proud.
3. In implementing and executing the department's vision and mission statement we have no weaknesses as we have good lines of communication with all culinary staff and every department with deal with.
4. In fiscal stability, we are consistently doing well with keeping student enrollment up, carefully watching our budgets and adapting to any unforeseen changes. No foreseen weaknesses.

### 11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.

Our program always focuses on consistency and at this time till the next program cycle we do not anticipate any changes affecting the program.

### 11.3 Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.

1. Based Section 7.2, our advisory recommends we need more full time faculty to strengthen the consistency in training. Adjunct chefs are ok but the turnover can be bad for the program and students.

2. Based Section 7.2, our advisory committee recommended the possibility of a full service restaurant on campus to suffice the work experience portion of the program.
3. Based on department recommendation, an access door through Griffin Gate to Room 60-170 (classroom) is needed for student and public access due to inclement weather conditions and room accommodation.

## FINAL CHECKLIST

Please see that all items are completed **BEFORE** submitting your department/program's self-study document to the Academic Program Review Committee.

- Include a title page that indicates the semester and year your report was completed.
- Include a listing of all full-time and adjunct faculty.
- Number all pages of the self-study including the appendices. Please copy back to back.
- Include a Table of Contents listing all the section headings and page references for these section headings.
- Be sure appendices include all requested information.
- Attach the sign-off sheet of all full-time members of the department/program **at the beginning of the report**.
- Submit ten (12) copies (**back to back**) of the report to the Instructional Operations Office.

**Remember your report is due at the beginning of the next semester after it has been written/assigned.**



# APPENDICES

## **Instructions on Gathering the Information for Self Study Report-**

Please place tabs in front of each appendix with the appendix # and title. Please paginate the appendix as well.

# Appendix 1

# Appendix 1- Annual Program Review Updates:

Once you complete Appendix 1, it will contain both your *Archived Original 6-Year Unit Plan* along with your *Annual Progress Reports* and *SLO Assessment Analyses*. You will need to fill out the *Annual Progress Reports* and *SLO Assessment Analyses* forms.

The link to the *Archived Original 6-Year Unit Plan* is:

<http://www.grossmont.edu/Planning/Archived%206-year%20plans.asp>

The link to the *Annual Progress Reports* and *SLO Assessment Analyses* is:

<http://www.grossmont.edu/Planning/Program%20Review%20Updates.asp>

This appendix will help you to answer questions 1.2, 1.3, 3.2, 4.8.

## Annual Program Review Updates

In each of the following 6-year unit plan sections, answer the questions below for the most successful goal that you addressed or achieved during this recent program review cycle.

### Curriculum Development

<b>Goal: Continue on same success course with no changes</b>	
Status of goal	<b>NA</b>
What activities did you undertake to achieve these goals?	<b>NA</b>
What challenges/obstacles have you encountered?	<b>NA</b>
Report and explain the data that you have to verify progress toward your goal?	<b>NA</b>
Has this goal changed and why	<b>NA</b>
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	<b>NA</b>
Additional Comments?	<b>NA</b>

**Student Success and Support**

<b>Goal: Continue on same success course with no changes</b>	
Status of goal	<b>NA</b>
What activities did you undertake to achieve these goals?	<b>NA</b>
What challenges/obstacles have you encountered?	<b>NA</b>
Report and explain the data that you have to verify progress toward your goal?	<b>NA</b>
Has this goal changed and why	<b>NA</b>
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	<b>NA</b>
Additional Comments?	<b>NA</b>

**Program Resources and Development**

<b>Goal: Continue on same success course with no changes</b>	
Status of goal	<b>NA</b>
What activities did you undertake to achieve these goals?	<b>NA</b>
What challenges/obstacles have you encountered?	<b>NA</b>
Report and explain the data that you have to verify progress toward your goal?	<b>NA</b>
Has this goal changed and why	<b>NA</b>
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	<b>NA</b>
Additional Comments?	<b>NA</b>

**Community Outreach/Response**

<b>Goal: Partner with Farmers Bureau</b>	
Status of goal	<b>Still in motion due to time constraints on both sides</b>
What activities did you undertake to achieve these goals?	<b>Made contacts and relationships with local growers – Mushroom Farm and dairies.</b>
What challenges/obstacles have you encountered?	<b>Time availability</b>
Report and explain the data that you have to verify progress toward your goal?	<b>Filed trip with the Board of Directors –SD Chefs Association</b>
Has this goal changed and why	<b>No</b>
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	<b>Community Outreach</b>
Additional Comments?	<b>NA</b>

**Faculty/Staff Professional Development**

<b>Goal: Have chef instructors attend ACF training seminars at monthly SD chefs association meetings and fundraising events</b>	
Status of goal	<b>In progress and continuous throughout the year</b>
What activities did you undertake to achieve these goals?	<b>Monthly notifications</b>
What challenges/obstacles have you encountered?	<b>Some training meetings conflict and occur during instructor teaching times</b>
Report and explain the data that you have to verify progress toward your goal?	<b>Evidence is found in our classes. Currency is very relevant towards our culinary programs.</b>
Has this goal changed and why	<b>No</b>
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	<b>We established networking opportunities with industry people and operations.</b>
Additional Comments?	<b>NA</b>



## Six-Year Department/Unit Plan

Department/Unit Name Culinary Arts

Month/Year 10/2009

### Instructions:

This Six-Year Unit Plan details the goals that you have for your department/unit in a number of areas, as well as the strategies that you plan to implement to achieve those goals. Each year, this plan will inform and be implemented through the activities in your various annual action plans. In addition, this plan is organized so that the work eventually accomplished in the areas listed can be used to complete key sections of your next program review document.

### **THE DEADLINE FOR SUBMITTING THIS COMPLETED SIX-YEAR DEPARTMENT/UNIT PLAN TO YOUR DEAN IS FRIDAY, NOVEMBER 6<sup>th</sup>, 2009.**

Remember, for your Six-Year Plan, you are developing your department/unit goals and strategies (activities) for each of the areas listed as plan sections on the following pages. Your goals and activities may support one or more of the following College Strategic Planning Priority Goals that are provided here for your reference:

#### **Student Access**

**Goal 1:** Better serve students in historically under-served populations

**Goal 2:** Respond to changing community needs

#### **Learning and Student Success**

**Goal 3:** Provide an Exceptional Learning Environment to Promote Student Success

**Goal 4:** Promote Student Success for Historically Under-served Populations

**Goal 5:** Promote Student Success for Historically Under-prepared Populations

#### **Robust Fiscal and Physical Resources**

**Goal 6:** Promote Institutional Effectiveness

**Goal 7:** Develop and maintain an exceptional learning environment

**Goal 8:** Maximize Revenue from Traditional and Non-Traditional Sources

#### **Economic and Community Development**

**Goal 9:** Enhance Workforce Preparedness

**Goal 10:** Develop Innovative Partnerships That Meet Long-term Community Needs

#### **Value and Support of Employees**

**Goal 11:** Promote Employee Success

### **BACKGROUND**

- A. Please provide a list of your most recent program review recommendations.
1. Provide larger facilities
  2. Add more full time faculty
  3. Buy updated equipment
- B. If applicable, please provide a list of any advisory committee recommendations.
1. Work with Barona Culinary Institute Culinary Apprenticeship Program.
  2. Provide more full time faculty and staff support.
- C. If applicable, please provide a list of any certification/accreditation recommendations.
- NA

## PLAN SECTIONS

In each section, answer the questions as completely as possible. **Remember that you are discussing long-term plans for the next six years.**

### D. Community Outreach/Response

1. What is/are your six-year goal(s) in this area?

- a. Continue to provide local high schools information about the college and culinary program through visitations.
- b. Continue to build relationships with San Diego Food Services in providing work experience opportunities for students.
- c. Continue to be active on chef associations and food service networking.
- d. Continue to be visible in the public eye through TV, radio, newspaper, magazine networks, and charity events.
- e. Continue to participate in culinary and pastry competitions in mentoring students and staying current with trends and skills.

Briefly explain:

- a. why each goal was chosen (include any supporting data)
    - a. Local high schools provide enrollment to the college
    - b. San Diego Food Services provide our students work experience and job opportunities.
    - c. Chef associations and food service networks provide outside support for the program and our students.
    - d. PR and advertising is provided by TV, radio, newspaper, magazine networks, and charity events.
    - e. Culinary and pastry competitions provide our students currency with trends and skills.
  - b. how each goal supports the college strategic planning priority goals
    - a. Local high schools provide enrollment to the college
    - b. San Diego Food Services provide our students work experience and job opportunities.
    - c. Chef associations and food service networks provide outside support for the program and our students.
    - d. PR and advertising is provided by TV, radio, newspaper, magazine networks, and charity events.
    - e. Culinary and pastry competitions provide our students currency with trends and skills.
2. What strategies/activities would you undertake to accomplish each goal?
- a. Site visitations to local high schools
  - b. Site visitations to local San Diego Food Services.
  - c. Continue membership with local and national chef associations and food service networking.
  - d. Continue to participate in the public eye through TV, radio, newspaper, magazine networks, and charity events.
  - e. Continue to participate in culinary and pastry competitions in mentoring students and staying current with trends and skills.
3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?
- All information is collected for staff development, division and department review as well as as part of the program review process. All information is processed through Rick Griffin's office.



E. Student Success and Support

1. What is/are your six-year goal(s) in this area?
  - a. Have students participate and assist with instructors to visit local high schools.
  - b. Have students participate and assist with instructors to visit San Diego Food Services.
  - c. Have students participate and assist with instructors to visit chef associations and food service meetings and events.
  - d. Have students participate and assist with instructors with TV, radio, newspaper, magazine networks, and charity events.
  - e. Have students participate and assist with instructors in culinary and pastry competitions.

Briefly explain:

- a. why each goal was chosen (include any supporting data)
    - a. Instructor and student mentoring. Provides industry experience for students.
    - b. Instructor and student mentoring. Provides industry experience for students.
    - c. Instructor and student mentoring. Provides industry experience for students.
    - d. Instructor and student mentoring. Provides industry experience for students.
    - e. Instructor and student mentoring. Provides industry experience for students.
  - b. how each goal supports the college strategic planning priority goals
    - a. Instructor and student mentoring. Provides industry experience for students.
    - b. Instructor and student mentoring. Provides industry experience for students.
    - c. Instructor and student mentoring. Provides industry experience for students.
    - d. Instructor and student mentoring. Provides industry experience for students.
    - e. Instructor and student mentoring. Provides industry experience for students.
2. What strategies/activities would you undertake to accomplish this goal?
    - a. Coordinate student participation with site visitations to local high schools
    - b. Coordinate student participation with site visitations to local San Diego Food Services.
    - c. Coordinate student participation with local and national chef associations and food service networking.
    - d. Coordinate student participation with TV, radio, newspaper, magazine networks, and charity events.
    - e. Coordinate student participation with culinary and pastry competitions.
  3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

All information is collected for staff development, division and department review as well as as part of the program review process. All information is processed through Rick Griffin's office.

F. Department/Unit Resources and Development

1. What is/are your six-year goal(s) in this area (include pursuit of any outside resources)?
  - a. Continue to build relationships with San Diego Food Services in attaining student scholarships, financial support as well as product support for the program. Fundraising opportunities.

b. Continue to be active on chef associations and food service networking in attaining student scholarships, financial support as well as product support for the program. Fundraising opportunities.

c. Continue to be visible in the public eye through TV, radio, newspaper, magazine networks, and charity events in attaining student scholarships, financial support as well as product support for the program. Fundraising opportunities.

Briefly explain:

a. why each goal was chosen (include any supporting data)

a. San Diego Food Services in assistance with financial as well as product support for the program.

b. Chef associations and food service networking with financial as well as product support for the program.

c. Continue to be visible in the public eye through TV, radio, newspaper, magazine networks, and charity events in attaining student scholarships, financial support as well as product support for the program.

b. how each goal supports the college strategic planning priority goals

a. San Diego Food Services assists in attaining student scholarships, with financial as well as product support for the program. Provides fundraising opportunities.

b. Chef associations and food service networking assists in attaining student scholarships, with financial as well as product support for the program. Provides fundraising opportunities.

c. TV, radio, newspaper, magazine networks, and charity events assists in attaining student scholarships, with financial as well as product support for the program. Provides fundraising opportunities.

2. What strategies/activities would you undertake to accomplish this goal?

a. Site visitations to local San Diego Food Services.

b. Continue membership with local and national chef associations and food service networking.

d. Continue to participate in the public eye through TV, radio, newspaper, magazine networks, and charity events.

3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

All information is collected for staff development, division and department review as well as as part of the program review process. All information is processed through Rick Griffin's office.

#### G. Faculty/Staff Professional Development

1. What is/are your six-year goal(s) in this area?

Incorporate more technology into the classroom.

Briefly explain:

a. why each goal was chosen (include any supporting data)

Provide better student learning environment.

b. how each goal supports the college strategic planning priority goals

Provide better student learning environment.

2. What strategies/activities would you undertake to accomplish this goal?  
Coordinate with the LRC staff with resources.
3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?  
Application in the classroom.

#### H. Curriculum Development

1. What is/are your six-year goal(s) in this area?  
Work in developing curriculum for the Barona Culinary Apprenticeship program.

Briefly explain:

- a. why each goal was chosen (include any supporting data)  
Provide degree for students.
- b. how each goal supports the college strategic planning priority goals  
Provide degree for students.

2. What strategies/activities would you undertake to accomplish this goal?  
Site visitations to Barona Resort in development of curriculum.

3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?  
Catalog will contain curriculum in assistance with deans office, instructional operations office and Marsha Raybourn.

#### I. Student Equity – same questions as above

1. What is/are your six-year goal(s) in this area?  
Review current policies and incorporate faculty participation.

Briefly explain:

- a. why each goal was chosen (include any supporting data)  
Priority to our faculty and students.
- b. how each goal supports the college strategic planning priority goals  
Priority to our faculty and students.

2. What strategies/activities would you undertake to accomplish this goal?  
Review current policies and incorporate faculty participation in our faculty meetings

3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?  
Application in the classroom.

J. Staffing Needs

1. Please explain your projected needs for staffing (include data to support your needs)?  
2 full time faculty, 2 full time lab assistants, 2 food purchasing/storeroom receiving staff

K. Student Outcomes

If you have not done so already, complete your six-year student outcome assessment plan by going to [http://www.grossmont.edu/student\\_learning\\_outcomes/SLO%20Spreadsheet%20home.htm](http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm), clicking on your department link, and completing the spreadsheet. **NOTE: the student outcome plan spreadsheet was due online by October 2<sup>nd</sup>.**

**THE DEADLINE FOR SUBMITTING THIS COMPLETED SIX-YEAR DEPARTMENT/UNIT PLAN TO YOUR DEAN IS FRIDAY, NOVEMBER 6<sup>th</sup>, 2009.**

### Section 3A - PROGRAM REVIEW RECOMMENDATIONS

1. Below, please list the recommendations resulting from your most recent program review. INCLUDE ONLY THOSE RECOMMENDATIONS FROM THE PROGRAM REVIEW COMMITTEE.

2. Select the program review area(s) that best fits the recommendation.

3. List the strategies or activities that you plan to undertake to help achieve the recommendation. As you update the document each year, list when the activity starts and ends.

4. In the Outcomes column, you can keep track of your progress as you go with a bulleted list and then describe the overall outcome when the recommendation is completed.

Recommendation	Program Review Area					Strategy/Activity (list the activities that you plan to undertake to help achieve the recommendation)	When was strategy/activity started? [sem, year]	When was strategy/activity completed? [sem, year]	Achievement of your recommendation - progress and outcome(s) (in this space, document your progress as you work on your activities and when your activities are complete, briefly describe the outcome)
	Curriculum Development	Student Access and Success	Student Support and Campus Resources / Staffing	Community Outreach/Response	Faculty/Staff Professional Development				
Addition of a full time chef instructor to meet the needs of the students, the department, curriculum and consistency with SLO's as recommended by the Advisory committee.			X			1. Fill out necessary paperwork, and present to appropriate committees for approvals to move to next step of hiring.			
Add full time support staff (classified), culinary lab						1. Fill out necessary paperwork, and present to appropriate committees for approvals to move to next step of hiring.			

assistant to assist with food purchasing, maintaining lab equipment, assist in organization and sanitation of food laboratories.		X			2000		
Seek approvals for installing an on site work experience site (restaurant) opened two days a week to fulfill the requirements of work study students and provide the funds to support the class itself.	X	X	X	1. Fill out necessary paperwork, and present to appropriate committees for approvals to move to next step of implementation.			

# Appendix 2

## **Appendix 2- Catalog Descriptions:**

From the most recent catalog, under the courses of instruction section (blue) copy your *Department Course Descriptions*. If you have a degree or certificate, copy these pages as well from the *Associate Degree* section (yellow).



## **Appendix 2-catalog descriptions**

### **CULINARY ARTS 160 †**

#### **Quantity Foods Preparation and Production**

3 units, 2 hours lecture, 3 hours laboratory *Prerequisite:* A "C" grade or higher or "Pass" in Culinary Arts 171 or equivalent. Principles and application of quantity food preparation and production. Includes effective utilization of time, equipment, finances, and personnel.  
*Transfers to CSU*

### **CULINARY ARTS 163 †**

#### **Food Purchasing for**

#### **Culinary Arts**

1 unit, 1 hour lecture

Purchasing policies, laws, and methods used in the health care and food service industries. Purchase of food and other cooking supplies to obtain the best quality and value.

*Transfers to CSU*

### **CULINARY ARTS 164 †**

#### **International Cooking**

3 units, 2 hours lecture, 3 hour laboratory *Prerequisite:* A "C" grade or higher or "Pass" in Culinary Arts 169 or equivalent.

A course exploring various international and ethnic food patterns and food preparation techniques. Economic, agricultural, religious, historical and nutritional aspects of foods from a variety of world cultures will be examined. Emphasis will be on preparation of popular dishes from different cultures that impact culinary arts today.

*Transfers to: CSU, UC*

### **CULINARY ARTS 165 †**

#### **Sanitation for Food Service**

1 unit, 1 hour lecture

A basic course in food service sanitation leading to a San Diego County Food Service Manager Certificate. Instruction covers microbiology of food borne illnesses, prevention techniques, personal sanitation practices, housekeeping and waste disposal. Food safety and storage information includes receiving and storage techniques, sanitary food production, sanitation of kitchen, dining rooms, legal regulations and safety considerations as well as training techniques.

*Transfers to CSU*

### **CULINARY ARTS 166 †**

#### **Menu Management**

1 unit, 1 hour lecture

Introduction and application of principles of basic menu management for the food service industry. Emphasis will be on cost control, recipe conversion, proportioning and menu creation. Basic math skills will be used to analyze cost, and prepare recipes, conversions and formulas that will provide necessary chef skills for other culinary arts courses.

*Transfers to CSU*

### **CULINARY ARTS 167 †**

#### **Wines of the World**

3 units, 3 hours lecture

An introduction to the various kinds and types of wines produced in the world. The course content includes the history of wine, classification of wine, production practices, and food and wine relationships. This class is open to all students 21 years or older who desire a background in enology, especially culinary arts students.

*Transfers to CSU*

### **CULINARY ARTS 169 †**

#### **Essential Skills for**

#### **Culinary Arts**

3 units, 2 hours lecture, 3 hours laboratory Introduction and application of the principles of essential culinary arts skills. Emphasis will be on essential knife skills, product identification, high production standards, attractive service, proper equipment use and good time management. These essential skills will be used to prepare recipes and formulas that will provide necessary chef skills for other culinary arts courses.

*Transfers to CSU*

### **CULINARY ARTS 170 †**

#### **Introduction to Catering Management**

3 units, 3 hours lecture

This course is designed to prepare students to enter the professional field of catering through self-employment or working within the hotel/restaurant industry. Students will be introduced to aspects of catering management including menu development, kitchen organization, cost accounting, service, rentals, staffing, contracts, legal requirements, advertising, promotion and client retention.

*Transfers to CSU*

### **CULINARY ARTS 171 †**

#### **Intermediate Culinary Skills**

3 units, 2 hours lecture, 3 hours laboratory **Prerequisite:** A "C" grade or higher or "Pass" in Culinary Arts 169 or equivalent. Students study and experience the preparation and production of food items at grill and sauté stations. Emphasis will be placed on quality, cost, and speed of production of hot food items.

*Transfers to CSU*

#### CULINARY ARTS 172 †

##### **Principles of Soup, Stock and Sauce Preparation**

3 units, 2 hours lecture, 3 hours laboratory **Prerequisite:** A "C" grade or higher or "Pass" in Culinary Arts 169 or equivalent. Students are instructed in the preparation of stocks, soups and sauces. This course will also deal with the use of sauces to complement and enhance food and will stress methods of binding and repairing sauces.

*Transfers to CSU*

#### CULINARY ARTS 173 †

##### **Principles of Buffet and Catering**

3 units, 2 hours lecture, 3 hours laboratory **Prerequisite:** A "C" grade or higher or "Pass" in Culinary Arts 169 or equivalent. This course will include methods and procedures needed for catering and buffet service including table arrangements, decor, physical lay-out and decorative carving techniques. Students will also prepare pate, gelatins, marinated salads, smoked fish and charcuterie.

*Transfers to CSU*

#### CULINARY ARTS 174 †

##### **Principles of Baking and Pastry Making**

3 units, 2 hours lecture, 3 hours laboratory This course will provide students the skills and procedures needed to prepare doughs, puff pastry, meringues, etc. Instruction will stress the uniformity of results and the development of proper baking and decorating techniques. *Transfers to CSU*

#### CULINARY ARTS 175 †

##### **Healthy Lifestyle Cuisine**

3 units, 2 hours lecture, 3 hours laboratory **Prerequisite:** A "C" grade or higher or "Pass" in Culinary Arts 169 or equivalent.

This course is a component of the Culinary Arts and Baking and Pastry degrees and is designed to help the professional chef/cook or entry level student use methods of selecting and preparing healthier foods. The student will explore techniques of altering recipes by changing fat, protein, sodium and sugar content as well as develop and practice strategies for healthier modes of cooking.

*Transfers to CSU*

#### CULINARY ARTS 176 †

##### **Advanced Baking and**

##### **Pastry Arts**

3 units, 2 hours lecture, 3 hours laboratory **Prerequisite:** A "C" grade or higher or "Pass" in Culinary Arts 174 or equivalent.

The course will build on previous knowledge and increase proficiency in baking and pastry techniques for production. Students will explore and demonstrate a broad spectrum of classical vs. modern application of cakes, French pastries and tarts. Students will sharpen their skills in mixing and shaping of breads, including artisan breads. Students will focus on artistry and innovation in baked goods, merged with practical skills.

*Transfers to CSU*

#### CULINARY ARTS 177 †

##### **Commercial Baking**

3 units, 2 hours lecture, 3 hours laboratory **Prerequisite:** A "C" grade or higher or "Pass" in Culinary Arts 174 or equivalent.

The course will build on previous knowledge and increase proficiency in baking and pastry techniques for mass production. Students will explore and demonstrate the preparation of a broad spectrum of breads and pastries. Students will study and demonstrate classical and modern advanced baking techniques and applications for commercial products including a variety of breads, rolls and pastries. Students will study and demonstrate the understanding and use of commercial baking tools and equipment.

*Transfers to CSU*

#### CULINARY ARTS 178 †

##### **Fruit, Vegetable, Ice Carving and Culinary Competition**

3 units, 2 hours lecture, 3 hours laboratory **Prerequisite:** A "C" grade or higher or "Pass" in Culinary Arts 169 or equivalent.

This course is designed to prepare students to enter the professional field in the area of food preparation in the Garde Manger and Cold Food Kitchens and prepares students at skill levels for culinary competition through knowledge, practice and evaluation as designated by The American Culinary Federation. Students will be introduced to proper tools, equipment and knives for use in the production of fruit, vegetable, ice carvings and competitive culinary techniques. Training will include history, theory, design, basic principles, tips and techniques. *Transfers to CSU*

#### CULINARY ARTS 180 †

##### **Advanced Food Preparation for Fine Dining**

*Grossmont College Catalog 2013–2014*

## CULINARY ARTS 183 †

*"Chefs de Cuisine Association of San Diego" awarded the Chef of the Year to Chef Joe Orate with President Sunny Cooke and students (from left to right): Patrick Woodland, Steve Knapp, Caitlyn Morris, Hope Cordes, Raad Abdallah, Dori Boston, Cally Ahmadpoor, Michelle-Lynne Molina.*

### **Pastry Skills in Bread Baking**

*3 units, 2 hours lecture, 3 hours laboratory Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 174 or equivalent.*

The course will build on previous knowledge and increase proficiency in baking techniques for production of advanced bread baking. Students will explore and demonstrate a broad spectrum of baking styles producing artisan, European and American breads. Students will sharpen their skills in mixing and shaping of these breads. Students will focus on various types of mixing methods and bread baking, merged with practical skills.

*Transfers to CSU*

## CULINARY ARTS 184 †

### **Pastry Skills in Chocolate Preparation**

*3 units, 2 hours lecture, 3 hours laboratory Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 174 or equivalent.*

The course will build on previous knowledge and increase proficiency in baking and pastry techniques for production in chocolate decoration and preparation. Students will explore and demonstrate a broad spectrum of chocolate decorations and preparations. Students will sharpen their skills in tasting, tempering, piping, modeling, decoration, garnishing, spraying, and painting with chocolate. Students will focus on artistry and innovation with chocolate decoration and preparation merged with practical skills.

*Transfers to CSU*

## CULINARY ARTS 185 †

### **Sugar Work and Decorative Centerpieces**

*3 units, 2 hours lecture, 3 hours laboratory Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 174 or equivalent.*

The course will build on previous knowledge and increase proficiency in baking and pastry techniques for production in sugar work and decorative centerpieces and its preparation. Students will explore and demonstrate a broad spectrum of sugar work, decorative centerpieces and their preparations. Students will sharpen their skills in tasting, tempering, piping, decoration, garnishing, and decorating with sugar and decorative work. Students will focus on artistry and innovation with sugar work including wedding cakes, holiday cakes, gingerbread, pastillage and its preparation merged with practical skills. *Transfers to CSU*

*3 units, 2 hours lecture, 3 hours laboratory Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 171 or equivalent.*

Training in advanced principles of food preparation and service. Special instruction and practice in the finer arts of food preparation as related to foods served in fine dining establishments including hotels and restaurants. *Transfers to CSU*

## CULINARY ARTS 186 †

### **Pastry Skills in Cake Decorating**

*3 units, 2 hours lecture, 3 hours laboratory Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 174 or equivalent.*

This course will build on previous knowledge and increase proficiency in baking and pastry techniques for production. Students will explore and demonstrate a broad spectrum of classical vs. modern application of cake preparations and decorating. Students will sharpen their skills in baking techniques, piping, decorative cake garnishing and icing. Students will focus on artistry and innovation in cake décor merged with practical skills. *Transfers to CSU*

## CULINARY ARTS 199

### **Special Studies or Projects in Culinary Arts**

*1-3 units, 3-9 hours*

*Prerequisite: Consent of instructor.* Individual study, research or projects in the field of culinary arts under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/ instructor conferences and/or division. May be repeated for a maximum of nine units.

## CULINARY ARTS 280 †

### **Seminar for Work Experience in Culinary Arts**

*1 unit, 1 hour lecture*

*Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 171 or equivalent.* Seminar to accompany on-the-job work experience in Culinary Arts. Included in this course will be interviewing skills, resume writing and interpersonal relationships for work as a chef in a fine dining establishment.

*Transfers to CSU*

## CULINARY ARTS 281 †

### **Work Experience in Culinary Arts**

*2 units, 120 hours work experience total unpaid or 150 hours work experience total paid*

*Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 171 or equivalent.* On-the-job work experience in Culinary Arts.

Externship at a fine dining restaurant to demonstrate and increase knowledge of food preparation skills. For work experience requirements, see page 30.

*Transfers to C* CULINARY ARTS 282 †

### **Advanced Work Experience in Culinary Arts**

*2 units, 120 hours work experience total unpaid or 150 hours work experience total paid*

**Prerequisite:** A "C" grade or higher or "Pass" in Culinary Arts 281 or equivalent. On-the-job work experience in Culinary Arts. Externship at a fine dining restaurant to demonstrate advanced knowledge of food preparation skills. For work experience requirements, see page 30.

*Transfers to CSU*

### **CULINARY ARTS 298 ††**

#### **Selected Topics in**

#### **Culinary Arts**

*1-3 units, 3-9 hours*

**Prerequisite:** *Varies with topic.*

Selected topics in culinary arts not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/ student need(s) and/or available staff. May be offered as a seminar or lecture class. Pass/No Pass only. **Non-associate degree applicable**

### **CULINARY ARTS 299A †**

#### **Selected Topics in**

#### **Culinary Arts**

*1-3 units, 3-9 hours*

**Prerequisite:** *Varies with topic.*

Selected topics in culinary arts not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/ student need(s) and/or available staff. May be offered as a seminar or lecture class.

**Associate degree applicable**

### **CULINARY ARTS 299B †**

#### **Selected Topics in**

#### **Culinary Arts**

*1-3 units, 3-9 hours*

**Prerequisite:** *Varies with topic.*

Selected topics in culinary arts not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/ student need(s) and/or available staff. May be offered as a seminar or lecture class.

**Baccalaureate level-CSU transfer**

# Appendix 3

## Appendix 3- Grade Distribution Summary

(This will be provided by the Program Review Research Liaison): The link to the *Grade Distribution Summary* report for 2008 forward is available from "reports", which can be accessed by typing *reports* into your browser url if you so desire. Note: you can access this site only from your Grossmont College office computer. Once in 'reports, click on the *Instructional Services* folder, then click on the *Program Review* folder, then select the *Grade Distribution Summary* report.

This appendix will help you to answer question 2.4 and analyze how well you are achieving section 2 goals. Please feel free to consult with the Research Liaison for direction, ideas etc.)

# CULINARY ARTS

## Grade Distribution Summaries: FA06

GRD361  
09-01-2011 19:09:35

G R O S S M O N T C O L L E G E  
GRADE DISTRIBUTION SUMMARY

PAGE 13  
FALL 2006

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

		S.T.	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
		WKS HRS													
CA	155	REALITIES OF NUTRITION													
	5214	3.0	8	4	3		2				2	19	57.0	CHYZYK	
	5215	3.0	7	3	4	4					3	21	63.0	CHYZYK	
	5216	3.0	3	4	3		2				4	16	48.0	SNYDER	
	5217	3.0	7	5	2	3	1				5	23	69.0	CHYZYK	
	5218	3.0	1	1	7	1	3				5	18	54.0	SNYDER	
	5219N	3.0	1	1			3				4	10	30.0	QUINTANA	
	5220N	3.0	12	2	1		2				7	24	72.0	ZOUMAS-MORSE	
	COURSE TOTAL		39	21	20	8	13				30	131	393.0		
CA	160	INTRO TO QUANTITY FOOD PREP													
	5222**	0.0	15	3								18	0.0	GRATE	XF
	COURSE TOTAL												0.0		
CA	163	FOOD PURCHASING/CULINARY ARTS													
	5224N**	8 0.0	14				1					15	0.0	SCHROEDER	FT
	COURSE TOTAL												0.0		
CA	164	CULTURAL FOODS													
	5225**	0.0	5	1	2	1						9	0.0	DEAVER	FT
	COURSE TOTAL												0.0		
CA	165	SANITATION FOR FOOD SERVICE													
	5226N**	8 3.0	10	5	3	1					1	20	0.0	SCHROEDER	FT
	COURSE TOTAL												0.0		
CA	166	MENU MANAGEMENT													
	5227N**	8 0.0	13	3	1	2	1				2	22	0.0	SCHROEDER	FT
	COURSE TOTAL												0.0		
CA	167	WINES OF THE WORLD													
	5228N	3.0	4	1			3		3	4	13	28	75.0	ENOWITZ	
	COURSE TOTAL		4	1			3		3	4	13	28	75.0		
CA	169	BASIC SKILLS FOR CULINARY ARTS													
	5229**	0.0	9	5	5	1	3				2	25	0.0	GRATE	
	5230N**	0.0	7	7	4		2				1	21	0.0	GRATE	XF
	COURSE TOTAL												0.0		
CA	171	INTERMEDIATE CULINARY SKILLS													
	5231**	0.0	7	3	4	3					3	20	0.0	GRATE	XF
	COURSE TOTAL												0.0		
CA	172	SPRING/SCUP, STOCK & SAUCE PREP													
	5233**	0.0	10	4							1	15	0.0	MCHUGH	FT
	COURSE TOTAL												0.0		

\*\* CLASS NOT VALID FOR A.D.A. -- NOTED ONLY (NOT INCLUDED IN TOTALS)

# CULINARY ARTS

GRD981  
09-01-2011 19:08:35

## GROESBOMONT COLLEGE GRADE DISTRIBUTION SUMMARY

PAGE 14  
FALL 2006

### BUSINESS AND PROFESSIONAL STUDIES

### BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES												TOTAL		TOTAL	
-----												W	ENR	WSCH	INSTRUCTOR
S.T.	WKS	HRS	A	B	C	D	F	I	CR	NC					
CA 173															
5234N**	0.0		19	0								20	0.0	MCHUGH	
													0.0	PT	
COURSE TOTAL															
CA 174															
5236 **	0.0		11	8	1						1	21	0.0	FORAN	
5237N**	0.0		11	3			1				8	21	0.0	FORAN	
													0.0	XF	
COURSE TOTAL															
CA 177															
5239 **	0.0		25	5	1	1					1	33	0.0	FORAN	
													0.0		
COURSE TOTAL															
CA 193															
5240N**	0.0		19	1	2						1	25	0.0	FORAN	
													0.0		
COURSE TOTAL															
CA 194															
5241N**	0.0		17	3	2						1	23	0.0	FORAN	
													0.0	XF	
COURSE TOTAL															
CA 191															
5244 **	0.0		7								1	9	0.0	GRATE	
													0.0		
COURSE TOTAL															
CA 282															
5245 **	0.0		6								1	7	0.0	GRATE	
													0.0		
COURSE TOTAL															
CA 299															
5250 **	0.0		13	2	1							16	0.0	GRATE	
													0.0		
COURSE TOTAL															
SUBJECT TOTAL			43	22	20	8	16		3	4	43	159	468.0		

\*\* CLASS NOT VALID FOR A.D.A. -- NOTED ONLY (NOT INCLUDED IN TOTALS)



# CULINARY ARTS

## Grade Distribution Summaries: SP07

GRD261  
08-09-2011 14:50:55

GROSSMONT COLLEGE  
GRADE DISTRIBUTION SUMMARY

PAGE 15  
SPRING 2007

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

											TOTAL		TOTAL	
											W	ENR	WSCH	INSTRUCTOR
S.D.	WKS	HRS	A	B	C	D	F	I	CR	NC				
CA 155	REALITIES OF NUTRITION													
4445	3.0		6	6	1	2	6				5	26	78.0	CHYZYK
4446	3.0		7	9	7		4				2	29	87.0	CHYZYK
4447	3.0			4	5		3				6	18	54.0	SNYDER
4448	3.0		4	3	6	2					2	17	51.0	CHYZYK
4449	3.0		1	9	2	2	1		1		2	17	49.0	SNYDER
4450N	3.0		4	4	2		1				3	14	42.0	QUINTANA
4451N	3.0		8	5			2				1	16	48.0	ZOMAS-MORSE
			30	39	23	6	17		1		21	137	468.0	
CA 163	FOOD PURCHASING/CULINARY ARTS													
4453N**	8	0.0	6	9	2						1	18	0.0	ATKINS PT
													0.0	
CA 165	SANITATION FOR FOOD SERVICE													
4455N**	8	0.0	11	7	1		1					20	0.0	CARRON PT
													0.0	
CA 166	MENU MANAGEMENT													
4456N**	8	0.0	12	7	3							22	0.0	ATKINS PT
													0.0	
CA 167	WINES OF THE WORLD													
4457N	3.0		10	4	6					1	7	28	78.0	ENOWITZ
			16	4	6					1	7	28	78.0	
CA 169	BASIC SKILLS FOR CULINARY ARTS													
4458N**	0.0		5	1	4		3					13	0.0	CRATE
4459 **	0.0		12	9	4		3				1	29	0.0	CRATE
4460 **	0.0		1									1	0.0	CRATE
													0.0	
CA 170	INTRO TO CATERING MANAGEMENT													
4461N**	0.0		4	3	1		2				3	13	0.0	SHSA PT
													0.0	
CA 171	INTERMEDIATE CULINARY SKILLS													
4462 **	0.0		5	8	3	1					2	19	0.0	CRATE XF
													0.0	
CA 172	PRINC/SOUP, STOCK & SAUCE PREP													
4463N**	0.0		8	2	1		1				2	14	0.0	MAURITZEN PT
													0.0	
CA 173	PRINCIPLES/SUPPET AND CATERING													
4464 **	0.0		9	6	3						1	19	0.0	MARTIN PT
													0.0	

\*\* CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

# CULINARY ARTS

GRD361  
08-01-2011 14:50:55

## GROSSMONT COLLEGE GRADE DISTRIBUTION SUMMARY

PAGE 18  
SPRING 2007

### BUSINESS AND PROFESSIONAL STUDIES

### BUSINESS AND PROFESSIONAL STUDIES

											TOTAL		TOTAL				
											W	ENR	WSCH	INSTRUCTOR			
S.T.	WKS	HRS	A	B	C	D	F	I	CR	NC							
CA 174			PRINCIPLE/BAKING & PASTRY MAKING														
4465 **		0.0	7	8	2						2	19	0.0	FORAN			
4466N**		0.0	10	3	1		1				2	19	0.0	FORAN			
			COURSE TOTAL													0.0	
CA 175			HEALTHY PROFESSIONAL COOKING														
4468N**		0.0	9	3			1				4	17	0.0	SHERA			
			COURSE TOTAL													0.0	PT
CA 176			ADVANCE BAKING & PASTRY ARTS														
4469 **		0.0	17	4							2	23	0.0	FORAN			
			COURSE TOTAL													0.0	
CA 180			ADV FOOD PREP FOR FINE DINING														
4471 **		0.0	20	2	1		1					25	0.0	CRATE			
			COURSE TOTAL													0.0	XF
CA 185			SUGAR WORK/DECOR CENTERPIECES														
4476 **		0.0	15	8							2	25	0.0	FORAN			
			COURSE TOTAL													0.0	XF
CA 280			SEMINAR/WORK EXP CULINARY ARTS														
4477		1.0	11	1	2						1	15	15.0	CRATE			
			COURSE TOTAL													15.0	
CA 281			WORK EXPERIENCE/CULINARY ARTS														
4478 **		0.0	10									10	0.0	CRATE			
			COURSE TOTAL													0.0	
CA 282			ADV WORK EXP/CULINARY ARTS														
4480 **		0.0	14	1								15	0.0	CRATE			
			COURSE TOTAL													0.0	
CA 299			PASTRY SKILLS/CAKE DECORATING														
4485N**		0.0	16	5							2	23	0.0	FORAN			
			COURSE TOTAL													0.0	
SUBJECT TOTAL			51	44	31	6	17		1	1	29	120	501.0				

\*\* CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

# CULINARY ARTS

## Grade Distribution Summaries: FA07

GRD261  
08-03-2011 11:30:14

G R O S S M O N T C O L L E G E  
GRADE DISTRIBUTION SUMMARY

PAGE 14  
FALL 2007

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

		S.T.										TOTAL		TOTAL	
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WEEK	INSTRUCTOR
CA	155 REALITIES OF NUTRITION														
	5212	3.0		5	4	3		2				3	16	54.0	CHYZYK
	5213	3.0		5	3	2	1	2				2	15	45.0	CHYZYK
	5214	3.0			5	9						2	16	48.0	OLFERT
	5215	3.0		2	4	5	1					10	20	63.0	OLFERT
	5216	3.0		2	5	4	2	1				5	19	57.0	OLFERT
	5217	3.0		2	6	5	3	3				4	23	69.0	OLFERT
	5218	3.0		1	1		2	3				1	6	24.0	SNYDER
	5219N	3.0		4	4	1	1	1				1	12	36.0	QUINTANA
	5220N	3.0		9	2	1						8	20	60.0	ZOUKAS-MORSE
	5221	3.0		5	4	1	1	2				5	20	60.0	SNYDER
	COURSE TOTAL			37	38	31	11	14				42	173	516.0	
CA	160 QUANTITY FOODS PREP/PRODUCTION														
	5222**	0.0		21	1			1				1	24	0.0	GRATE
	COURSE TOTAL													0.0	
CA	163 FOOD PURCHASING/CULINARY ARTS														
	5224N**	8	0.0	12	3	2	1					1	19	0.0	ATKINS
	COURSE TOTAL													0.0	
CA	164 INTERNATIONAL COOKING														
	5225**	0.0		12	1	2						4	19	0.0	SHEA
	COURSE TOTAL													0.0	
CA	165 SANITATION FOR FOOD SERVICE														
	5226N**	8	0.0	13	12	6	1	1				1	34	0.0	ATKINS
	COURSE TOTAL													0.0	
CA	166 MENU MANAGEMENT														
	5227N**	8	0.0	21	5							2	28	0.0	ATKINS
	COURSE TOTAL													0.0	
CA	167 WINES OF THE WORLD														
	5228N	3.0		7	3	7		3		1		18	39	117.0	ENCWITZ
	COURSE TOTAL			7	3	7		3		1		18	39	117.0	
CA	169 ESSENTIAL SKILLS/CULINARY ARTS														
	5229**	0.0		11	6	5		1				2	26	0.0	GRATE
	5230N**	0.0		12	5	4		1				1	23	0.0	GRATE
	COURSE TOTAL													0.0	
CA	171 INTERMEDIATE CULINARY SKILLS														
	5231N**	0.0		18	4	1						6	29	0.0	GRATE
	COURSE TOTAL													0.0	
CA	172 FRINC/COUP, STOCK & SAUCE PREP														
	5232N**	0.0		8	4	1						3	16	0.0	MCHUGH

\*\* CLASS NOT VALID FOR A.D.A. -- NOTED ONLY (NOT INCLUDED IN TOTALS)

# CULINARY ARTS

GRD961  
06-05-2011 11:30:14

## GROSSMONT COLLEGE GRADE DISTRIBUTION SUMMARY

PAGE 15  
FALL 2007

### BUSINESS AND PROFESSIONAL STUDIES

### BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES											BUSINESS AND PROFESSIONAL STUDIES				
-----											-----				
S.D.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL				
WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
CA	172	PRINC/SOUP, STOCK & SAUCE PREP (CONT'D)											0.0		
		COURSE TOTAL													
CA	173	PRINCIPLES/BUFFET AND CATERING													
	5234 **	0.0	9	3	1					3	16	0.0	MARTIN	FT	
		COURSE TOTAL													
CA	174	PRINCIP/BAKING & PASTRY MAKING													
	5236 **	0.0	10	4	7		2			3	26	0.0	FORAN		
	5237N**	0.0	8	2	2		2			1	15	0.0	FORAN	XF	
		COURSE TOTAL													
CA	177	COMMERCIAL BAKING													
	5239 **	0.0	21	5	1		1			3	30	0.0	FORAN	XF	
		COURSE TOTAL													
CA	183	PASTRY SKILLS IN BREAD MAKING													
	5240 **	0.0	22	5			1			2	30	0.0	FORAN		
		COURSE TOTAL													
CA	194	PASTRY SKILLS/CHOCOLATE PREP													
	5241N**	0.0	27	3			1			1	32	0.0	FORAN		
		COURSE TOTAL													
CA	241	WORK EXPERIENCE/CULINARY ARTS													
	5244 **	0.0	5							3	8	0.0	GRATE		
		COURSE TOTAL													
CA	282	ADV WORK EXP/CULINARY ARTS													
	5245 **	0.0	3							1	4	0.0	GRATE		
		COURSE TOTAL													
CA	299	FRUIT, VEGETABLE & ICE CARVING													
	5250 **	0.0	7	2						1	11	0.0	GRATE		
		COURSE TOTAL													
SUBJECT TOTAL		44	41	38	11	17		1		60	212	633.0			

\*\* CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

# CULINARY ARTS

## Grade Distribution Summaries: SP08

GRD361  
08-03-2011 15:49:23

S R O S S M O N T C O L L E G E  
GRADE DISTRIBUTION SUMMARY

PAGE 13  
SPRING 2009

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
		WKS	HRS									W	ENR	WCH	INSTRUCTOR	
CA	155	REALITIES OF NUTRITION														
	4443	3.0		6	12	1	2	3				2	14	42.0	CHYZEK	
	4444	3.0		6	12	1		1				1	21	63.0	CHYZEK	
	4445	3.0			2	2		2				4	10	30.0	OLFERT	
	4446	3.0		1	10	13	1	2				8	35	105.0	OLFERT	
	4447	3.0		1	5	9		1				5	22	66.0	OLFERT	
	4448	3.0			2	2	1	6				6	17	48.0	OLFERT	
	4449	3.0		1	3							3	9	24.0	SNYDER	
	4450N	3.0		4	2		1	2				1	11	33.0	QUENTANA	
	4451N	3.0		10	3	1	2	4				3	23	69.0	ZOUKAS-MORSE	
	4452	3.0		5	4	2						7	18	51.0	SNYDER	
		COURSE TOTAL		29	51	31	7	21				40	179	531.0		
CA	161	FOOD PURCHASING/CULINARY ARTS														
	4453N**	8	0.0	7	7	2							16	0.0	ATKINS	PT
		COURSE TOTAL												0.0		
CA	165	SANITATION FOR FOOD SERVICE														
	4455N**	8	0.0	13	7	1						3	24	0.0	ATKINS	PT
		COURSE TOTAL												0.0		
CA	166	MENU MANAGEMENT														
	4456N**	8	0.0	6	7	2		1				2	20	0.0	ATKINS	PT
		COURSE TOTAL												0.0		
CA	167	WINES OF THE WORLD														
	4457N	3.0		12	3	2	2	2		3		20	44	132.0	ENOWITZ	
		COURSE TOTAL		12	3	2	2	2		3		20	44	132.0		
CA	169	ESSENTIAL SKILLS/CULINARY ARTS														
	4458 **	3.0		12	4	3	1	2				2	10	0.0	GRATE	
	4459N**	3.0		19	6	2	1	2				1	31	0.0	GRATE	XF
		COURSE TOTAL												0.0		
CA	171	INTERMEDIATE CULINARY SKILLS														
	4462 **	3.0		14	6	1	1	3	2	1		2	30	0.0	GRATE	
		COURSE TOTAL												0.0		
CA	172	BRINC/SOUP, STOCK & SAUCE PREP														
	4463N**	3.0		11	8	2						4	15	0.0	MCHUGH	PT
		COURSE TOTAL												0.0		
CA	173	PRINCIPLES/SUPPET AND CATERING														
	4464 **	3.0		10	5	2		1				3	22	0.0	MARTIN	PT
		COURSE TOTAL												0.0		
CA	174	PRINCIP/BAKING & PASTRY MAKING														
	4465 **	3.0		12	4	1		1				4	22	0.0	FORAN	
	4466N**	3.0		17	8	1							26	0.0	FORAN	XF

\*\* CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

# CULINARY ARTS

SRD361  
08-09-2011 15:48:23

G R O S S M O N T C O L L E G E  
GRADE DISTRIBUTION SUMMARY

PAGE 16  
SPRING 2009

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T.											TOTAL		TOTAL	
WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	W\$CH	INSTRUCTOR	
CA 174		PRINCIP/BAKING & PASTRY MAKING (CONT'D)											0.0	
		COURSE TOTAL												
CA 175		HEALTHY LIFESTYLE CUISINE												
4468N**	0.0	15	3	1						1	21	0.0	SHBA FT	
		COURSE TOTAL												
CA 176		ADVANCE BAKING & PASTRY ARTS												
4469**	0.0	20	3	3						1	26	0.0	FORAN	
		COURSE TOTAL												
CA 190		ADV FOOD PREP FOR FINE DINING												
4471**	0.0	11	4	1							16	0.0	GRATE XF	
		COURSE TOTAL												
CA 195		SUGAR WORK/DECOR CENTERPIECES												
4476**	0.0	17	6					1		4	28	0.0	FORAN XF	
		COURSE TOTAL												
CA 290		SEMINAR/WORK EXP CULINARY ARTS												
4477	1.0	17	3							1	21	21.0	GRATE	
		COURSE TOTAL												
CA 281		WORK EXPERIENCE/CULINARY ARTS												
4479**	0.0	7	1	1		1					10	0.0	GRATE	
		COURSE TOTAL												
CA 282		ADV WORK EXP/CULINARY ARTS												
4480**	0.0	11		1						1	13	0.0	GRATE	
		COURSE TOTAL												
CA 299		FRUIT/VEG/ICE CARVING COMP												
4482**	0.0	7									7	0.0	GRATE	
4484N**	0.0	16	7	1						2	28	0.0	FORAN	
		COURSE TOTAL												
SUBJECT TOTAL		58	57	33	9	23		3		61	244	684.0		

\*\* CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2008FA -- Division: G01 -- Subject: CA -- Course: All Courses**

Section	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor		
** = Not Valid for ADA																		
CA-155 Realities of Nutrition																		
3108	3.0	20	0	9	0	0	4	0	0	5	2	0	0	0	0	2	Zaslov, Sabrina	
3109	3.0	21	0	6	0	0	7	0	0	1	1	6	0	0	0	4	Zaslov, Sabrina	
3110	3.0	14	0	3	0	0	4	0	0	3	2	2	0	0	0	1	Olfert, Melissa	
3111	3.0	20	0	3	0	0	8	0	0	2	3	4	0	0	0	5	Olfert, Melissa	
3113	3.0	16	0	3	0	0	5	0	0	4	3	1	0	0	0	14	Olfert, Melissa	
3114	3.0	21	0	0	0	0	9	0	0	7	1	4	0	0	0	4	Snyder, Michelle	
3116N	3.0	12	0	6	0	0	1	0	0	0	0	5	0	0	0	2	Zoumas-Morse, Christine	
3117	3.0	11	0	4	0	0	2	0	0	1	1	3	0	0	0	4	Snyder, Michelle	
Course Total		135	0	34	0	0	40	0	0	23	13	25	0	0	0	36		
CA-160 Quantity Foods Prep/Production																		
3118 **	3.0	35	0	31	0	0	4	0	0	0	0	0	0	0	0	0	0	Orate, Joseph
CA-163 Food Purchasing/Culinary Arts																		
3119N**	8 1.0	26	0	10	0	0	10	0	0	4	0	2	0	0	0	0	0	Atkins, Mark
CA-164 International Cooking																		
3120 **	3.0	14	0	8	0	0	3	0	0	2	0	1	0	0	0	2	Shea, Kathryn	
CA-165 Sanitation for Food Service																		
3121N**	8 1.0	35	0	10	0	0	19	0	0	3	2	1	0	0	0	1	Atkins, Mark	
CA-166 Menu Management																		
3122N**	8 1.0	25	0	16	0	0	2	0	0	3	3	1	0	0	0	4	Atkins, Mark	
CA-167 Wines of the World																		
3123N	3.0	23	0	10	0	0	9	0	0	4	0	0	0	0	0	11	McHugh, David	
CA-169 Essential Skills/Culinary Arts																		
3124 **	3.0	30	0	18	0	0	7	0	0	1	0	4	0	0	0	0	Orate, Joseph	
3125N**	3.0	29	0	16	0	0	7	0	0	3	0	3	0	0	0	2	Orate, Joseph	
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
CA-171 Intermediate Culinary Skills																		
3126N**	3.0	31	0	13	0	0	15	0	0	2	0	1	0	0	0	1	Orate, Joseph	
CA-172 Princ/Soup, Stock & Sauce Prep																		
3127 **	3.0	20	0	15	0	0	3	0	0	2	0	0	0	0	0	4	Martin, Richard	
CA-173 Principles/Buffer and Catering																		
3128N**	3.0	17	0	10	0	0	6	0	0	1	0	0	0	0	0	0	McHugh, David	
CA-174 Princip/Baking & Pastry Making																		
3129 **	3.0	28	0	20	0	0	1	0	0	0	0	7	0	0	0	2	Foran, James	
3130N**	3.0	28	0	21	0	0	4	0	0	1	0	2	0	0	0	2	Foran, James	
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2008FA -- Division: G01 -- Subject: CA -- Course: All Courses**

Section	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
3131 ** Commercial Baking	32	0	25	0	0	6	0	0	1	0	0	0	0	0	0	1 Foran, James
3132 ** Pastry Skills in Bread Making	33	0	27	0	0	6	0	0	0	0	0	0	0	0	0	0 Foran, James
3133N** Pastry Skills/Chocolate Prep	27	0	24	0	0	2	0	0	0	0	0	0	0	0	0	1 Foran, James
3134 Work Experience/Culinary Arts	7	0	7	0	0	0	0	0	0	0	0	0	0	0	0	3 Orate, Joseph
3135 Adv Work Exp/Culinary Arts	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0 Orate, Joseph
3136 Fruit/Veg/Ice Carving & Comp	12	0	4	0	0	5	0	0	0	0	3	0	0	0	0	2 Orate, Joseph
Subject Total	181	0	59	0	0	54	0	0	27	13	28	0	0	0	0	52

Section  
N = Night  
\*\* = Not Valid for ADA

S.T.  
Wks

Hrs



**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2009SP -- Division: G01 -- Subject: CA -- Course: All Courses**

Section N = Night ** = Not Valid for ADA	S.T. Wks	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	PT	
<b>CA-155 Realities of Nutrition</b>																			
6902	3.0	12	0	5	0	0	2	0	0	2	2	0	1	0	0	0	6	Zaslov, Sabrina	PT
6903	3.0	12	0	3	0	0	3	0	0	2	1	2	0	0	0	0	8	Zaslov, Sabrina	PT
6904	3.0	13	0	4	0	0	3	0	0	2	3	1	0	0	0	0	4	Olfert, Melissa	
6905	3.0	20	0	4	0	0	4	0	0	7	5	0	0	0	0	0	9	Olfert, Melissa	
6906	3.0	15	0	2	0	0	5	0	0	5	1	2	0	0	0	0	10	Olfert, Melissa	
6908	3.0	9	0	2	0	0	3	0	0	2	0	2	0	0	0	0	1	Snyder, Michelle	PT
6910N	3.0	17	0	10	0	0	3	0	0	0	1	3	0	0	0	0	9	Zoumas-Morse, Christine	PT
6911	3.0	12	0	2	0	0	5	0	0	0	0	4	0	0	0	0	2	Snyder, Michelle	PT
<b>Course Total</b>		<b>110</b>	<b>0</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>13</b>	<b>14</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>49</b>			
<b>CA-163 Food Purchasing/Culinary Arts</b>																			
6912N	8 1.0	33	0	5	0	0	11	0	0	8	2	7	0	0	0	0	2	Atkins, Mark	PT
<b>CA-165 Sanitation for Food Service</b>																			
6913N	8 1.0	48	0	14	0	0	25	0	0	6	0	3	0	0	0	0	5	Atkins, Mark	PT
<b>CA-166 Menu Management</b>																			
6914N	8 1.0	33	0	16	0	0	11	0	0	3	2	1	0	0	0	0	10	Atkins, Mark	PT
<b>CA-167 Wines of the World</b>																			
6915N	3.0	41	0	27	0	0	3	0	0	11	0	0	0	0	0	0	2	McHugh, David	PT
<b>CA-169 Essential Skills/Culinary Arts</b>																			
6916	3.0	25	0	7	0	0	9	0	0	6	1	2	0	0	0	0	1	Orate, Joseph	XP
6917N	3.0	28	0	18	0	0	7	0	0	2	0	1	0	0	0	0	2	Orate, Joseph	XP
<b>Course Total</b>		<b>53</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>			
<b>CA-170 Intro to Catering Management</b>																			
8922N	3.0	31	0	10	0	0	6	0	0	3	0	12	0	0	0	0	6	Shea, Kathryn	PT
<b>CA-171 Intermediate Culinary Skills</b>																			
6918N	3.0	28	0	18	0	0	6	0	0	1	0	3	0	0	0	0	2	Orate, Joseph	
<b>CA-172 Princ/Soup, Stock &amp; Sauce Prep</b>																			
6919N	3.0	22	0	20	0	0	1	0	0	1	0	0	0	0	0	0	3	McHugh, David	PT
<b>CA-173 Principles/Bufferet and Catering</b>																			
6920	3.0	22	0	18	0	0	4	0	0	0	0	0	0	0	0	0	2	Martin, Richard	PT
<b>CA-174 Princip/Baking &amp; Pastry Making</b>																			
6921	3.0	27	0	17	0	0	6	0	0	3	0	1	0	0	0	0	5	Foran, James	XP
6922N	3.0	26	0	21	0	0	3	0	0	2	0	0	0	0	0	0	4	Foran, James	
<b>Course Total</b>		<b>53</b>	<b>0</b>	<b>38</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>			
<b>CA-175 Healthy Lifestyle Cuisine</b>																			
6923N	3.0	17	0	10	0	0	2	0	0	3	0	2	0	0	0	0	6	Shea, Kathryn	PT
<b>CA-176 Advance Baking &amp; Pastry Arts</b>																			
6924	3.0	28	0	14	0	0	13	0	0	1	0	0	0	0	0	0	2	Foran, James	
<b>CA-180 Adv Food Prep for Fine Dining</b>																			
6925	3.0	25	0	23	0	0	2	0	0	0	0	0	0	0	0	0	1	Orate, Joseph	

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2009SP -- Division: G01 -- Subject: CA -- Course: All Courses**

Section N = Night N = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
<b>CA-185 Sugar Work/Decor Centerpieces</b>																			
6926	3.0	28	0	18	0	0	8	0	0	2	0	0	0	0	0	0	0	1	Foran, James
<b>CA-280 Seminar/Work Exp Culinary Arts</b>																			
6927	1.0	24	0	16	0	0	5	0	0	2	1	0	0	0	0	0	0	2	Orate, Joseph
<b>CA-281 Work Experience/Culinary Arts</b>																			
6928	2.0	9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Orate, Joseph
9486	8 2.0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Orate, Joseph
Course Total		12	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
<b>CA-282 Adv Work Exp/Culinary Arts</b>																			
6929	2.0	10	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Orate, Joseph
9487	8 2.0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Orate, Joseph
Course Total		13	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
<b>CA-299B Fruit/Veg/Ice Carving Comp</b>																			
9156	3.0	13	0	7	0	0	2	0	0	1	0	0	3	0	0	0	0	2	Orate, Joseph
9157N	3.0	29	0	17	0	0	12	0	0	0	0	0	0	0	0	0	0	4	Foran, James
Course Total		42	0	24	0	0	14	0	0	1	0	0	3	0	0	0	0	6	
Subject Total		663	0	353	0	0	164	0	0	75	19	49	1	1	0	0	0	114	

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2009FA -- Division: G01 -- Subject: CA -- Course: All Courses**

Section	S.T.	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor	
N = Night		Hrs	A		B		C		D		F		Pass	NoPass	Inc	W/Instructor	
** = Not Valid for ADA		Wks	A		B		C		D		F		Pass	NoPass	Inc	W/Instructor	
CA-160	Quantity Foods Prep/Production	3.0	0	9	15	1	0	1	0	1	0	0	0	0	0	0	0 Orate, Joseph
		3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 Thomas, Dean
	6056 **	3.0	0	9	15	1	0	1	0	1	0	0	0	0	0	0	
Course Total																	
CA-163	Food Purchasing/Culinary Arts	3.0	0	12	0	0	14	0	0	5	2	2	0	0	0	0	6 Atkins, Mark
CA-164	International Cooking	3.0	0	4	2	4	2	2	0	2	1	1	0	0	0	0	2 Shea, Kathryn
CA-165	Sanitation for Food Service	3.0	0	20	0	0	7	0	0	9	3	4	0	0	0	0	3 Atkins, Mark
CA-166	Menu Management	3.0	0	15	0	0	7	0	0	4	5	3	0	0	0	0	2 Atkins, Mark
CA-167	Wines of the World	3.0	0	19	0	0	10	0	0	3	1	2	0	0	0	0	6 McHugh, David
CA-169	Essential Skills/Culinary Arts	3.0	0	1	17	2	4	1	1	3	1	0	0	0	0	0	4 Orate, Joseph
		3.0	0	3	8	3	4	4	2	3	0	1	0	0	0	0	4 Orate, Joseph
		3.0	0	4	25	5	8	5	3	6	1	1	0	0	0	0	8
Course Total																	
CA-171	Intermediate Culinary Skills	3.0	0	0	4	0	11	7	0	6	0	1	0	0	0	0	3 Orate, Joseph
CA-172	Princi/Soup, Stock & Sauce Prep	3.0	1	16	0	4	2	1	0	1	0	0	0	0	1	0	3 Martin, Richard
CA-173	Principles/Buffer and Catering	3.0	0	25	0	0	5	0	0	0	0	0	0	0	0	0	1 McHugh, David
CA-174	Princip/Baking & Pastry Making	3.0	0	14	0	0	8	0	0	1	0	2	0	0	0	0	4 Foran, James
		3.0	0	14	0	0	14	0	0	0	0	0	0	0	0	0	3 Foran, James
		3.0	0	28	0	0	22	0	0	1	0	2	0	0	1	0	7
Course Total																	
CA-177	Commercial Baking	3.0	0	19	0	0	11	0	0	2	1	0	0	0	0	0	2 Foran, James
CA-183	Pastry Skills in Bread Making	3.0	0	27	0	0	4	0	0	3	0	0	0	0	0	0	1 Foran, James
CA-184	Pastry Skills/Chocolate Prep	3.0	0	23	0	0	8	0	0	5	0	0	0	0	0	0	0 Foran, James
CA-199	Special Studies/Projects-CA	3.0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0 Foran, James
CA-281	Work Experience/Culinary Arts	3.0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1 Orate, Joseph
		2.0	0	7	0	0	0	0	0	0	0	2	0	0	0	0	0 Foran, James
		2.0	0	8	1	0	0	0	0	0	0	2	0	0	0	0	1
Course Total																	
CA-282	Adv Work Exp/Culinary Arts	2.0	0	2	4	0	0	0	0	0	0	0	0	0	0	0	0 Orate, Joseph
		2.0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	1 Foran, James
		2.0	0	5	4	0	0	0	0	0	0	0	0	0	0	0	1
Course Total																	
Subject Total																	
			1	234	51	14	111	16	3	48	14	18	0	3	0	0	46

**School: Grossmont College -- Term: 2010SP -- Division: G01 -- Subject: CA -- Course: All Courses**

**Grade Distribution by Division**

Section N = Night Wks	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor		
<b>CA-163 Food Purchasing/Culinary Arts</b>																			
6912N	8	1.0	45	0	8	0	0	12	0	11	4	10	0	0	0	0	2	Atkins, Mark	PT
<b>CA-165 Sanitation for Food Service</b>																			
6913N	8	1.0	45	0	17	0	0	18	0	6	0	3	0	0	0	0	4	Atkins, Mark	PT
<b>CA-166 Menu Management</b>																			
6914N	8	1.0	47	0	14	0	0	19	0	10	0	4	0	0	0	0	4	Atkins, Mark	PT
<b>CA-167 Wines of the World</b>																			
6915N	3.0	3.0	33	0	15	0	0	9	0	6	1	0	0	1	0	0	9	McHugh, David	PT
<b>CA-169 Essential Skills/Culinary Arts</b>																			
6916	3.0	3.0	26	0	6	5	4	3	2	0	4	1	1	0	0	0	4	Orate, Joseph	XP
6917N	3.0	3.0	27	0	0	11	3	4	5	0	0	3	0	1	0	0	1	Orate, Joseph	XP
<b>Course Total</b>																			
			53	0	6	16	7	7	7	0	4	4	1	1	0	0	5		
<b>CA-170 Intro to Catering Management</b>																			
8922N	3.0	3.0	31	6	5	0	2	6	1	0	4	0	7	0	0	0	4	Shea, Kathryn	PT
<b>CA-171 Intermediate Culinary Skills</b>																			
6918N	3.0	3.0	28	0	0	3	1	3	5	2	10	2	2	0	0	0	3	Orate, Joseph	PT
<b>CA-172 Princ/Soup, Stock &amp; Sauce Prep</b>																			
6919N	3.0	3.0	29	0	25	0	0	3	0	0	0	0	1	0	0	0	1	Martin, Richard	PT
<b>CA-173 Principles/Bufferet and Catering</b>																			
6920	3.0	3.0	29	0	25	0	0	2	0	0	2	0	0	0	0	0	1	Martin, Richard	PT
<b>CA-174 Princip/Baking &amp; Pastry Making</b>																			
6921	8	3.0	30	0	14	0	0	8	0	0	7	1	0	0	0	0	0	Foran, James	XP
6922N	8	3.0	31	0	16	0	0	11	0	0	1	0	3	0	0	0	1	Foran, James	XP
<b>Course Total</b>																			
			61	0	30	0	0	19	0	0	8	1	3	0	0	0	1		
<b>CA-175 Healthy Lifestyle Cuisine</b>																			
6923N	3.0	3.0	24	6	5	2	0	5	1	0	3	0	2	0	0	0	3	Shea, Kathryn	PT
<b>CA-176 Advance Baking &amp; Pastry Arts</b>																			
6924	3.0	3.0	27	0	21	0	0	6	0	0	0	0	0	0	0	0	3	Foran, James	PT
<b>CA-180 Adv Food Prep for Fine Dining</b>																			
6925	3.0	3.0	30	0	8	13	6	3	0	0	0	0	0	0	0	0	0	Orate, Joseph	PT
<b>CA-185 Sugar Work/Decor Centerpieces</b>																			
6926N	8	3.0	31	0	24	0	0	6	0	0	1	0	0	0	0	0	0	Foran, James	PT
<b>CA-186 Pastry Skills Cake Decorating</b>																			
9741	8	3.0	32	0	30	0	0	2	0	0	0	0	0	0	0	0	1	Foran, James	PT
<b>CA-280 Seminar/Work Exp Culinary Arts</b>																			
6927	1.0	1.0	28	0	4	6	1	5	2	0	5	4	1	0	0	0	3	Orate, Joseph	PT
<b>CA-281 Work Experience-Culinary Arts</b>																			
5189 **	2.0	2.0	10	0	1	3	0	0	3	0	0	0	0	0	0	0	0	Orate, Joseph	XP
6928	2.0	2.0	9	0	5	2	0	1	0	0	0	0	1	0	0	0	1	Orate, Joseph	XP
9308	2.0	2.0	7	0	7	0	0	0	0	0	0	0	0	0	0	0	1	Foran, James	XP
<b>Course Total</b>																			
			16	0	12	2	0	1	0	0	0	0	1	0	0	0	2		

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2010SP -- Division: G01 -- Subject: CA -- Course: All Courses**

Section N = Night N = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor			
CA-282 Adv Work Exp in Culinary Arts																				
5192 **		2.0	10	0	0	5	0	0	1	0	4	0	0	0	0	0	0	0	Orate, Joseph	XP
6929		2.0	4	0	3	0	0	0	0	0	0	0	1	0	0	0	0	0	Orate, Joseph	XP
9309		2.0	7	0	7	0	0	0	0	0	0	0	0	0	0	0	0	1	Foran, James	XP
Course Total			11	0	10	0	0	0	0	0	0	0	1	0	0	0	0	1		
Subject Total			600	12	259	42	17	126	16	2	70	16	36	2	0	0	0	47		

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2010FA -- Division: G01 -- Subject: CA -- Course: All Courses**

Section N = Night Wks	S.T. Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor		
CA-160	Quantity Foods Prep/Production																	
3118	3.0	32	9	2	8	2	4	4	0	3	0	0	0	0	0	0	Orate, Joseph	XP
CA-163	Food Purchasing/Culinary Arts																	
3119N	8 1.0	37	0	8	0	0	10	0	0	10	3	6	0	0	0	0	3 Atkins, Mark	PT
CA-164	International Cooking																	
3120	3.0	24	4	7	3	2	1	2	0	0	3	2	0	0	0	0	1 Shea, Kathryn	PT
CA-165	Sanitation for Food Service																	
3121N	8 1.0	41	0	11	0	0	15	0	0	12	0	2	1	0	0	0	1 Atkins, Mark	PT
6059 **	1.0	12	0	5	0	0	4	0	0	2	0	1	0	0	0	0	0 Orate, Joseph	
	Course Total	41	0	11	0	0	15	0	0	12	0	2	1	0	0	1		
CA-166	Menu Management																	
3122N	8 1.0	36	0	18	0	0	5	0	0	9	2	2	0	0	0	0	5 Atkins, Mark	PT
6060 **	1.0	12	0	3	1	2	1	2	1	1	0	1	0	0	0	0	0 Orate, Joseph	
	Course Total	36	0	18	0	0	5	0	0	9	2	2	0	0	0	5		
CA-167	Wines of the World																	
3123N	3.0	33	0	18	0	0	3	0	0	11	0	1	0	0	0	0	3 McHugh, David	PT
CA-169	Essential Skills/Culinary Arts																	
3124	3.0	23	3	3	7	0	3	4	0	3	0	0	0	0	0	0	4 Orate, Joseph	XP
3125N	3.0	22	0	6	5	0	6	1	0	2	0	2	0	0	0	0	3 Orate, Joseph	
6061 **	3.0	12	0	5	0	2	2	1	0	1	0	1	0	0	0	0	0 Orate, Joseph	
	Course Total	45	3	9	12	0	9	5	0	5	0	2	0	0	0	7		
CA-171	Intermediate Culinary Skills																	
3126N	3.0	24	0	2	10	1	2	4	0	3	0	1	0	1	0	0	1 Orate, Joseph	
CA-172	Princ/Soup, Stock & Sauce Prep																	
3127	3.0	22	0	6	5	4	4	1	0	1	0	1	0	0	0	0	2 Colella, William	PT
CA-173	Principles/Buffer and Catering																	
3128N	3.0	24	0	9	3	1	6	1	0	3	0	1	0	0	0	0	1 Colella, William	PT
CA-174	Princip/Baking & Pastry Making																	
3129	8 3.0	27	0	12	0	0	10	0	0	5	0	0	0	0	0	0	0 Foran, James	XP
3130N	8 3.0	27	0	14	0	0	8	0	0	5	0	0	0	0	0	0	0 Foran, James	
6065 **	3.0	12	0	4	0	0	5	0	0	2	0	1	0	0	0	0	0 Orate, Joseph	
	Course Total	54	0	26	0	0	18	0	0	10	0	0	0	0	0	0		
CA-175	Healthy Lifestyle Cuisine																	
5300N	3.0	17	4	4	2	2	2	1	1	0	0	1	0	0	0	0	0 Shea, Kathryn	PT
CA-177	Commercial Baking																	
3131	3.0	28	0	21	0	0	5	0	0	2	0	0	0	0	0	0	1 Foran, James	
CA-178	Fruit/Veg/Ice Carving & Comp																	
5249N	3.0	27	0	5	7	1	4	3	0	4	1	2	0	0	0	0	4 Orate, Joseph	

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2010FA -- Division: G01 -- Subject: CA -- Course: All Courses**

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor		
CA-183 Pastry Skills in Bread Making																				
3132	3.0		27	0	24	0	0	2	0	0	1	0	0	0	0	0	0	0	0	Foran, James
CA-184 Pastry Skills/Chocolate Prep																				
3133N	3.0	8	24	0	21	0	0	3	0	0	0	0	0	0	0	0	0	0	1	Foran, James
CA-281 Work Experience/Culinary Arts																				
3134	2.0		10	0	2	6	0	1	1	0	0	0	0	0	0	0	0	0	3	Orate, Joseph
9561	2.0		9	0	8	0	0	0	0	0	0	0	1	0	0	0	0	0	1	Foran, James
Course Total			19	0	10	6	0	1	1	0	0	0	1	0	0	0	0	0	4	
CA-282 Adv Work Exp/Culinary Arts																				
3135	2.0		4	0	3	0	0	0	1	0	0	0	0	0	0	0	0	0	0	Orate, Joseph
9565	2.0		5	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Foran, James
Course Total			9	0	8	0	0	0	1	0	0	0	0	0	0	0	0	0	0	
Subject Total			523	20	209	56	13	94	23	1	74	9	22	1	1	0	0	0	34	

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2011SP -- Division: G01 -- Subject: CA -- Course: All Courses**

Section N = Night N = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
<b>CA-163 Food Purchasing/Culinary Arts</b>																		
6912N	8	1.0	35	0	11	0	0	10	0	0	4	1	9	0	0	0	2	Atkins, Mark
7776 **		1.0	11	1	4	1	0	3	1	0	1	0	0	0	0	0	0	Orate, Joseph
<b>Course Total</b>			35	0	11	0	0	10	0	0	4	1	9	0	0	0	2	
<b>CA-165 Sanitation for Food Service</b>																		
6913N	8	1.0	41	0	15	0	0	12	0	0	11	2	1	0	0	0	4	Atkins, Mark
<b>CA-166 Menu Management</b>																		
6914N	8	1.0	39	0	13	0	0	10	0	0	10	1	5	0	0	0	4	Atkins, Mark
<b>CA-167 Wines of the World</b>																		
6915N	3.0		31	5	11	0	3	3	0	6	2	0	0	0	1	0	9	McHugh, David
<b>CA-169 Essential Skills/Culinary Arts</b>																		
6916	3.0		25	0	1	6	1	4	3	0	7	1	2	0	0	0	1	Orate, Joseph
6917N	3.0		25	0	10	6	2	1	3	0	0	0	2	1	0	0	0	Orate, Joseph
<b>Course Total</b>			50	0	11	12	3	5	6	0	7	1	4	1	0	0	1	
<b>CA-170 Intro to Catering Management</b>																		
8922N	3.0		23	0	5	7	2	0	0	0	3	2	4	0	0	0	8	Rhodes, Kevin
<b>CA-171 Intermediate Culinary Skills</b>																		
6918N	3.0		24	0	3	1	2	10	3	0	4	0	1	0	0	0	1	Orate, Joseph
7790 **		3.0	11	0	7	0	0	4	0	0	0	0	0	0	0	0	0	Orate, Joseph
<b>Course Total</b>			24	0	3	1	2	10	3	0	4	0	1	0	0	0	1	
<b>CA-172 Princ/Soup, Stock &amp; Sauce Prep</b>																		
6919N	3.0		24	0	8	2	3	2	1	0	3	2	2	1	0	0	1	Colella, William
7794 **		3.0	11	3	6	1	0	1	0	0	0	0	0	0	0	0	0	Orate, Joseph
<b>Course Total</b>			24	0	8	2	3	2	1	0	3	2	2	1	0	0	1	
<b>CA-173 Principles/Bufet and Catering</b>																		
6920	3.0		17	0	3	1	0	3	2	0	8	0	0	0	0	0	3	Colella, William
7803 **		3.0	11	0	7	0	0	3	0	0	1	0	0	0	0	0	0	Orate, Joseph
<b>Course Total</b>			17	0	3	1	0	3	2	0	8	0	0	0	0	0	3	
<b>CA-174 Princip/Baking &amp; Pastry Making</b>																		
6921	8	3.0	23	0	11	0	0	4	0	0	5	0	3	0	0	0	0	Foran, James
6922N	8	3.0	24	0	12	0	0	10	0	0	2	0	0	0	0	0	1	Foran, James
<b>Course Total</b>			47	0	23	0	0	14	0	0	7	0	3	0	0	0	1	
<b>CA-176 Advance Baking &amp; Pastry Arts</b>																		
6924	3.0		27	0	19	0	0	7	0	0	1	0	0	0	0	0	1	Foran, James
<b>CA-178 Fruit/Veg/Ice Carving &amp; Comp</b>																		
7708N	3.0		20	0	3	3	3	6	0	0	4	0	1	0	0	0	3	Orate, Joseph
<b>CA-180 Adv Food Prep for Fine Dining</b>																		
6925	3.0		31	7	6	8	2	4	1	0	2	0	1	0	0	0	0	Orate, Joseph
<b>CA-185 Sugar Work/Decor Centerpieces</b>																		
6926N	8	3.0	24	0	18	0	0	5	0	0	0	0	1	0	0	0	2	Foran, James



**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2011SP -- Division: G01 -- Subject: CA -- Course: All Courses**

Section N = Night N = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor	
CA-186 Pastry Skills Cake Decorating																		
9741	8	3.0	24	0	17	0	0	5	0	0	2	0	0	0	0	0	1	Foran, James
CA-280 Seminar/Work Exp Culinary Arts																		
6927N	8	1.0	13	0	7	0	0	3	0	0	3	0	0	0	0	0	6	Rhodes, Kevin
CA-281 Work Experience/Culinary Arts																		
6928	2.0		6	0	5	0	0	0	0	0	0	0	1	0	0	0	0	Orate, Joseph
9308	2.0		5	0	5	0	0	0	0	0	0	0	0	0	0	0	1	Foran, James
Course Total			11	0	10	0	0	0	0	0	0	0	1	0	0	0	1	
CA-282 Adv Work Exp/Culinary Arts																		
6929	2.0		9	0	5	1	0	1	0	0	0	0	2	0	0	0	0	Orate, Joseph
9309	2.0		9	0	9	0	0	0	0	0	0	0	0	0	0	0	0	Foran, James
Course Total			18	0	14	1	0	1	0	0	0	0	2	0	0	0	0	
Subject Total			499	12	197	35	18	100	13	6	71	9	35	2	1	0	48	

**Grade Distribution by Division**  
**School: Grossmont College -- Term: 2011FA -- Division: G01 -- Subject: CA -- Course: All Courses**

Section	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor	XP	
N = Night																
** = Not Valid for ADA																
S.T. Wks																
Hrs																
Enrollment																
CA-160 Quantity Foods Prep/Production																
3118	28	6	9	7	1	1	1	0	3	0	0	0	0	0	0	0
6056 **	11	0	4	1	1	3	0	1	1	0	0	0	0	0	0	0
Course Total	28	6	9	7	1	1	1	0	3	0	0	0	0	0	0	0
CA-163 Food Purchasing/Culinary Arts																
3119N	28	0	5	0	0	13	0	0	8	0	2	0	0	0	3	0
CA-164 International Cooking																
3120	22	10	2	0	0	6	1	0	3	0	0	0	0	0	1	0
CA-165 Sanitation for Food Service																
3121N	47	0	16	0	1	10	3	0	10	0	7	0	0	0	3	0
CA-166 Menu Management																
3122N	38	0	16	0	1	3	0	1	8	3	6	0	0	0	3	0
CA-167 Wines of the World																
3123N	33	1	13	2	1	6	1	4	4	0	0	1	0	0	4	0
CA-169 Essential Skills/Culinary Arts																
3124	22	0	3	5	1	3	6	0	2	1	1	0	0	0	2	0
3125N	24	1	6	5	1	6	0	0	3	1	1	0	0	0	2	0
Course Total	46	1	9	10	2	9	6	0	5	2	2	0	0	0	4	0
CA-171 Intermediate Culinary Skills																
3126N	24	0	2	2	3	8	4	0	2	2	1	0	0	0	1	0
CA-172 Princ/Soup, Stock & Sauce Prep																
3127	25	0	10	2	3	8	1	0	0	1	0	0	0	0	0	0
CA-173 Principles/Bufferet and Catering																
3128N	22	0	4	5	2	6	2	0	2	0	1	0	0	0	1	0
CA-174 Princip/Baking & Pastry Making																
3129	24	0	18	0	0	5	0	0	1	0	0	0	0	0	1	0
3130N	28	0	18	0	0	6	0	0	1	0	3	0	0	0	0	0
Course Total	52	0	36	0	0	11	0	0	2	0	3	0	0	0	1	0
CA-175 Healthy Lifestyle Cuisine																
5300N	20	0	11	3	1	2	0	0	1	0	2	0	0	0	2	0
8533 **	11	0	4	0	2	2	0	0	3	0	0	0	0	0	0	0
Course Total	20	0	11	3	1	2	0	0	1	0	2	0	0	0	2	0
CA-177 Commercial Baking																
3131	27	0	20	0	0	6	0	0	1	0	0	0	0	0	0	0
CA-178 Fruit/Veg/Ice Carving & Comp																
5249N	23	1	1	10	1	2	1	0	5	0	2	0	0	0	2	0
8534 **	11	0	4	0	1	4	0	0	2	0	0	0	0	0	0	0
Course Total	23	1	1	10	1	2	1	0	5	0	2	0	0	0	2	0

**Grade Distribution by Division**  
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Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CA-183 Pastry Skills in Bread Making																			
3132N	8	3.0	26	0	23	0	0	2	0	0	1	0	0	0	0	0	0	1	Foran, James
CA-184 Pastry Skills/Chocolate Prep																			
3133	8	3.0	27	0	24	0	0	3	0	0	0	0	0	0	0	0	0	0	Foran, James
CA-281 Work Experience/Culinary Arts																			
3134	2.0		11	0	10	0	0	0	0	0	0	0	1	0	0	0	0	1	Rhodes, Kevin
9561	2.0		12	0	10	0	0	0	0	0	0	0	2	0	0	0	0	0	Foran, James
Course Total			23	0	20	0	0	0	0	0	0	0	3	0	0	0	0	1	
CA-282 Adv Work Exp/Culinary Arts																			
3135	2.0		8	0	2	3	2	0	0	0	0	0	1	0	0	0	0	1	Orate, Joseph
9565	2.0		5	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	Foran, James
Course Total			13	0	7	3	2	0	0	0	0	0	1	0	0	0	0	1	
Subject Total			524	19	228	44	18	96	20	5	55	8	30	1	0	0	0	28	

**Grade Distribution by Division**  
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Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	WI	Instructor		
CA-164 International Cooking																				
9107 **	3.0		11	2	2	0	0	3	2	0	2	0	0	0	0	0	0	0	0	Orate, Joseph
CA-165 Sanitation for Food Service																				
6913N	8 1.0		28	0	16	0	0	9	0	0	1	0	2	0	0	0	0	2	Atkins, Mark	PT
CA-167 Wines of the World																				
6915N	3.0		35	1	16	5	0	3	2	3	2	1	2	0	0	0	0	6	McHugh, David	PT
CA-169 Essential Skills/Culinary Arts																				
6916	3.0		21	2	3	4	0	5	1	0	4	1	1	0	0	0	0	3	Orate, Joseph	XP
6917N	3.0		22	0	2	4	2	5	0	0	4	2	3	0	0	0	0	1	Orate, Joseph	
Course Total			43	2	5	8	2	10	1	0	8	3	4	0	0	0	0	4		
CA-170 Intro to Catering Management																				
8922N	3.0		22	0	16	0	2	2	0	0	0	0	2	0	0	0	0	4	Rhodes, Kevin	PT
CA-172 Princ/Soup, Stock & Sauce Prep																				
6919N	3.0		21	2	14	1	2	1	0	0	0	0	1	0	0	0	0	2	Orate, Joseph	
CA-174 Princip/Baking & Pastry Making																				
6921	8 3.0		22	0	17	0	0	2	0	0	2	0	1	0	0	0	0	2	Foran, James	
6922N	8 3.0		23	0	20	0	0	1	0	0	1	1	0	0	0	0	0	4	Foran, James	
Course Total			45	0	37	0	0	3	0	0	3	1	1	0	0	0	0	6		
CA-176 Advance Baking & Pastry Arts																				
6924	3.0		25	0	18	0	0	5	0	0	1	1	0	0	0	0	0	0	Foran, James	
CA-178 Fruit/Veg/Ice Carving & Comp																				
7708	3.0		20	0	4	6	3	1	3	0	2	0	1	0	0	0	0	3	Orate, Joseph	
CA-180 Adv Food Prep for Fine Dining																				
6925	3.0		25	5	6	4	4	3	1	0	1	0	1	0	0	0	0	0	Orate, Joseph	
9110 **	3.0		11	2	4	0	0	2	1	0	2	0	0	0	0	0	0	0	Orate, Joseph	
Course Total			25	5	6	4	4	3	1	0	1	0	1	0	0	0	0	0		
CA-185 Sugar Work/Decor Centerpieces																				
6926N	8 3.0		24	0	22	0	0	2	0	0	0	0	0	0	0	0	0	0	Foran, James	
CA-186 Pastry Skills Cake Decorating																				
9741	8 3.0		25	0	23	0	0	1	0	0	1	0	0	0	0	0	0	1	Foran, James	
CA-280 Seminar/Work Exp Culinary Arts																				
6927	8 1.0		31	3	8	5	1	0	4	0	6	1	3	0	0	0	0	4	Orate, Joseph	XP
9111 **	1.0		11	2	4	0	0	4	0	0	1	0	0	0	0	0	0	0	Orate, Joseph	
Course Total			31	3	8	5	1	0	4	0	6	1	3	0	0	0	0	4		
Subject Total			344	13	185	29	14	40	11	3	25	7	17	0	0	0	0	32		

**Grade Distribution by Division**  
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Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor	XP	
CA-160 Quantity Foods Prep/Production		3.0	25	6	6	4	4	1	3	0	0	0	1	0	0	0	0	0	Orate, Joseph
CA-163 Food Purchasing/Culinary Arts		1.0	30	0	4	0	0	12	0	0	10	3	1	0	0	0	0	2	Atkins, Mark
CA-164 International Cooking		3.0	20	0	5	3	2	9	0	0	0	0	0	0	1	0	1	1	Martin, Richard
CA-165 Sanitation for Food Service		1.0	7	0	1	0	3	3	0	0	0	0	0	0	0	0	0	0	Orate, Joseph
0879 **		1.0	38	0	7	1	1	11	3	0	8	6	1	0	0	0	2	2	Atkins, Mark
3121N		8	38	0	7	1	1	11	3	0	8	6	1	0	0	0	2	2	Atkins, Mark
Course Total			38	0	7	1	1	11	3	0	8	6	1	0	0	0	2	2	
CA-166 Menu Management		1.0	6	0	3	0	1	1	0	1	0	0	0	0	0	0	0	0	Orate, Joseph
0880		1.0	34	0	15	0	0	9	1	0	6	2	1	0	0	0	2	2	Atkins, Mark
3122N		8	40	0	18	0	1	10	1	1	6	2	1	0	0	0	2	2	
Course Total			40	0	18	0	1	10	1	1	6	2	1	0	0	0	2	2	
CA-167 Wines of the World		3.0	32	2	5	2	3	1	2	7	1	5	4	0	0	0	0	1	McHugh, David
3123N		3.0	7	0	1	0	1	4	0	1	0	0	0	0	0	0	0	0	Orate, Joseph
CA-169 Essential Skills-Culinary Arts		3.0	25	0	4	4	5	3	5	0	2	1	1	0	0	0	0	0	Orate, Joseph
0877 **		3.0	25	0	4	4	5	3	5	0	2	1	1	0	0	0	0	0	Orate, Joseph
3124		3.0	25	0	4	4	5	3	5	0	2	1	1	0	0	0	0	0	Orate, Joseph
Course Total			25	0	4	4	5	3	5	0	2	1	1	0	0	0	0	0	
CA-171 Intermediate Culinary Skills		3.0	23	0	1	2	3	9	1	0	6	1	0	0	0	0	0	2	Orate, Joseph
0428		3.0	25	0	5	4	1	6	3	0	4	1	1	0	0	0	0	0	Orate, Joseph
3126N		3.0	48	0	6	6	4	15	4	0	10	2	1	0	0	0	2	2	
Course Total			48	0	6	6	4	15	4	0	10	2	1	0	0	0	2	2	
CA-172 Princ/Soup, Stock & Sauce Prep		3.0	20	6	9	0	1	2	0	1	1	0	0	0	0	0	0	0	Saradpon, Kris
3127N		3.0	24	14	4	2	3	1	0	0	0	0	0	0	0	0	1	1	Saradpon, Kris
CA-173 Principles/Buffer and Catering		3.0	7	0	1	0	1	4	0	1	0	0	0	0	0	0	0	0	Orate, Joseph
3128		3.0	25	0	9	0	0	12	0	0	1	2	0	1	0	0	0	0	Foran, James
CA-174 Princip/Baking & Pastry Making		3.0	25	0	9	0	0	12	0	0	1	2	0	1	0	0	0	0	Foran, James
0878 **		3.0	25	0	9	0	0	12	0	0	1	2	0	1	0	0	0	0	Foran, James
3129		8	25	0	9	0	0	12	0	0	1	2	0	1	0	0	0	0	Foran, James
Course Total			25	0	9	0	0	12	0	0	1	2	0	1	0	0	0	0	
CA-177 Commercial Baking		3.0	25	0	15	0	0	9	0	0	1	0	0	0	0	0	0	0	Foran, James
3131		3.0	18	0	3	4	1	1	0	0	7	1	1	0	0	0	0	2	McHugh, David
CA-178 Fruit/Veg/Ice Carving & Comp		3.0	25	0	21	0	0	3	0	0	1	0	0	0	0	0	0	0	Foran, James
5249N		3.0	23	0	20	0	0	3	0	0	0	0	0	0	0	0	0	3	Foran, James
CA-183 Pastry Skills in Bread Making		3.0	24	0	17	0	0	6	0	0	0	0	1	0	0	0	0	2	Foran, James
3132N		8	47	0	37	0	0	9	0	0	0	0	1	0	0	0	5	5	
CA-184 Pastry Skills/Chocolate Prep		3.0	44	28	153	26	25	99	18	9	48	22	12	1	1	0	18	18	
0429N		8	44	28	153	26	25	99	18	9	48	22	12	1	1	0	18	18	
3133		8	44	28	153	26	25	99	18	9	48	22	12	1	1	0	18	18	
Course Total			44	28	153	26	25	99	18	9	48	22	12	1	1	0	18	18	
Subject Total			442	28	153	26	25	99	18	9	48	22	12	1	1	0	18	18	

**School: Grossmont College -- Term: 2013SP -- Division: G01 -- Subject: CA -- Course: All Courses**

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W/Instructor	PT	
CA-163 Food Purchasing/Culinary Arts																			
1128N	8	1.0	29	0	12	1	1	4	1	0	7	0	3	0	0	0	0	3 Atkins, Mark	PT
1436 **		1.0	7	0	2	1	0	4	0	0	0	0	0	0	0	0	0	0 Orate, Joseph	
Course Total			29	0	12	1	1	4	1	0	7	0	3	0	0	0	0	3	
CA-165 Sanitation for Food Service																			
6913N	8	1.0	40	0	16	0	0	10	0	0	7	6	1	0	0	0	0	0 Atkins, Mark	PT
CA-166 Menu Management																			
1127N	8	1.0	33	0	17	0	0	10	0	0	4	1	1	0	0	0	0	2 Atkins, Mark	PT
CA-167 Wines of the World																			
1181N	3.0		28	4	5	0	8	4	0	1	3	2	1	0	0	0	0	5 McHugh, David	PT
CA-169 Essential Skills/Culinary Arts																			
6916	3.0		24	3	3	4	1	5	1	0	2	2	3	0	0	0	0	1 Orate, Joseph	XP
6917N	3.0		24	2	4	5	2	5	2	0	2	2	0	0	0	0	0	0 Orate, Joseph	
Course Total			48	5	7	9	3	10	3	0	4	4	3	0	0	0	0	1	
CA-170 Intro to Catering Management																			
8922N	3.0		20	0	4	4	4	2	3	0	2	0	1	0	0	0	0	7 Carreon, Maria	PT
CA-171 Intermediate Culinary Skills																			
0626N	3.0		24	0	1	1	0	2	3	0	11	3	3	0	0	0	0	1 Orate, Joseph	
1437 **	3.0		7	0	2	2	0	2	1	0	0	0	0	0	0	0	0	0 Orate, Joseph	
Course Total			24	0	1	1	0	2	3	0	11	3	3	0	0	0	0	1	
CA-172 Princ/Soup, Stock & Sauce Prep																			
1129N	3.0		19	0	8	3	1	2	1	0	3	0	1	0	0	0	0	4 Saradon, Kris	PT
1438 **	3.0		7	0	3	1	1	2	0	0	0	0	0	0	0	0	0	0 Orate, Joseph	
Course Total			19	0	8	3	1	2	1	0	3	0	1	0	0	0	0	4	
CA-173 Principles/Buffer and Catering																			
1439 **	3.0		7	0	3	1	1	1	1	0	0	0	0	0	0	0	0	0 Orate, Joseph	
CA-174 Princip/Baking & Pastry Making																			
6921	8	3.0	22	0	9	0	7	6	0	0	0	0	0	0	0	0	0	2 Foran, James	
6922N	8	3.0	24	0	12	0	4	7	0	0	0	1	0	0	0	0	0	1 Foran, James	XP
Course Total			46	0	21	0	11	13	0	0	0	1	0	0	0	0	0	3	
CA-175 Healthy Lifestyle Cuisine																			
0627	3.0		25	0	15	2	0	7	0	1	0	0	0	0	0	0	0	0 Martin, Richard	PT
CA-176 Advance Baking & Pastry Arts																			
6924	3.0		25	0	14	0	5	4	2	0	0	0	0	0	0	0	0	0 Foran, James	
CA-180 Adv Food Prep for Fine Dining																			
6925	3.0		29	7	9	7	2	2	0	0	2	0	0	0	0	0	0	1 Orate, Joseph	
CA-185 Sugar Work/Decor Centerpieces																			
6926N	8	3.0	25	0	18	0	2	5	0	0	0	0	0	0	0	0	0	0 Foran, James	
CA-186 Pastry Skills Cake Decorating																			
9741	8	3.0	25	0	18	1	0	4	2	0	0	0	0	0	0	0	0	1 Foran, James	
CA-280 Seminar/Work Exp Culinary Arts																			
6927	8	1.0	21	3	9	3	0	1	0	0	1	0	4	0	0	0	0	1 Orate, Joseph	
Subject Total			437	19	174	31	37	80	15	2	44	17	18	0	0	0	0	29	

# Appendix 4

# **Appendix 4- Course- to- Program SLO Mapping Document**

Click on the following link to access your department's latest reports:

[http://www.grossmont.edu/student\\_learning\\_outcomes/](http://www.grossmont.edu/student_learning_outcomes/)

This appendix will help you to answer questions 3.2 and 3.3.



ANNUAL SLO REPORT<sup>1</sup> — FALL 2009 – CULINARY ARTS

Course # SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	CA 164 – International Cooking SLO(s) assessed:		
	<ol style="list-style-type: none"> <li>1. Our students will be able to demonstrate sanitation and safety techniques in the use of food service equipment.</li> <li>2. Our students will be able to evaluate finished food products.</li> <li>3. Our students will be able to demonstrate ability to use and care for professional kitchen equipment.</li> <li>4. Our students will be able to plan, organize and carry out cultural and ethnic food recipe preparation according to industry standards.</li> <li>5. Our students will be able to examine varying cultural food production techniques, ingredients, cost and conditions for production.</li> <li>6. Our students will be able to define menus in relation to nutrition, season, production availability and type of commercial operation in relation to cultural foods.</li> <li>7. Our students will be able to demonstrate critical thinking in the food service environment.</li> <li>8. Our students will be able to demonstrate appropriate behaviors in the work place environment.</li> <li>9. Our students will be able to apply</li> </ol>		

<sup>1</sup> This document was adapted from templates provide000d by Skyline College.

	job acquisition skills.		
<p>Assessment and/or Assignments: Which Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes)  <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)  <input checked="" type="checkbox"/> Assignments based on checklists  <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.  <input checked="" type="checkbox"/> Student Self-Assessments (reflective journals, surveys)  <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)  <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)  <input type="checkbox"/> Student Satisfaction Survey  <input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes)  <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)  <input type="checkbox"/> Assignments based on checklists  <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.  <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)  <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)  <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)  <input type="checkbox"/> Student Satisfaction Survey  <input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (Items linked to specific outcomes)  <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)  <input type="checkbox"/> Assignments based on checklists  <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.  <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)  <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)  <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)  <input type="checkbox"/> Student Satisfaction Survey  <input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>
<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs</p>	<p>Based on the outcomes, we learned that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be changed or revised.</p>	<p>Based on the outcomes, we learned that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be changed or revised.</p>	<p>Based on the outcomes, we learned that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be changed or revised.</p>

to be revised?			
Action Plan	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:
Semester when Next Assessment of this SLO Outcome will take place	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2014	<input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:	<input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:

## ANNUAL SLO REPORT<sup>1</sup> — SPRING 2010 – CULINARY ARTS

Course #	CA 170 – Intro to Catering Mgt.	CA 175 – Healthy Lifestyle Cuisine	CA 176 – Advanced Baking & Pastry
<p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p><b>SLO(s) assessed:</b></p> <ol style="list-style-type: none"> <li>1. Our students will be able to evaluate different types of catering businesses.</li> <li>2. Our students will be able to evaluate the kitchen and service equipment needed for catering businesses.</li> <li>3. Our students will be able to analyze marketing strategies and client retentions practices.</li> <li>4. Our students will be able to analyze legal issues within the catering and food service business; to include: human resources, state and federal regulations and contracts.</li> <li>5. Our students will demonstrate critical thinking in the food service environment.</li> <li>6. Our students will demonstrate appropriate behaviors in the work place environment.</li> </ol>	<p><b>SLO(s) assessed:</b></p> <ol style="list-style-type: none"> <li>1. Our students will be able to demonstrate sanitation and safety techniques in the use of food service equipment.</li> <li>2. Our students will be able to demonstrate fundamental knowledge and basic skills necessary for healthy lifestyle food production.</li> <li>3. Our students will be able to analyze healthy foods using US Dietary Guidelines.</li> <li>4. Our students will be able to analyze recipes for nutrition content and employs healthy recipe substitutions and modifications.</li> <li>5. Our students will be able to analyze and evaluate healthy preparation methods in relation to finished food products.</li> <li>6. Our students will be able to demonstrate critical thinking in the food service environment.</li> <li>7. Our students will be able to demonstrate appropriate behaviors in the work place environment.</li> <li>8. Our students will be able to apply job acquisition skills.</li> </ol>	<p><b>SLO(s) assessed:</b></p> <ol style="list-style-type: none"> <li>1. Our students will be able to demonstrate sanitation and safety techniques in the use of food service equipment.</li> <li>2. Our students will be able to demonstrate ability to use and care for professional bakeshop/kitchen equipment.</li> <li>3. Our students will be able to demonstrate product identification.</li> <li>4. Our students will be able evaluate finished pastry products.</li> <li>5. Our students will be able to demonstrate advanced methods of baking and dessert preparation.</li> <li>6. Our students will be able to plan, organize and carry out basic recipe preparation according to industry standards.</li> <li>7. Our students will be able to demonstrate critical thinking in the food service environment.</li> <li>8. Our students will be able to demonstrate appropriate behaviors in the work place environment.</li> <li>9. Our students will be able to</li> </ol>

<sup>1</sup> This document was adapted from templates provided by Skyline College.

		apply job acquisition skills.	
<p>Assessment and/or Assignments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)  <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)  <input checked="" type="checkbox"/> Assignments based on checklists  <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.  <input checked="" type="checkbox"/> Student Self-Assessments (reflective journals, surveys)  <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)  <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)  <input type="checkbox"/> Student Satisfaction Survey  <input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)  <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)  <input checked="" type="checkbox"/> Assignments based on checklists  <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.  <input checked="" type="checkbox"/> Student Self-Assessments (reflective journals, surveys)  <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)  <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)  <input type="checkbox"/> Student Satisfaction Survey  <input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)  <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)  <input checked="" type="checkbox"/> Assignments based on checklists  <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.  <input checked="" type="checkbox"/> Student Self-Assessments (reflective journals, surveys)  <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)  <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)  <input type="checkbox"/> Student Satisfaction Survey  <input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>
<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did</p>	<p>Based on the outcomes, we learned that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be</p>	<p>Based on the outcomes, we learned that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be changed or revised.</p>	<p>Based on the outcomes, we learned that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be</p>

the assessment work, and if not, what needs to be revised?	changed or revised.		changed or revised.
Action Plan	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2014	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2014	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2014

## ANNUAL SLO REPORT<sup>2</sup> — SPRING 2009 – CULINARY ARTS

Course #	CA 160 – Quantity Foods Prep	CA 169 – Essential Skills	CA 177 – Commercial Baking
<p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p><b>SLO(s) assessed:</b></p> <ol style="list-style-type: none"> <li>1. Our students will be able to demonstrate the principles of quality food cookery and how they relate to a la carte production.</li> <li>2. Our students will be able to chart the basic workflow, work patterns and labor procedures emphasizing efficient, safe and sanitary work habits.</li> <li>3. Our students will be able to execute the proper and attractive presentation and service of a variety of meals.</li> <li>4. Our students will be able to evaluate the quality of food produced in the laboratory and plan appropriate improvements.</li> <li>5. Our students will be able to implement a master menu by forecasting amounts, preparing food orders and preparing production records used and disposition of leftovers.</li> <li>6. Our students will be able to</li> </ol>	<p><b>SLO(s) assessed:</b></p> <ol style="list-style-type: none"> <li>7. Our students will be able to demonstrate sanitation and safety techniques in the use of food service equipment.</li> <li>8. Our students will be able to demonstrate ability to use and care for professional kitchen equipment.</li> <li>9. Our students will be able to demonstrate product identification.</li> <li>10. Our students will be able evaluate finished food products.</li> <li>11. Our students will be able to demonstrate basic methods of food preparation.</li> <li>12. Our students will be able to plan, organize and carry out basic recipe preparation according to industry standards.</li> <li>13. Our students will be able to demonstrate critical thinking in the food service environment.</li> <li>14. Our students will be able to demonstrate appropriate behaviors in the work place environment.</li> <li>15. Our students will be able to apply job acquisition skills.</li> </ol>	<p><b>SLO(s) assessed:</b></p> <ol style="list-style-type: none"> <li>1. Our students will be able to demonstrate sanitation and safety techniques in the use of food service equipment.</li> <li>2. Our students will be able to demonstrate ability to use and care for professional bakeshop/kitchen equipment.</li> <li>3. Our students will be able to demonstrate product identification.</li> <li>4. Our students will be able evaluate finished pastry products.</li> <li>5. Our students will be able to demonstrate commercial levels of baking and dessert preparation.</li> <li>6. Our students will be able to plan, organize and carry out basic recipe preparation according to industry standards.</li> <li>7. Our students will be able to demonstrate critical thinking in the food service environment.</li> <li>8. Our students will be able to demonstrate appropriate behaviors in the work place environment.</li> <li>9. Our students will be able to apply job acquisition skills.</li> </ol>

<sup>2</sup> This document was adapted from templates provided by Skyline College.

	<p>compare the various food production systems describing advantages and disadvantages of each.</p> <p>7. Our students will be able to calculate costs of food used in standardized recipes and demonstrate portion control both "by hand" and by using appropriate computer software</p>		
<p>Assessment Assessments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input checked="" type="checkbox"/>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/>Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/>Assignments based on checklists <input checked="" type="checkbox"/>Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input checked="" type="checkbox"/>Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/>Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/>Student Satisfaction Survey <input type="checkbox"/>Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/>Other (please describe):</p>	<p><input checked="" type="checkbox"/>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/>Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/>Assignments based on checklists <input checked="" type="checkbox"/>Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input checked="" type="checkbox"/>Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/>Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/>Student Satisfaction Survey <input type="checkbox"/>Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/>Other (please describe):</p>	<p><input checked="" type="checkbox"/>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/>Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/>Assignments based on checklists <input checked="" type="checkbox"/>Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input checked="" type="checkbox"/>Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/>Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/>Student Satisfaction Survey <input type="checkbox"/>Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs) <input type="checkbox"/>Other (please describe):</p>
<p>Assessment Analysis</p>	<p>Based on the outcomes, we learned</p>	<p>Based on the outcomes, we learned</p>	<p>Based on the outcomes, we learned</p>



<p>(Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p>that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be changed or revised.</p>	<p>that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be changed or revised.</p>	<p>that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be changed or revised.</p>
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome  <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO  <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.); such as:  <input type="checkbox"/> Develop new methods of evaluating student work, such as:  <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:  <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)  <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity  <input type="checkbox"/> Revise the course sequence or prerequisites  <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome  <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO  <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.); such as:  <input type="checkbox"/> Develop new methods of evaluating student work, such as:  <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:  <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)  <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity  <input type="checkbox"/> Revise the course sequence or prerequisites  <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome  <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO  <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.); such as:  <input type="checkbox"/> Develop new methods of evaluating student work, such as:  <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:  <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)  <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity  <input type="checkbox"/> Revise the course sequence or prerequisites  <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>

	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2014	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2014	<input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2014

ANNUAL SLO UPDATE:  
CULINARY ARTS - FALL 2011

- CA 178
- CA 184
- CA 280

Course # and SLO wording	Assessment Assignments and/or Instruments: Which were used to assess the SLO?	Assessment Analysis	Course SLO Action Plan	Semester when Next Assessment of this SLO will take place	Program Action Plan
<p>CA 178 – Fruit &amp; Vegetable Carving</p> <p>1. Our students will be able to examine various knives and tools including methods of use and proper care.</p> <p>2. Our students will be able to analyze historical factors influencing the development of fruit, vegetable ice carvings and culinary competition.</p> <p>3. Our students will be able to plan designs for fruit, vegetable, ice carvings displays and culinary competition.</p> <p>4. Our students will be able to</p>	<p><input checked="" type="checkbox"/>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/>Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input checked="" type="checkbox"/>Assignments based on checklists</p> <p><input checked="" type="checkbox"/>Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input checked="" type="checkbox"/>Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/>Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/>Student Satisfaction</p>	<p>Based on the outcomes, we learned that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be changed or revised.</p>	<p><input type="checkbox"/>Conduct further assessment related to the issue and outcome</p> <p><input checked="" type="checkbox"/>Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/>Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <p><input type="checkbox"/>Develop new methods of evaluating student work, such as:</p> <p><input type="checkbox"/>Engage in professional development about best practices for this type of class/activity</p>	<p><input checked="" type="checkbox"/>Fall OR</p> <p><input type="checkbox"/>Spring</p> <p>Year: 2017</p>	<p><input type="checkbox"/>Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <p>_____</p> <p><input type="checkbox"/>Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/>Revise the course sequence or prerequisites</p> <p><input checked="" type="checkbox"/>No program action will be taken</p> <p><input type="checkbox"/>Other (please describe):</p>

<p>demonstrate methods of carvings and culinary competition preparation.</p> <p>5. Our students will be able to practice use of specialized equipment used in these types of food preparation.</p> <p>6. Our students will be able to demonstrate use and care of professional kitchen equipment.</p> <p>7. Our students will be able to employ principles of food evaluation consistent with current industry and ACF standards.</p> <p>8. Apply job acquisition skills.</p>	<p>Survey <input type="checkbox"/> Other (please describe):</p>		<p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)  <input type="checkbox"/> Revise the SLO  <input type="checkbox"/> Other (please describe):</p>	
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				<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2017	<input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: <hr/> <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Revise the course sequence or prerequisites <input checked="" type="checkbox"/> No program action will be taken <input type="checkbox"/> Other (please describe):
<b>CA 183 – Bread Baking</b>  1. Our students will be able to demonstrate sanitation and safety techniques in the use of food service equipment.  2. Our students will be able to demonstrate ability to use and care for professional bakeshop/kitchen equipment.  3. Our students will be able to demonstrate product identification.  4. Our students will be able to evaluate finished chocolate products.  5. Our students will be able to demonstrate various styles of chocolate production  6. Our students will be able to plan, organize and carry out basic recipe preparation according to industry	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Assignments based on checklists <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):	<p>Based on the outcomes, we learned that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be changed or revised.</p>	<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: <hr/> <input type="checkbox"/> Develop new methods of evaluating student work, such as: <hr/> <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):		

<p>standards.</p> <p>7. Our students will be able to demonstrate critical thinking in the food service environment.</p> <p>8. Our students will be able to demonstrate appropriate behaviors in the work place environment.</p> <p>9. Our students will be able to apply job acquisition skills.</p>					
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<p>CA 280</p> <p>1. Our students will be able to relate information and conduct a proper job interview for restaurant employment.</p> <p>2. Our students will be able to plan, organize and prepare a resume.</p> <p>3. Our students will be able to assess proper sanitation and safety procedures for food preparation in restaurant situations</p> <p>4. Our students will be able to analyze and select good interpersonal relation skills for on the job experience</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input checked="" type="checkbox"/> Assignments based on checklists</p> <p><input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>Based on the outcomes, we learned that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be changed or revised.</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <hr/> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <hr/> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please</p>	<p><input checked="" type="checkbox"/> Fall OR</p> <p><input type="checkbox"/> Spring</p> <p>Year: 2017</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as:</p> <hr/> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input checked="" type="checkbox"/> No program action will be taken</p> <p><input type="checkbox"/> Other (please describe):</p>

			<p>describe):</p>		
	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance)		<input type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no	<input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:	<input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____



	<p>analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances; structured practices or drills; practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Other (please describe):</p>		<p>changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <hr/> <p><input type="checkbox"/> Develop new methods of evaluating student work; such as:</p> <hr/> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Other (please describe):</p>		<p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program action will be taken</p> <p><input type="checkbox"/> Other (please describe):</p>

Six-Year SLO Plan can be found at:  
[http://www.grossmont.edu/student\\_learning\\_outcomes/SLO%20Spreadsheet%20home.htm](http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm)

ANNUAL SLO REPORT<sup>1</sup>—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course #	CA 171 – Intermediate Culinary Skills	CA 281 – Work Exp.	
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	<p><b>SLO(s) assessed:</b></p> <ol style="list-style-type: none"> <li>1. Prepares food using fabrication and production techniques.</li> <li>2. Prepares various products using broilers and grill.</li> <li>3. Uses blending, boiling, steaming, sautéing and grilling methods of vegetables.</li> <li>4. Appraises and defines uses of pans and various fats for sauté station.</li> <li>5. Uses ovens, various pans and application of techniques related to roasting.</li> <li>6. Demonstrate critical thinking in the food service environment.</li> <li>7. Demonstrate appropriate behaviors in the work place environment.</li> <li>8. Apply job acquisition skills.</li> </ol>	<p><b>SLO(s) assessed:</b></p> <ol style="list-style-type: none"> <li>1. Assess proper sanitation and safety procedures food preparation in professional industry.</li> <li>2. Analyze and demonstrate good interpersonal relation skills for on the job experience.</li> <li>3. Demonstrate knowledge of food preparation skills within a professional food service operation</li> <li>4. Demonstrate critical thinking in the food service environment.</li> <li>5. Demonstrate appropriate behaviors in the work place environment.</li> <li>6. Apply job acquisition skills.</li> </ol>	
Assessments and/or Instruments	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)	<input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input checked="" type="checkbox"/> Assignments based on checklists	<input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on

<sup>1</sup> This document was adapted from templates provided by Skyline College.

<p>: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input checked="" type="checkbox"/> Assignments based on checklists  <input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.  <input checked="" type="checkbox"/> Student Self-Assessments (reflective journals, surveys)  <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)  <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)  <input type="checkbox"/> Student Satisfaction Survey  <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>	<p><input checked="" type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.  <input checked="" type="checkbox"/> Student Self-Assessments (reflective journals, surveys)  <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)  <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)  <input type="checkbox"/> Student Satisfaction Survey  <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>	<p>rubrics (essays/reports, projects, performance analysis)  <input type="checkbox"/> Assignments based on checklists  <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.  <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)  <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)  <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)  <input type="checkbox"/> Student Satisfaction Survey  <input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)  <input type="checkbox"/> Other (please describe):</p>
<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the</p>	<p>Based on the outcomes, we learned that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be changed or revised.</p>	<p>Based on the outcomes, we learned that all assessments were consistent with the objectives set by the department. Students were competent in all competencies set forth in the subject matter and course objectives. The slower learning students took longer to comprehend the material but accomplished the minimum requirement set by the class standard. Nothing needs to be changed or revised.</p>	

<p>assessment t of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome  <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO  <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____  <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____  <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome  <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO  <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____  <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____  <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome  <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO  <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____  <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____  <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p>
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome  <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO  <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____  <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____  <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome  <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO  <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____  <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____  <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome  <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO  <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____  <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____  <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p>

	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):		<input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2017	<input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2017	<input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:

# Grossmont College

## SLO (CTE/WD) - Culinary Arts

### CTE/WD) - Culinary Arts

#### CA 160 - Quantity Foods Preparation and Production: 1 (Created By SLO (CTE/WD) - Culinary Arts)

strate sanitation and safety techniques in the use of food service equipment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

#### Assessment Results/Analysis

Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

#### CA 160 - Quantity Foods Preparation and Production: 2 (Created By SLO (CTE/WD) - Culinary Arts)

strate ability to use and care for professional kitchen equipment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

#### Assessment Results/Analysis

Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

#### CA 160 - Quantity Foods Preparation and Production: 3 (Created By SLO (CTE/WD) - Culinary Arts)

es commercial food production techniques, ingredients, cost and conditions for production.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

#### Assessment Results/Analysis

Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

#### CA 160 - Quantity Foods Preparation and Production: 4 (Created By SLO (CTE/WD) - Culinary Arts)

onus in relation to nutrition, season, product availability and type of commercial operation.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

#### Assessment Results/Analysis

Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

**CA 160 - Quantity Foods Preparation and Production: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

organize and carry out commercial recipe preparation according to industry standards.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	See SLAs
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No Assessment Results/Analysis reported.

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**CA 160 - Quantity Foods Preparation and Production: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare finished food products.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	See SLAs
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No Assessment Results/Analysis reported.

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**CA 160 - Quantity Foods Preparation and Production: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

demonstrate critical thinking in the food service environment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	See SLAs
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No Assessment Results/Analysis reported.

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**CA 160 - Quantity Foods Preparation and Production: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

demonstrate appropriate behaviors in the work place environment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	See SLAs
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No Assessment Results/Analysis reported.

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**CA 160 - Quantity Foods Preparation and Production: 9 (Created By SLO (CTE/WD) - Culinary Arts)**

demonstrate job acquisition skills.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
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No Assessment Results/Analysis reported.

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**CA 163 - Food Purchasing for Culinary Arts: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

ize the laws and regulations involved in food purchasing.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
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No Assessment Results/Analysis reported.

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**CA 163 - Food Purchasing for Culinary Arts: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

re relative costs with purchasing of food choices, budgets and allowances.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
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No Assessment Results/Analysis reported.

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**CA 163 - Food Purchasing for Culinary Arts: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

re purchasing objectives and practices.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
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No Assessment Results/Analysis reported.

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**CA 163 - Food Purchasing for Culinary Arts: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

re food choices for quality, content and value.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
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No Assessment Results/Analysis reported.

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**CA 163 - Food Purchasing for Culinary Arts: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

re purchasing, inventory, ordering, receiving, storing and distribution procedures used in professional food service operation.

SLO Status: Active

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**Assessment Results/Analysis**

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**Assessment Results/Analysis**

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Assessment Result/Analysis

Action

Follow-Up

Ser  
SL  
As**No Assessment Results/Analysis reported.**

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**CA 163 - Food Purchasing for Culinary Arts: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis

Action

Follow-Up

Ser  
SL  
As**No Assessment Results/Analysis reported.**

---

**CA 163 - Food Purchasing for Culinary Arts: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis

Action

Follow-Up

Ser  
SL  
As**No Assessment Results/Analysis reported.**

---

**CA 163 - Food Purchasing for Culinary Arts: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis

Action

Follow-Up

Ser  
SL  
As**No Assessment Results/Analysis reported.**

---

**CA 164 - International Cooking: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strate sanitation and safety techniques in the use of food service equipment.

**Semester(s) to be Assessed:** 2013-2014 (Spring 2014)**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis

Action

Follow-Up

Ser  
SL  
As**No Assessment Results/Analysis reported.**

---

**CA 164 - International Cooking: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

strate ability to use and care for professional kitchen equipment.

**Semester(s) to be Assessed:** 2013-2014 (Spring 2014)**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 164 - International Cooking: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

organize and carry out cultural and ethnic food recipe preparation according to industry standards.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 164 - International Cooking: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare finished food products.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 164 - International Cooking: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare a variety of cultural food production techniques, ingredients, cost and conditions for production.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 164 - International Cooking: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

demonstrate critical thinking in the food service environment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 164 - International Cooking: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 164 - International Cooking: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

Job acquisition skills.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 165 - Sanitation for Food Service: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

Strategies safe and sanitary food handling.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 165 - Sanitation for Food Service: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

Adheres to local regulations and industry standards for sanitation.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 165 - Sanitation for Food Service: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

Strategies sanitation and safety techniques in the use of food service equipment.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

**CA 165 - Sanitation for Food Service: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

strate proper food purchase and storage procedures.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis

Action

Follow-Up

Set  
SL/  
As

No Assessment Results/Analysis reported.

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**CA 165 - Sanitation for Food Service: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis

Action

Follow-Up

Set  
SL/  
As

No Assessment Results/Analysis reported.

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**CA 165 - Sanitation for Food Service: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis

Action

Follow-Up

Set  
SL/  
As

No Assessment Results/Analysis reported.

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**CA 165 - Sanitation for Food Service: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis

Action

Follow-Up

Set  
SL/  
As

No Assessment Results/Analysis reported.

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**CA 166 - Menu Management: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

s principles of food service purchasing ethics, its laws and regulations.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis

Action

Follow-Up

Set  
SL/  
As

No Assessment Results/Analysis reported.

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**CA 166 - Menu Management: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

Understand and demonstrate knowledge of menu styles and their content.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
No Assessment Results/Analysis reported.			

**CA 166 - Menu Management: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

Understand and demonstrate knowledge of menu style and content.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
No Assessment Results/Analysis reported.			

**CA 166 - Menu Management: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

Understand and demonstrate knowledge of culinary math including conversion and proportioning.

**SLO Status:** Active

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**Assessment Results/Analysis**

---

Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
No Assessment Results/Analysis reported.			

**CA 166 - Menu Management: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

Understand and demonstrate knowledge of the process of putting together recipes and its related costs.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
No Assessment Results/Analysis reported.			

**CA 166 - Menu Management: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

Understand and demonstrate knowledge of recipe conversion according to industry standards.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
No Assessment Results/Analysis reported.			

**CA 166 - Menu Management: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

strate knowledge of menu design according to industry standards.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 166 - Menu Management: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 166 - Menu Management: 9 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 166 - Menu Management: 10 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 167 - Wines of the World: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

hrend and demonstrate knowledge of wine classification.

emester(s) to be Assessed: 2013-2014 (Spring 2014)

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 167 - Wines of the World: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

the process of wine production.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	See SL/As
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No Assessment Results/Analysis reported.

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**CA 167 - Wines of the World: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

and analyze different wine varietals according to geographical region.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	See SL/As
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No Assessment Results/Analysis reported.

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**CA 167 - Wines of the World: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

and demonstrate critical thinking in the food service environment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	See SL/As
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No Assessment Results/Analysis reported.

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**CA 167 - Wines of the World: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

and demonstrate appropriate behaviors in the work place environment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	See SL/As
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No Assessment Results/Analysis reported.

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**CA 167 - Wines of the World: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

and demonstrate job acquisition skills.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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**Assessment Results/Analysis**

Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 169 - Essential Skills for Culinary Arts: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strate sanitation and safety techniques in the use of food service equipment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

**Assessments**

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Act
ent perform daily sanitation and safety techniques in using of en equipment. Assessment Type: ormance	Students must successfully apply sanitation and safety techniques 100% of the time.		Yes

**Assessment Results/Analysis**

Assessment Result/Analysis	Action	Follow-Up	Set SL/As
ormance - 09/27/2013 - Instructor observed ents and analyzed that 100% of students are icing sanitation and safety techniques. get/Benchmark Met:			2013 (Fal
<b>erse SLO Action (SEE "?" FOR SPECIFICS):</b> duct scheduled assessment with no changes made to assessment or SLO [No Action Required] <b>/Program Improvement:</b> hanges			

**CA 169 - Essential Skills for Culinary Arts: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

strate ability to use and care for professional kitchen equipment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

**Assessments**

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Act
uctor observation of students correcting daily improper use of oment Assessment Type: ormance	Students will demonstrate proper use and care 100% of the time		Yes

**Assessment Results/Analysis**

Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			



**CA 169 - Essential Skills for Culinary Arts: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

e finished food products.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

Assessments			
Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Action
Students evaluate and compare their finished product to the instructor's finished product.	Students need to score and perform prep and cooking techniques to 100%. All finished product should be duplicated as the instructor's finished product.		Yes
Assessment Type: Observation			

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 169 - Essential Skills for Culinary Arts: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

strate product identification.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 169 - Essential Skills for Culinary Arts: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

strate basic methods of food preparation.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 169 - Essential Skills for Culinary Arts: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

rganize and carry out basic recipe preparation according to industry standards.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 169 - Essential Skills for Culinary Arts: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
No Assessment Results/Analysis reported.			

**CA 169 - Essential Skills for Culinary Arts: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
No Assessment Results/Analysis reported.			

**CA 169 - Essential Skills for Culinary Arts: 9 (Created By SLO (CTE/WD) - Culinary Arts)**

job acquisition skills.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
No Assessment Results/Analysis reported.			

**CA 170 - Introduction to Catering Management: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

Identify different types of catering businesses.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

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**Assessments**

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Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Act
action with student feedback	Student will understand the different types of catering businesses with 70% comprehension.		Yes
<b>Assessment Type:</b> Dialogue			

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
No Assessment Results/Analysis reported.			

**CA 170 - Introduction to Catering Management: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

the kitchen and service equipment needed for catering businesses.

**Semester(s) to be Assessed:** 2014-2015 (Fall 2014)

**SLO Status:** Active

Assessments			
Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Action
Students will identify equipment in lab evaluations.	Students will identify equipment with 100% accuracy.		Yes
<b>Assessment Type:</b> Performance			

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 170 - Introduction to Catering Management: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

the legal issues within the catering & food business; to include: human resources, state and federal regulations and contracts.

**Semester(s) to be Assessed:** 2014-2015 (Fall 2014)

**SLO Status:** Active

Assessments			
Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Action
Students will collect information on legal issues for discussion in class sessions with feedback.	Students will understand information on legal issues with 100% comprehension.		Yes
<b>Assessment Type:</b> Performance			

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 170 - Introduction to Catering Management: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

the marketing strategies and client retention practices.

**Semester(s) to be Assessed:** 2014-2015 (Fall 2014)

**SLO Status:** Active

Assessments			
Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Action
Students will assess marketing strategies and client retention for discussion and feedback in class lectures.	Students will understand marketing strategies and client retention with 100% comprehension.		Yes
<b>Assessment Type:</b> Dialogue			

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

No Assessment Results/Analysis reported.

CA 170 - Introduction to Catering Management: 5 (Created By SLO (CTE/WD) - Culinary Arts)

strate critical thinking in the food service environment.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

Assessments

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Assessment Type
Students are observed in critical thinking through their work and participation in class.	Students will show critical thinking skills with 70% accuracy on all exams and coursework.		Performance

Assessment Results/Analysis

Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
No Assessment Results/Analysis reported.			

CA 170 - Introduction to Catering Management: 6 (Created By SLO (CTE/WD) - Culinary Arts)

strate appropriate behaviors in the work place environment.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

Assessments

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Assessment Type
Students will be observed for appropriate behaviors.	Students will display appropriate behaviors with 70% passing scores.		Performance

Assessment Results/Analysis

Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
No Assessment Results/Analysis reported.			

CA 170 - Introduction to Catering Management: 7 (Created By SLO (CTE/WD) - Culinary Arts)

job acquisition skills.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

Assessments

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Assessment Type
Students will complete a business plan.	Students will finish a complete business plan with 70% accuracy.		Performance

Assessment Results/Analysis

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 171 - Intermediate Culinary Skills: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

s food using fabrication and production techniques.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 171 - Intermediate Culinary Skills: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

s various products using broilers and grill.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 171 - Intermediate Culinary Skills: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

ending, boiling, steaming, sautéing and grilling methods of vegetables.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 171 - Intermediate Culinary Skills: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

es and defines uses of pans and various fats for sauté station.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 171 - Intermediate Culinary Skills: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

ens, various pans and application of techniques related to roasting.

SLO Status: Active

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**Assessment Results/Analysis**

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 171 - Intermediate Culinary Skills: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 171 - Intermediate Culinary Skills: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 171 - Intermediate Culinary Skills: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 172 - Principles of Soup, Stock and Sauce Preparation: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strate sanitation and safety techniques in the use of food service equipment.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 172 - Principles of Soup, Stock and Sauce Preparation: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

s meat, vegetarian stocks and court bouillon.

SLO Status: Active

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**Assessment Results/Analysis**

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 172 - Principles of Soup, Stock and Sauce Preparation: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare various types of soups.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 172 - Principles of Soup, Stock and Sauce Preparation: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare espagnole, béchamel, veloute, tomato and hollandaise sauces.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 172 - Principles of Soup, Stock and Sauce Preparation: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare various thickening agents for soups, stocks and sauces.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 172 - Principles of Soup, Stock and Sauce Preparation: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

demonstrate critical thinking in the food service environment.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 172 - Principles of Soup, Stock and Sauce Preparation: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

demonstrate appropriate behaviors in the work place environment.

SLO Status: Active

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**Assessment Results/Analysis**

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 172 - Principles of Soup, Stock and Sauce Preparation: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 173 - Principles of Buffet and Catering: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strate sanitation and safety techniques in the use of food service equipment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 173 - Principles of Buffet and Catering: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

strates the preparation of food and table décor.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 173 - Principles of Buffet and Catering: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

the elements in the preparation of regional cuisines.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 173 - Principles of Buffet and Catering: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

strate vegetable carvings.

**SLO Status:** Active

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**Assessment Results/Analysis**

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 173 - Principles of Buffet and Catering: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

strate salad demonstration.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 173 - Principles of Buffet and Catering: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

strate pates and mousses.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 173 - Principles of Buffet and Catering: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

strate charcuterie preparation.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 173 - Principles of Buffet and Catering: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 173 - Principles of Buffet and Catering: 9 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

SLO Status: Active

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**Assessment Results/Analysis**

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

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**CA 173 - Principles of Buffet and Catering: 10 (Created By SLO (CTE/WD) - Culinary Arts)**

Job acquisition skills.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

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**CA 174 - Principles of Baking and Pastry Making: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

Demonstrate sanitation and safety techniques in the use of food service equipment.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

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**CA 174 - Principles of Baking and Pastry Making: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

Identify recipe measures and demonstrates measure techniques for liquid and dry ingredients.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

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**CA 174 - Principles of Baking and Pastry Making: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

Demonstrates the safe use of all baking tools and baking equipment.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

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**CA 174 - Principles of Baking and Pastry Making: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

Identify and correctly differentiate in the purchase of baking ingredients used in the professional industry.

SLO Status: Active

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**Assessment Results/Analysis**

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**Assessment Results/Analysis**

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**Assessment Result/Analysis****Action****Follow-Up****Set  
SL  
As****No Assessment Results/Analysis reported.**

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**CA 174 - Principles of Baking and Pastry Making: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

s puff pastry, breads, cream puffs, muffins, pizza, fried bread, cookies, cakes fruit desserts and pastries.

**SLO Status:** Active

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**Assessment Results/Analysis**

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**Assessment Result/Analysis****Action****Follow-Up****Set  
SL  
As****No Assessment Results/Analysis reported.**

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**CA 174 - Principles of Baking and Pastry Making: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

s frostings, fillings, puddings and custards.

**SLO Status:** Active

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**Assessment Results/Analysis**

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**Assessment Result/Analysis****Action****Follow-Up****Set  
SL  
As****No Assessment Results/Analysis reported.**

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**CA 174 - Principles of Baking and Pastry Making: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

strates pastry bag techniques.

**SLO Status:** Active

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**Assessment Results/Analysis**

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**Assessment Result/Analysis****Action****Follow-Up****Set  
SL  
As****No Assessment Results/Analysis reported.**

---

**CA 174 - Principles of Baking and Pastry Making: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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**Assessment Result/Analysis****Action****Follow-Up****Set  
SL  
As****No Assessment Results/Analysis reported.**

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**CA 174 - Principles of Baking and Pastry Making: 9 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 174 - Principles of Baking and Pastry Making: 10 (Created By SLO (CTE/WD) - Culinary Arts)**

Job acquisition skills.

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 175 - Healthy Lifestyle Cuisine: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

Illustrate sanitation and safety techniques in the use of food service equipment.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

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**Assessments**

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Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Act
Students will demonstrate sanitation and safety techniques in lab sessions and are evaluated daily. Assessment Type: Performance	Students will demonstrate sanitation and safety techniques in lab sessions with 100% accuracy.		Yes

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 175 - Healthy Lifestyle Cuisine: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

Illustrates fundamental knowledge and basic skills necessary for healthy lifestyle food production.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

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**Assessments**

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Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Act
Students will be observed and evaluated based on the given criteria for demonstration of fundamental knowledge and basic skills for healthy lifestyle food production. Assessment Type: Performance	Students will demonstrate fundamental knowledge and basic skills for healthy lifestyle food production with 100% accuracy.		Yes

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 175 - Healthy Lifestyle Cuisine: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

as healthy foods using US Dietary Guidelines.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

Assessments			
Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Action
Students are evaluated on their knowledge of US Dietary Guidelines.	Students will pass with 70% on the written assignment in the knowledge of US Dietary Guidelines.		Yes
Assessment Type: Written Assignment/Essay			

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 175 - Healthy Lifestyle Cuisine: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

as recipes for nutrition content and employs healthy recipe substitutions and modifications.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

Assessments			
Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Action
Students are observed and evaluated in their analysis of recipe substitutions.	Students will pass their evaluation in their analysis of recipe substitutions with 70% comprehension.		Yes
Assessment Type: Performance			

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 175 - Healthy Lifestyle Cuisine: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and evaluate healthy preparation methods in relation to finished food products.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

Assessments			
Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Action
Students are observed and evaluated in their methods of preparations of recipe and their finished products.	Students will pass their evaluation in the methods of recipe preparations and finished products with 70% accuracy.		Yes
Assessment Type: Performance			

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 175 - Healthy Lifestyle Cuisine: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

**Assessments**

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Assessment
Students are observed and evaluated in critical thinking through their participation and participation in class.	Students will show critical thinking skills with 70% accuracy on all exams and coursework.		Yes
<b>Assessment Type:</b> Exam/Quiz - In Course			

**Assessment Results/Analysis**

Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
No Assessment Results/Analysis reported.			

**CA 175 - Healthy Lifestyle Cuisine: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

**Assessments**

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Assessment
Students will be observed for appropriate behaviors.	Students will display appropriate behaviors with 70% passing scores.		Yes
<b>Assessment Type:</b> Performance			

**Assessment Results/Analysis**

Assessment Result/Analysis	Action	Follow-Up	Series/SL/As
No Assessment Results/Analysis reported.			

**CA 175 - Healthy Lifestyle Cuisine: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

job acquisition skills.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

**Assessments**

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Assessment
Students will show competency in knowledge and skills of Healthy Lifestyle Cuisine through testing and exam.	Students will pass with 70% accuracy in the knowledge and skills of Healthy Lifestyle Cuisine.		Yes
<b>Assessment Type:</b> Exam/Quiz - Standardized			

**Assessment Results/Analysis**

**Assessment Results/Analysis**

Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

**CA 176 - Advanced Baking and Pastry Arts: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strate sanitation and safety techniques in the use of food service equipment.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

**Assessments**

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Act
Students will demonstrate sanitation and safety techniques in lab sessions and are evaluated daily. Assessment Type: Performance	Students will demonstrate sanitation and safety techniques in lab sessions with 100% accuracy.		Yes

**Assessment Results/Analysis**

Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

**CA 176 - Advanced Baking and Pastry Arts: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

strate ability to use and care for professional kitchen equipment.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

**Assessments**

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Act
Instructor observation of students correcting daily improper use of equipment. Assessment Type: Performance	Students will demonstrate proper use and care 100% of the time		Yes

**Assessment Results/Analysis**

Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

**CA 176 - Advanced Baking and Pastry Arts: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

Prepare finished food products.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

**Assessments**

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Act
Students evaluate and compare their finished product to the instructor's finished product. Assessment Type: Performance	Students need to score and perform prep and cooking techniques to 100%. All finished product should be duplicated as the instructor's finished		Yes

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**Assessments**

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Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Action
	product.		

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As

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No Assessment Results/Analysis reported.

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**CA 176 - Advanced Baking and Pastry Arts: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

Students will be able to identify ingredients and demonstrate use of modern and classical pastry techniques for European dessert production.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

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**Assessments**

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Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Action
Students will be shown food demo by the instructor of modern and classical pastry techniques for European dessert production. Assessment Type: Performance	Students will comprehend food demo by the instructor of modern and classical pastry techniques for European dessert production and produce final products with 100% accuracy.		Yes

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As

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No Assessment Results/Analysis reported.

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**CA 176 - Advanced Baking and Pastry Arts: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

Students will be able to identify ingredients and demonstrate use of baking techniques for artisan bread production.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

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**Assessments**

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Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Action
Students will be shown food demo by the instructor of modern and classical techniques for artisan bread production. Assessment Type: Performance	Students will comprehend food demo by the instructor of modern and classical pastry techniques for artisan bread production and produce final products with 100% accuracy.		Yes

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As

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No Assessment Results/Analysis reported.

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**CA 176 - Advanced Baking and Pastry Arts: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

Assessments			
Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Assessment Type:
Students are observed in critical thinking through their work and participation in class.	Students will show critical thinking skills with 70% accuracy on all exams and coursework.		Performance

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 176 - Advanced Baking and Pastry Arts: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

Assessments			
Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Assessment Type:
Students will be observed for appropriate behaviors.	Students will display appropriate behaviors with 70% passing scores.		Performance

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 176 - Advanced Baking and Pastry Arts: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

job acquisition skills.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

Assessments			
Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Assessment Type:
Students will complete a practical lab exam comprising of advanced pastry techniques applying skills and knowledge.	Students will complete a practical lab exam comprising of advanced pastry techniques applying skills and knowledge with 70% accuracy.		Performance

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**No Assessment Results/Analysis reported.**

**CA 177 - Commercial Baking: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strate sanitation and safety techniques in the use of food service equipment.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

**Assessments**

<b>Assessment Method (req.)</b>	<b>Target/Benchmark (req.)*</b>	<b>Notes</b>	<b>Act</b>
Students will demonstrate sanitation and safety techniques in lab sessions and are evaluated daily. <b>Assessment Type:</b> Performance	Students will demonstrate sanitation and safety techniques in lab sessions with 100% accuracy.		Yes

**Assessment Results/Analysis**

<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>See SL/As</b>
<b>No Assessment Results/Analysis reported.</b>			

**CA 177 - Commercial Baking: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

strate ability to use and care for professional kitchen equipment.

Semester(s) to be Assessed: 2014-2015 (Fall 2014)

SLO Status: Active

**Assessments**

<b>Assessment Method (req.)</b>	<b>Target/Benchmark (req.)*</b>	<b>Notes</b>	<b>Act</b>
Students will demonstrate sanitation and safety techniques in lab sessions and are evaluated daily. <b>Assessment Type:</b> Performance	Students will demonstrate sanitation and safety techniques in lab sessions with 100% accuracy.		Yes

**Assessment Results/Analysis**

<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>See SL/As</b>
<b>No Assessment Results/Analysis reported.</b>			

**CA 177 - Commercial Baking: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

rganize and carry out commercial recipe preparation according to industry standards.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

**Assessments**

<b>Assessment Method (req.)</b>	<b>Target/Benchmark (req.)*</b>	<b>Notes</b>	<b>Act</b>
Students are observed and evaluated while each plan, organize and are recipes as demonstrated by instructor. <b>Assessment Type:</b> Performance	Students will pass an evaluation of their planning and organization of their final products as demonstrated by instructor with 70% accuracy.		Yes

**Assessment Results/Analysis**

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 177 - Commercial Baking: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare finished food products.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessments**

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Act
Students are observed and evaluated in their methods of preparations of products and their finished products. Assessment Type: Performance	Students will pass their evaluation in the methods of recipe preparations and finished products with 70% accuracy.		Yes

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 177 - Commercial Baking: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

demonstrate commercial pastry techniques and examine baking ingredients, cost, methods and conditions for baking production.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessments**

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Act
Students are observed and evaluated while they identify ingredients, organize and prepare commercial pastry products as demonstrated by instructor. Assessment Type: Performance	Students will pass an evaluation as they identify ingredients, plan, organize and prepare commercial pastry products as demonstrated by instructor with 70% accuracy.		Yes

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 177 - Commercial Baking: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

techniques of advanced visual preparation of pastries and baked goods.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

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**Assessments**

Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Act
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**Assessments**

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<b>Assessment Method (req.)</b>	<b>Target/Benchmark (req.)*</b>	<b>Notes</b>	<b>Assessment</b>
Students are observed and evaluated while tasks as demonstrated by instructor. Students will pass an evaluation as they identify ingredients, organize and prepare commercial pastry products as demonstrated by instructor with 70% accuracy.	Students will pass an evaluation of advanced visual preparations of their finished products as demonstrated by instructor with 70% accuracy.		Yes
<b>Assessment Type:</b> Performance			

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
<b>No Assessment Results/Analysis reported.</b>			

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**CA 177 - Commercial Baking: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

Students demonstrate critical thinking in the food service environment.

**Semester(s) to be Assessed:** 2013-2014 (Spring 2014)

**SLO Status:** Active

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**Assessments**

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<b>Assessment Method (req.)</b>	<b>Target/Benchmark (req.)*</b>	<b>Notes</b>	<b>Assessment</b>
Students are observed in critical thinking through their work and participation in class.	Students will show critical thinking skills with 70% accuracy on all exams and coursework.		Yes
<b>Assessment Type:</b> Performance			

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
<b>No Assessment Results/Analysis reported.</b>			

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**CA 177 - Commercial Baking: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

Students demonstrate appropriate behaviors in the work place environment.

**Semester(s) to be Assessed:** 2013-2014 (Spring 2014)

**SLO Status:** Active

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**Assessments**

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<b>Assessment Method (req.)</b>	<b>Target/Benchmark (req.)*</b>	<b>Notes</b>	<b>Assessment</b>
Students will be observed for appropriate behaviors.	Students will display appropriate behaviors with 70% passing scores.		Yes
<b>Assessment Type:</b> Performance			

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
<b>No Assessment Results/Analysis reported.</b>			

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**CA 177 - Commercial Baking: 9 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills.

Semester(s) to be Assessed: 2013-2014 (Spring 2014)

SLO Status: Active

Assessments			
Assessment Method (req.)	Target/Benchmark (req.)*	Notes	Assessment
Students will complete a practical lab exam comprising of advanced pastry techniques applying skills and knowledge.	Students will complete a practical lab exam comprising of advanced pastry techniques applying skills and knowledge with 70% accuracy.		Yes
Assessment Type: Performance			

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set/SL/As
No Assessment Results/Analysis reported.			

**CA 178 - Fruit, Vegetable, Ice Carving and Culinary Competition: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strate sanitation and safety techniques in the use of food service equipment

SLO Status: Active

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set/SL/As
No Assessment Results/Analysis reported.			

**CA 178 - Fruit, Vegetable, Ice Carving and Culinary Competition: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

strate ability to use and care for professional kitchen equipment

SLO Status: Active

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set/SL/As
No Assessment Results/Analysis reported.			

**CA 178 - Fruit, Vegetable, Ice Carving and Culinary Competition: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

e finished food products

SLO Status: Active

Assessment Results/Analysis			
Assessment Result/Analysis	Action	Follow-Up	Set/SL/As
No Assessment Results/Analysis reported.			

**CA 178 - Fruit, Vegetable, Ice Carving and Culinary Competition: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

and demonstrate the various modern techniques of carving fruits, vegetables and ice

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 178 - Fruit, Vegetable, Ice Carving and Culinary Competition: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

basic techniques of carving fruits, vegetables and ice in preparation for culinary competition

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 178 - Fruit, Vegetable, Ice Carving and Culinary Competition: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 178 - Fruit, Vegetable, Ice Carving and Culinary Competition: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 178 - Fruit, Vegetable, Ice Carving and Culinary Competition: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills

SLO Status: Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 180 - Advanced Food Preparation for Fine Dining: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strates safe and sanitary food handling.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 180 - Advanced Food Preparation for Fine Dining: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare finished food products.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 180 - Advanced Food Preparation for Fine Dining: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

develop menu planning and food preparation used in professional food industry.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 180 - Advanced Food Preparation for Fine Dining: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

demonstrate sanitation and safety techniques in the use of food service equipment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 180 - Advanced Food Preparation for Fine Dining: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

demonstrate ability to use and care for professional kitchen equipment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 180 - Advanced Food Preparation for Fine Dining: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

**SLO Status:** Active

---

**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 180 - Advanced Food Preparation for Fine Dining: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 180 - Advanced Food Preparation for Fine Dining: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 183 - Pastry Skills in Bread Baking: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strate sanitation and safety techniques in the use of food service equipment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 183 - Pastry Skills in Bread Baking: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

strate ability to use and care for professional kitchen equipment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 183 - Pastry Skills in Bread Baking: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

organize and carry out commercial recipe preparation according to industry standards.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 183 - Pastry Skills in Bread Baking: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare finished food products.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 183 - Pastry Skills in Bread Baking: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrate techniques of preparing and baking braided bread.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 183 - Pastry Skills in Bread Baking: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrates techniques of preparing and baking specialty breads.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 183 - Pastry Skills in Bread Baking: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrate critical thinking in the food service environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 183 - Pastry Skills in Bread Baking: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

**SLO Status:** Active

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<b>Assessment Results/Analysis</b>			
<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL/As</b>
<b>No Assessment Results/Analysis reported.</b>			

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**CA 183 - Pastry Skills in Bread Baking: 9 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills.

**SLO Status:** Active

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<b>Assessment Results/Analysis</b>			
<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL/As</b>
<b>No Assessment Results/Analysis reported.</b>			

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**CA 184 - Pastry Skills in Chocolate Preparation: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strate sanitation and safety techniques in the use of food service equipment.

**SLO Status:** Active

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<b>Assessment Results/Analysis</b>			
<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL/As</b>
<b>No Assessment Results/Analysis reported.</b>			

---

**CA 184 - Pastry Skills in Chocolate Preparation: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

strate ability to use and care for professional kitchen equipment.

**SLO Status:** Active

---

<b>Assessment Results/Analysis</b>			
<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL/As</b>
<b>No Assessment Results/Analysis reported.</b>			

---

**CA 184 - Pastry Skills in Chocolate Preparation: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

ganize and carry out commercial recipe preparation according to industry standards.

**SLO Status:** Active

---

<b>Assessment Results/Analysis</b>			
<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL/As</b>
<b>No Assessment Results/Analysis reported.</b>			

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**CA 184 - Pastry Skills in Chocolate Preparation: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare finished food products.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 184 - Pastry Skills in Chocolate Preparation: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrate modern techniques of chocolate preparation and decoration.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 184 - Pastry Skills in Chocolate Preparation: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrate preparation of dark, white and milk modeling chocolate.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 184 - Pastry Skills in Chocolate Preparation: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrate preparation of various chocolate candies.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 184 - Pastry Skills in Chocolate Preparation: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrate critical thinking in the food service environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 184 - Pastry Skills in Chocolate Preparation: 9 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

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**CA 184 - Pastry Skills in Chocolate Preparation: 10 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

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**CA 185 - Sugar Work and Decorative Centerpieces: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strate ability to use and care for professional kitchen equipment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

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**CA 185 - Sugar Work and Decorative Centerpieces: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

ganize and carry out commercial recipe preparation according to industry standards.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

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**CA 185 - Sugar Work and Decorative Centerpieces: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

e finished food products.

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
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No Assessment Results/Analysis reported.

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**CA 185 - Sugar Work and Decorative Centerpieces: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrate modern techniques of sugar work preparation.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 185 - Sugar Work and Decorative Centerpieces: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrate preparation of pulled and casting of sugar.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 185 - Sugar Work and Decorative Centerpieces: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrate decorative pastry centerpieces.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 185 - Sugar Work and Decorative Centerpieces: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrate critical thinking in the food service environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 185 - Sugar Work and Decorative Centerpieces: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrate appropriate behaviors in the work place environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 185 - Sugar Work and Decorative Centerpieces: 9 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 186 - Pastry Skills in Cake Decorating: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strate sanitation and safety techniques in the use of food service equipment

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 186 - Pastry Skills in Cake Decorating: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

strate ability to use and care for professional kitchen equipment

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 186 - Pastry Skills in Cake Decorating: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

e finished food products

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 186 - Pastry Skills in Cake Decorating: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

e and demonstrate preparation and application techniques of cake decoration, fillings, icing

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 186 - Pastry Skills in Cake Decorating: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

prepare and demonstrate preparation of wedding cake

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 186 - Pastry Skills in Cake Decorating: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

demonstrate critical thinking in the food service environment

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 186 - Pastry Skills in Cake Decorating: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

demonstrate appropriate behaviors in the work place environment

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 186 - Pastry Skills in Cake Decorating: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

acquire job acquisition skills

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 199 - Special Studies or Projects in Culinary Arts: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

present on board packet

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 280 - Seminar for Work Experience in Culinary Arts: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

strate job interview skills for food industry employment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 280 - Seminar for Work Experience in Culinary Arts: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

ganize and prepare resume.

**SLO Status:** Active

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**Assessment Results/Analysis**

---

Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 280 - Seminar for Work Experience in Culinary Arts: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

proper sanitation and safety procedures for food preparation in professional industry.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 280 - Seminar for Work Experience in Culinary Arts: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

and demonstrate good interpersonal relation skills for on the job experience.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			

**CA 281 - Work Experience in Culinary Arts: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

proper sanitation and safety procedures for food preparation in professional industry.

**SLO Status:** Active

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL/As
No Assessment Results/Analysis reported.			



**CA 281 - Work Experience in Culinary Arts: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

and demonstrate good interpersonal relation skills for on the job experience.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 281 - Work Experience in Culinary Arts: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

strate knowledge of food preparation skills within a professional food service operation.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

---

**CA 281 - Work Experience in Culinary Arts: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

---

**CA 281 - Work Experience in Culinary Arts: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

---

**CA 281 - Work Experience in Culinary Arts: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 282 - Advanced Work Experience in Culinary Arts: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

proper sanitation and safety procedures for food preparation in professional industry.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 282 - Advanced Work Experience in Culinary Arts: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

and demonstrate good interpersonal relation skills for on the job experience.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

---

**CA 282 - Advanced Work Experience in Culinary Arts: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

strate knowledge of food preparation skills within a professional food service operation.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 282 - Advanced Work Experience in Culinary Arts: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

strate critical thinking in the food service environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 282 - Advanced Work Experience in Culinary Arts: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

strate appropriate behaviors in the work place environment.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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No Assessment Results/Analysis reported.

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**CA 282 - Advanced Work Experience in Culinary Arts: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

ob acquisition skills.

**SLO Status:** Active

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 299 AB - Selected Topics in Culinary Arts: 1 (Created By SLO (CTE/WD) - Culinary Arts)**

NG: Demonstrate sanitation and safety techniques in the use of food service equipment.

**SLO Status:** Inactive

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 299 AB - Selected Topics in Culinary Arts: 2 (Created By SLO (CTE/WD) - Culinary Arts)**

NG: Demonstrate ability to use and care for professional kitchen equipment.

**SLO Status:** Inactive

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 299 AB - Selected Topics in Culinary Arts: 3 (Created By SLO (CTE/WD) - Culinary Arts)**

NG: Evaluate finished food products.

**SLO Status:** Inactive

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 299 AB - Selected Topics in Culinary Arts: 4 (Created By SLO (CTE/WD) - Culinary Arts)**

NG: Analyze and demonstrate the various modern techniques of carving fruits, vegetables and ice.

**SLO Status:** Inactive

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 299 AB - Selected Topics in Culinary Arts: 5 (Created By SLO (CTE/WD) - Culinary Arts)**

NG: Apply basic techniques of carving fruits, vegetables and ice in preparation for culinary competition.

SLO Status: Inactive

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 299 AB - Selected Topics in Culinary Arts: 6 (Created By SLO (CTE/WD) - Culinary Arts)**

NG: Demonstrate critical thinking in the food service environment.

SLO Status: Inactive

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 299 AB - Selected Topics in Culinary Arts: 7 (Created By SLO (CTE/WD) - Culinary Arts)**

NG: Demonstrate appropriate behaviors in the work place environment.

SLO Status: Inactive

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 299 AB - Selected Topics in Culinary Arts: 8 (Created By SLO (CTE/WD) - Culinary Arts)**

NG: Apply job acquisition skills.

SLO Status: Inactive

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 299 AB - Selected Topics in Culinary Arts: 9 (Created By SLO (CTE/WD) - Culinary Arts)**

DECORATING: Demonstrate sanitation and safety techniques in the use of food service equipment.

SLO Status: Inactive

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**Assessment Results/Analysis**

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Assessment Result/Analysis	Action	Follow-Up	Set SL As
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No Assessment Results/Analysis reported.

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**CA 299 AB - Selected Topics in Culinary Arts: 10 (Created By SLO (CTE/WD) - Culinary Arts)**

DECORATING: Demonstrate ability to use and care for professional kitchen equipment.

**SLO Status:** Inactive

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
<b>No Assessment Results/Analysis reported.</b>			

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**CA 299 AB - Selected Topics in Culinary Arts: 11 (Created By SLO (CTE/WD) - Culinary Arts)**

DECORATING: Evaluate finished food products.

**SLO Status:** Inactive

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
<b>No Assessment Results/Analysis reported.</b>			

---

**CA 299 AB - Selected Topics in Culinary Arts: 12 (Created By SLO (CTE/WD) - Culinary Arts)**

DECORATING: Analyze and demonstrate preparation and application techniques of cake decoration, fillings, icing.

**SLO Status:** Inactive

---

**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
<b>No Assessment Results/Analysis reported.</b>			

---

**CA 299 AB - Selected Topics in Culinary Arts: 13 (Created By SLO (CTE/WD) - Culinary Arts)**

DECORATING: Analyze and demonstrate preparation of wedding cake.

**SLO Status:** Inactive

---

**Assessment Results/Analysis**

---

<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
<b>No Assessment Results/Analysis reported.</b>			

---

**CA 299 AB - Selected Topics in Culinary Arts: 14 (Created By SLO (CTE/WD) - Culinary Arts)**

DECORATING: Demonstrate critical thinking in the food service environment.

**SLO Status:** Inactive

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
<b>No Assessment Results/Analysis reported.</b>			

---

**CA 299 AB - Selected Topics in Culinary Arts: 15 (Created By SLO (CTE/WD) - Culinary Arts)**

DECORATING: Demonstrate appropriate behaviors in the work place environment.

**SLO Status:** Inactive

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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**CA 299 AB - Selected Topics in Culinary Arts: 16 (Created By SLO (CTE/WD) - Culinary Arts)**

DECORATING: Apply job acquisition skills.

**SLO Status:** Inactive

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**Assessment Results/Analysis**

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<b>Assessment Result/Analysis</b>	<b>Action</b>	<b>Follow-Up</b>	<b>Set SL As</b>
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**No Assessment Results/Analysis reported.**

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# Appendix 5

## Appendix 5-Results of Student Survey

At the beginning of your program review process, contact *Research, Planning and Institutional Effectiveness (RPIE)*, x7736. There is a basic survey with an area that you may customize to meet your department or program needs. *RPIE* will help you to determine the appropriate sampling for your department or program. After you administer the survey, they will compile your results and email them back to you for inclusion and consideration in your self-study. Again this may be an area that you should feel free to consult with the Research Liaison.

This appendix will help you to answer questions 4.3, 4.5, 4.6, 6.2 and 6.6.



**Grossmont College Program Review**  
**Culinary Arts**  
**Fall 2013**  
**N =140**  
**Response Rate = 49.1%**

Q1. What is your reason(s) for taking this class? (Check all that apply)

	Frequency	Percent
Required for major	107	76.4
General interest	72	51.4
Improve job skills	61	43.6
Prerequisite	31	22.1
Improve basic skills/college success (reading, writing, English, math, computer skills)	27	19.3
General education requirement	25	17.9
Other	4	2.9

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 140).

Q1. What is your reason(s) for taking this class? (Check all that apply) (Other)

	Frequency
Bake & Pastry Degree	1
I like bread	1
I want to cook	1
It is fun	1
<b>Total</b>	<b>4</b>

Q2. How did you find out about this class? (Check all that apply)

	Frequency	Percent
Class schedule or college catalog	120	86.3
Other student recommendation	23	16.5
Instructor	23	16.5
Grossmont College counselor	22	15.8
Friend or family member	21	15.1
Other	5	3.6
Grossmont College presentation or special event (teacher came to class; attended fair or campus activity)	2	1.4
Public media (radio, TV, newspaper, ad)	2	1.4
Work referral	1	.7

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 139).

**Q2. How did you find out about this class? (Check all that apply) (Other)**

	Frequency
Chef Joe	2
High School teacher	1
My bread loving buddies	1
Website	1
<b>Total</b>	<b>5</b>

**Q3. How many courses have you taken in this department at Grossmont College (Including this current course and any repeated courses)**

	Frequency	Percent
More than three	100	71.4
Three	7	5.0
Two	11	7.9
One	22	15.7
<b>Total</b>	<b>140</b>	<b>100.0</b>

**Q4. This class was delivered:**

	Frequency	Percent
In a traditional classroom setting	124	90.5
Other	13	9.5
<b>Total</b>	<b>137</b>	<b>100.0</b>
No Response	3	
<b>Total</b>	<b>140</b>	

**Q4. This class was delivered: (Other)**

	Frequency
Classroom & Lab	5
Class/Kitchen	3
Kitchen	4
In a bakery	1
<b>Total</b>	<b>13</b>

**Q5. Which lines of communication are made available to you by your instructor? (Check all that apply)**

	Frequency	Percent
Face to face	134	95.7
Email	116	82.9
Telephone/voice mail	60	42.9

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 140)

**Q6. Which lines of communication do you use most often when contacting your instructor?**

	Frequency	Percent
Face to face	76	64.4
Email	39	33.1
Telephone/voice mail	3	2.5
<b>Total</b>	<b>118</b>	<b>100.0</b>
No Response	22	
Total	140	

**Q7. Which line of communication do you prefer your instructor to use when responding to your messages?**

	Frequency	Percent
Face to face	58	55.8
Email	42	40.4
Telephone/voice mail	4	3.8
<b>Total</b>	<b>104</b>	<b>100.0</b>
No Response	36	
Total	140	

**Q8. Which of the following do you check most frequently for course information and/or messages?**

	Frequency	Percent
Email	117	92.9
Blackboard Announcements	5	4.0
Other	3	2.4
Voicemail	1	.8
<b>Total</b>	<b>126</b>	<b>100.0</b>
No Response	14	
Total	140	

**Q8. Which of the following do you check most frequently for course information and/or messages? (Other)**

	Frequency
Syllabus	2
Class	1
<b>Total</b>	<b>3</b>

**Q9. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor:**

	Frequency	Percent
Before or after my class meets	74	71.2
Via email	18	17.3
During office hours/appointment	11	10.6
Via telephone	1	1.0
<b>Total</b>	<b>104</b>	<b>100.0</b>
No Response	36	
Total	140	

**Q10. Who else or what else do you turn to for extra help?**

	Frequency	Percent
Friends who have taken the class	84	72.4
Textbook website	20	17.2
Other	8	6.9
Tutor/tutoring center	4	3.4
<b>Total</b>	<b>116</b>	<b>100.0</b>
No Response	24	
<b>Total</b>	<b>140</b>	

**Q10. Who else or what else do you turn to for extra help? (Other)**

	Frequency
Internet	2
Textbook	2
Classmates	1
Cookbooks	1
Help at home	1
Team mates and chef assistants	1
<b>Total</b>	<b>8</b>

**Q11. Which of the following course resources helped you learn the course material? (Check all that apply)**

	Frequency	Percent
Lecture	124	89.2
Textbook	104	74.8
Homework/Assignments	96	69.1
Group work in class	93	66.9
Power Point slides	65	46.8
Handouts	35	25.2
Quizzes	30	21.6
Computer presentations	25	18.0
Study groups	15	10.8
Other	9	6.5
Videos/DVDs	7	5.0
Transparencies	5	3.6
Course Blackboard site	3	2.2
Instructor website	1	.7

\*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 139).

Q11. Which of the following course resources helped you learn the course material? (Select all that apply) (Other)

	Frequency
Demonstrations	3
Hands on experience	2
Lab	2
Food Network/cooking channel	1
Demonstrations & Hands on experience	1
<b>Total</b>	<b>9</b>

Q12A\_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)

	Frequency	Percent
Voluntarily Used	24	66.7
Required to Use	12	33.3
<b>Total</b>	<b>36</b>	<b>100.0</b>
No Response	104	
<b>Total</b>	<b>140</b>	

Q12A\_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)

	Frequency	Percent
Helpful	16	30.2
Not Helpful	37	69.8
<b>Total</b>	<b>53</b>	<b>100.0</b>
No Response	87	
<b>Total</b>	<b>140</b>	

Q12B\_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)

	Frequency	Percent
Voluntarily Used	28	87.5
Required to Use	4	12.5
<b>Total</b>	<b>32</b>	<b>100.0</b>
No Response	108	
<b>Total</b>	<b>140</b>	

**Q12B\_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)**

	Frequency	Percent
Helpful	19	33.9
Not Helpful	37	66.1
<b>Total</b>	<b>56</b>	<b>100.0</b>
No Response	84	
Total	140	

**Q12C\_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)**

	Frequency	Percent
Voluntarily Used	35	87.5
Required to Use	5	12.5
<b>Total</b>	<b>40</b>	<b>100.0</b>
No Response	100	
Total	140	

**Q12C\_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)**

	Frequency	Percent
Helpful	36	59.0
Not Helpful	25	41.0
<b>Total</b>	<b>61</b>	<b>100.0</b>
No Response	79	
Total	140	

**Q12D\_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)**

	Frequency	Percent
Voluntarily Used	39	86.7
Required to Use	6	13.3
<b>Total</b>	<b>45</b>	<b>100.0</b>
No Response	95	
Total	140	

**Q12D\_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)**

	Frequency	Percent
Helpful	41	64.1
Not Helpful	23	35.9
<b>Total</b>	<b>64</b>	<b>100.0</b>
No Response	76	
Total	140	

**Q12E\_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)**

	Frequency	Percent
Voluntarily Used	44	97.8
Required to Use	1	2.2
<b>Total</b>	<b>45</b>	<b>100.0</b>
No Response	95	
Total	140	

**Q12E\_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)**

	Frequency	Percent
Helpful	32	55.2
Not Helpful	26	44.8
<b>Total</b>	<b>58</b>	<b>100.0</b>
No Response	82	
Total	140	

**Q12F\_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)**

	Frequency	Percent
Voluntarily Used	26	92.9
Required to Use	2	7.1
<b>Total</b>	<b>28</b>	<b>100.0</b>
No Response	112	
Total	140	

**Q12F\_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)**

	Frequency	Percent
Helpful	19	33.3
Not Helpful	38	66.7
<b>Total</b>	<b>57</b>	<b>100.0</b>
No Response	83	
Total	140	

**Q12G\_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)**

	Frequency	Percent
Voluntarily Used	28	93.3
Required to Use	2	6.7
<b>Total</b>	<b>30</b>	<b>100.0</b>
No Response	110	
Total	140	

**Q12G\_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)**

	Frequency	Percent
Helpful	21	36.8
Not Helpful	36	63.2
<b>Total</b>	<b>57</b>	<b>100.0</b>
No Response	83	
Total	140	

**Q12H\_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)**

	Frequency	Percent
Voluntarily Used	25	75.8
Required to Use	8	24.2
<b>Total</b>	<b>33</b>	<b>100.0</b>
No Response	107	
Total	140	

**Q12H\_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)**

	Frequency	Percent
Helpful	18	32.7
Not Helpful	37	67.3
<b>Total</b>	<b>55</b>	<b>100.0</b>
No Response	85	
Total	140	



**Q12I\_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)**

	Frequency	Percent
Voluntarily Used	26	92.9
Required to Use	2	7.1
<b>Total</b>	<b>28</b>	<b>100.0</b>
No Response	112	
Total	140	

**Q12I\_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)**

	Frequency	Percent
Helpful	22	36.7
Not Helpful	38	63.3
<b>Total</b>	<b>60</b>	<b>100.0</b>
No Response	80	
Total	140	

**Q12J\_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)**

	Frequency	Percent
Voluntarily Used	24	92.3
Required to Use	2	7.7
<b>Total</b>	<b>26</b>	<b>100.0</b>
No Response	114	
Total	140	

**Q12J\_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)**

	Frequency	Percent
Helpful	21	36.8
Not Helpful	36	63.2
<b>Total</b>	<b>57</b>	<b>100.0</b>
No Response	83	
Total	140	

**Q12K\_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)**

	Frequency	Percent
Voluntarily Used	24	96.0
Required to Use	1	4.0
<b>Total</b>	<b>25</b>	<b>100.0</b>
No Response	115	
Total	140	

**Q12K\_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)**

	Frequency	Percent
Helpful	25	41.0
Not Helpful	36	59.0
<b>Total</b>	<b>61</b>	<b>100.0</b>
No Response	79	
Total	140	

**Q12L\_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other)**

	Frequency	Percent
Voluntarily Used	1	50.0
Required to Use	1	50.0
<b>Total</b>	<b>2</b>	<b>100.0</b>
No Response	138	
Total	140	

**Q12L\_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other)**

	Frequency	Percent
Helpful	8	27.6
Not Helpful	21	72.4
<b>Total</b>	<b>29</b>	<b>100.0</b>
No Response	111	
Total	140	

**Q12. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other - write in)**

	Frequency
Blackboard needs updates (Not helpful)	1
Email (Required)	1
Internet (Voluntary & Helpful)	1
<b>Total</b>	<b>3</b>

**Q13. What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals.**

	Frequency	Percent
Yes	133	99.3
No	1	.7
<b>Total</b>	<b>134</b>	<b>100.0</b>
No Response	6	
Total	140	

# Appendix 6

# Appendix 6-Headcounts for Degrees and Certificates Awarded

(This will be provided by the Program Review Research Liaison): The link to the *Headcounts for Degrees and Certificates Awarded* report for 2008 forward is available from “reports”, which can be accessed by typing *reports* into your browser url if you so desire. Note: you can access this site only from your Grossmont College office computer. Once in “reports”, select the *Degrees and Certificates* report.

This appendix will help you to answer question 5.6.



# Appendix 7

# **Appendix 7- Organizations Represented on Advisory Committees:**

List them all.

This appendix will help you to answer section 7.2.

### Advisory Committee Recommendation

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In Appendix 7, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

Name	Title	Email address	Website/Phone	Organization
Paul Melchior	Director F&B	<a href="mailto:Paul.melchior@darth.sdsu.edu">Paul.melchior@darth.sdsu.edu</a>	619-594-6954	San Diego State University Aztec Shops
Barry Schneider	Executive chef	<a href="mailto:bschneider@sdfair.com">bschneider@sdfair.com</a>	858-755-1141	Del Mar Race Track
Chef Michel Morlas	Executive chef	<a href="mailto:Michel@sandiegocake.com">Michel@sandiegocake.com</a>	619-224-2253	Unforgettable Desserts
Keoni Simmons	Chef	<a href="mailto:keonis@hotmail.com">keonis@hotmail.com</a>	619-702-1468	Sushi On A Roll
Christina Tafoya	Division Dean	<a href="mailto:Christina.Tafoya@gcccd.edu">Christina.Tafoya@gcccd.edu</a>	619-644-7000	Grossmont College
James Foran	Pastry Instructor	<a href="mailto:James.Foran@gcccd.edu">James.Foran@gcccd.edu</a>	619-644-7000	Grossmont College
Ellen Baum	Chef Instructor	<a href="mailto:e.baum@swccd.edu">e.baum@swccd.edu</a>	619-421-6700 x5353	Southwestern College
Todd Bull	Executive Chef	<a href="mailto:bulltodd@aol.com">bulltodd@aol.com</a>	619-727-1820	El Cajon Valley High School
David McHugh	Executive Chef	<a href="mailto:David.mchugh@usd.edu">David.mchugh@usd.edu</a>	619-261-7997	University of San Diego Food Services
Lucien Salama	Business Owner	<a href="http://www.newchef.com">www.newchef.com</a>	1-800-639-2433	New Chef Fashions
Helen Coyne	Sous chef / Pastry Chef	<a href="mailto:h.coyne@humphreysrestaurant.com">h.coyne@humphreysrestaurant.com</a> <a href="mailto:hkcoyne@gmail.com">hkcoyne@gmail.com</a>	858-663-4227	Humphrey's by The Bay Resort
David Holly	Business Owner	<a href="mailto:david@knifemerchant.com">david@knifemerchant.com</a>	858-578-9007	Knife Merchant Supply Co
Chef Paul	Executive Chef	<a href="mailto:pschwab@sycuan.com">pschwab@sycuan.com</a>	619-445-6002	Sycuan Casino
Kirk Shearer	General Manager	<a href="mailto:gm@cp-sandiego.com">gm@cp-sandiego.com</a>	619-297-1101	Crowne Plaza Hanalei Hotel
Clark Hickey	F&B Director	<a href="http://www.barona.com">www.barona.com</a>	619-443-2300	Barona Casino
Eric Lund	Vice-President	<a href="mailto:elund@sdcvb.org">elund@sdcvb.org</a>	619-557-2857	SD East Visitors Bureau
Greg Smith	Culinary Lab Tech	<a href="mailto:Greg.Smith@gcccd.edu">Greg.Smith@gcccd.edu</a>	619-644-7000	Grossmont College
Chris Schlerf,	Director F&B	<a href="mailto:cschlerf@hornblower.com">cschlerf@hornblower.com</a>	619-725-8803	Hornblower Cruises and Events
Jack Fisher	Pastry chef	<a href="mailto:jack@nine-ten.com">jack@nine-ten.com</a>	858-964-5400	Nine-Ten Restaurant



JoJo Rossi	Pastry Chef	<a href="mailto:jrossi@wnlhosp.com">jrossi@wnlhosp.com</a>	858-551-7575	Wisk n Ladle Restaurant
Blake Richards	Business Owner	<a href="mailto:blaker@heventsinc.com">blaker@heventsinc.com</a> <a href="http://festivitiescatering.com">festivitiescatering.com</a>	858-586-1717 x3182	Festivities Catering /Picnic People
Kris Saradpon	Kitchen Manager	<a href="mailto:Kris.saradpon@gcccd.edu">Kris.saradpon@gcccd.edu</a>	619-594-6954	SDSU – Aztec Shops Food Services
Mark Atkins	Executive Chef	<a href="mailto:chef_Mark66@hotmail.com">chef_Mark66@hotmail.com</a>		Kaiser Hospital Food Services
David Chenelle	Board of Director	<a href="mailto:cheflegere@cox.net">cheflegere@cox.net</a>	619-248-0538	Chef de Cuisine of San Diego
David Litke	Board of Director	<a href="mailto:davidlitke@cox.net.com">davidlitke@cox.net.com</a>	619 454-8058	Chef de Cuisine of San Diego
Ricardo Santana	Board of Director	<a href="mailto:chefricksantana@gmail.com">chefricksantana@gmail.com</a>	909 518-9330	Chef de Cuisine of San Diego
David Yee	Board of Director	<a href="mailto:sushidavidyee188@yahoo.com">sushidavidyee188@yahoo.com</a>	619 727-1820 619 991-0200	Chef de Cuisine of San Diego
Robert Reid CEC	Board of Director	<a href="mailto:rreidiii@cox.net">rreidiii@cox.net</a>	858 705-4610	Chef de Cuisine of San Diego
Joe Orate	Coordinator – Culinary Arts Programs	<a href="mailto:joe.orate@gcccd.edu">joe.orate@gcccd.edu</a>	619-644-7000	Grossmont College
Jason Street or John Reese	Regional Salesperson Vice President - Sales	<a href="mailto:Jason.fizet@westcoastprime.meats.com">Jason.fizet@westcoastprime.meats.com</a>	800-640-7310 949-637-9102	West Coast Prime Meats
Dino Iacovino	Sales Manager	<a href="mailto:dino.iacovino@sandstonemelons.com">dino.iacovino@sandstonemelons.com</a>	928-314-1300	Sandstone Melon Compar
Steve Rodriguez	Board of Director	<a href="mailto:srodriguez@cox.net">srodriguez@cox.net</a>	760-941-2801 760-803-1773	Chef de Cuisine of San Diego
Cynthia Meyer	Board of Director	<a href="mailto:cmeyer@christlamesa.org">cmeyer@christlamesa.org</a>	619-258-7337	Chef de Cuisine of San Diego
David Morse	Board of Director	<a href="mailto:davidamorse@gmail.com">davidamorse@gmail.com</a>	760-703-2532	Chef de Cuisine of San Diego
Willie Tucker Jr.	Director of Sycuan Construction	<a href="mailto:willietucker@sycuan.com">willietucker@sycuan.com</a>	619-645-6002	Sycuan Casino and Resor
Jeffrey Roberto	Business Owner	<a href="mailto:Jeff@sushionarollsd.com">Jeff@sushionarollsd.com</a>	619-702-1468	Sushi On A Roll

See attached minute of the advisory meeting.

# Appendix 8

# **Appendix 8-Sabbaticals, Conference, Workshop and Staff Development Activities**

Circulate this form among the full and part-time members of your faculty. In some cases it may also be relevant for classified staff.

This appendix will help you to answer all of the questions in section 8.

- **Chef Instructor Kim Martin:**
  - Involved with Tribal Youth at Santa Ysabel performing food demos.
  - Visits industry contacts (Bahia Hotel, Bali Hai Hotel, Hilton Hotels., and many restaurants) for up to date industry news and trends
  - Promotes Mamas Kitchen giving back to the community with helping staff provide food
  - Involved with and promotes Stand Down, Veterans Assistance and Stepping Stone Recovery Center community outreach assisting in food education
  
- **Chef Instructor Mark Atkins:**
  - Involved with the County of San Diego Foodhandler Training program (Local) assisting in educational classes
  - Involved with Food Management Professionals Organization FMP and National Restaurant Association in attending seminars and involved with convention organization
  - Member of the Chef de Cuisine Association of San Diego assisting with food demos and provision of food.
  - Member of the American Culinary Federation attending local, regional and national convention and training seminars
  
- **Chef Instructor Kris Saradpon:**
  - Stays in contact with Flagship Cruises/Harbor Excursion; Sea World San Diego Catering; Casa de Manana Retirement Community; & San Diego State Aztec Shops with newest trends in food and equipment
  - Member with San Diego Chef de Cuisine Diego assisting with food demos and provision of food
  - Guest speaker with Sweetwater Union High School and its Career Day
  - Participates with the National Association of College and University Food Services Pacific Region with training and food seminars
  - Involved with the Asian Cultural Festival assisting with food demos
  - Involved with Vincent de Paul's Society Kitchen programs assisting with food provision and service
  
- **Chef Instructor David McHugh:**
  - Involved with On Premise Job Fair at the Art Institute with training seminars
  - Involved with Intergenerational programs at SDSU with training seminars
  - Built professional relationships with Whole Foods Co. with providing food demos
  - Involved with Meatless Menu for Green Fest – a community Event on Campanile with educational seminars
  - Involved with Amherst College Sustainable Farm Tours in providing educational training for students

- **Culinary Instructor Kay Carreon:**
  - Member of National Association of Catering Executives performing food demos and seminar training sessions
  - Does educational TV and cooking shows for children and aging adults
  
- **Pastry Chef Instructor James Foran:**
  - Involved in educational training with Celebrate the Craft fundraiser in La Jolla.
  - Involved with educational training with Burn Victims Events at Stingaree SD.
  - Involved in educational training with Fork it Over for the Kids fundraiser w/Sam the Cooking Guy
  - Involved in educational training with Alex's Lemonade Stand Fundraising Benefit.
  - Involved with coaching former students for TLC Ultimate Cake Off- 2 episodes
  - Mentoring former students in educational training with opening 2 local successful Pastry businesses
  - Involved with SD Chef's Association with educational training seminars.
  
- **Executive Chef Joe Orate:**
  - Serves on Board of Directors with Chefs De Cuisine of San Diego in providing educational training and seminars
  - Involved with SD Chef's Association fundraising events providing educational training and seminars.
  - Involved with SD Chef's Association general meeting dinners providing training.
  - Involved with SD Chef's Association food demonstrations at food shows
  - Involved with local, regional and national culinary competitions providing educational training and seminars for students (Gold Medals at Arizona and San Diego Competition competition)
  - Involved with Culinary Olympics event and educational sessions
  - Site visitations to numerous hotels, restaurants and institutional food service to include Del Mar Racetrack, Sushi on a Roll, Art Institute of SD, Hotel Del, Hilton Hotels, Sheraton Hotels, SeaWorld food services, SYSCO food services, SD Meat Co., meeting with current chefs and food service executives on trends in food and equipment
  - Involved with the Annual East County Wine Festival providing educational training and seminars
  - Involved with El Cajon Chamber of Commerce providing educational training and seminars

# Appendix 9

## Appendix 9- Grossmont WSCH Analysis Report

(This will be provided by the Program Review Research Liaison): The link to the *WSCH-FTEF-FTES Analysis* report for 2008 forward is available from "reports", which can be accessed by typing *reports* into your browser url. Note: you can access this site only from your Grossmont College office computer. Once in "reports", select the *WSCH-FTEF-FTES Analysis* report.

This appendix will help you complete Appendices 12 and 13, along with section 10.

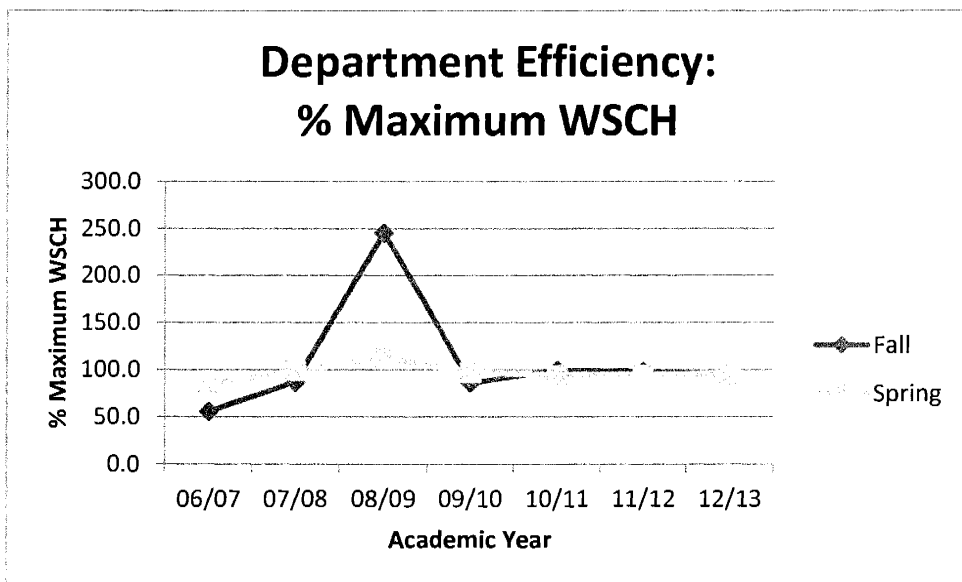
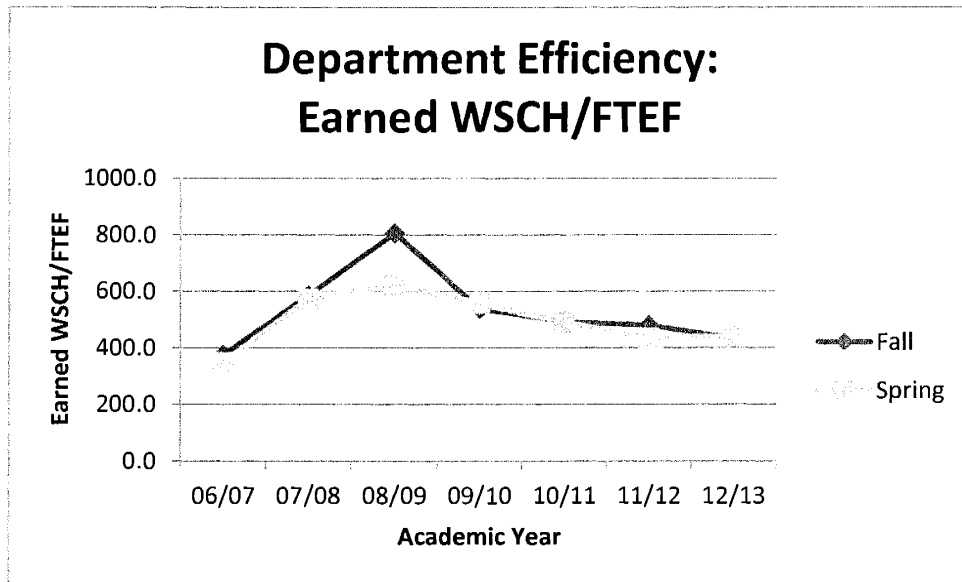
CULINARY ARTS

Appendix 9: Grossmont WSCH Analysis

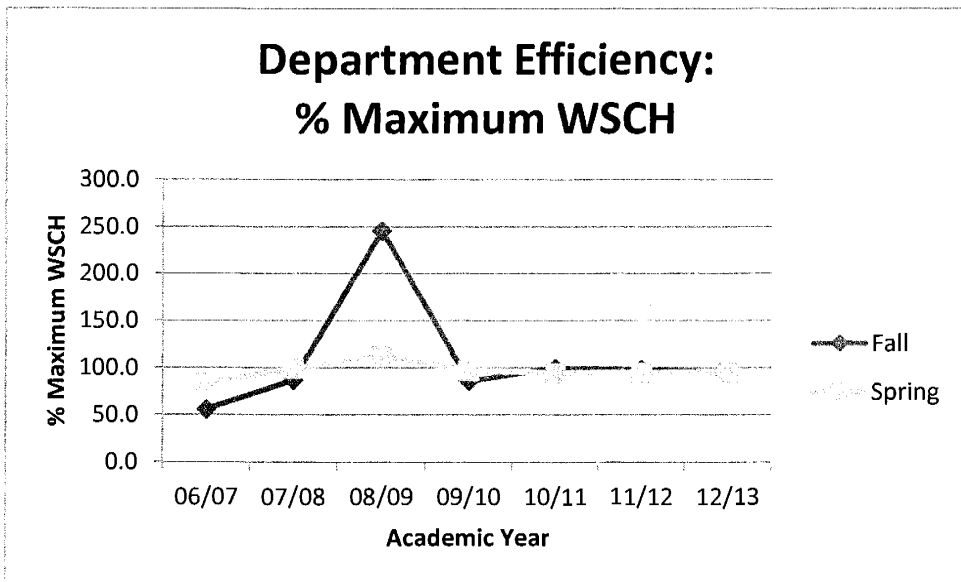
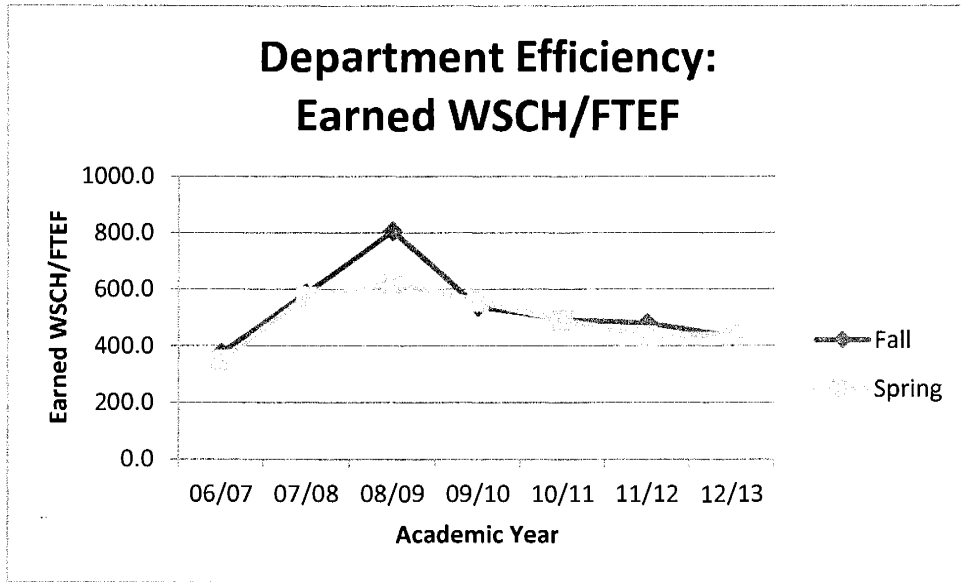
Total	Fall Semesters										Spring Semesters									
	FA06	FA07	FA08	FA09	FA10	FA11	FA12	SP07	SP08	SP09	SP10	SP11	SP12	SP13						
Total FTEF	0.2	0.2	1.0	4.3	4.7	4.7	4.1	0.3	0.3	4.6	4.5	4.3	3.4	3.8						
Max WSCH	135.0	135.0	335.0	2675.0	2305.0	2312.5	1880.0	110.0	155.0	2555.0	2550.0	2255.0	1545.0	1750.0						
Max WSCH/FTEF	675.0	675.0	328.1	627.2	494.9	488.5	460.8	412.0	580.5	550.5	573.6	520.0	459.3	462.8						
Max Enrollment	n/a	n/a	65.0	610.0	555.0	556.0	490.0	n/a	n/a	667.0	660.0	570.0	395.0	500.0						
Earned WSCH	75.0	117.0	822.0	2295.0	2292.5	2270.0	1767.0	93.0	153.0	2887.0	2480.0	2121.0	1460.0	1665.0						
Earned WSCH/FTEF	375.0	585.0	805.2	538.1	492.2	479.5	433.1	348.3	573.0	622.0	557.9	489.1	434.0	440.4						
% of Max	55.6	86.7	245.4	85.8	99.5	98.2	94.0	84.5	98.7	113.0	97.3	94.1	94.5	95.1						



CULINARY ARTS



CULINARY ARTS



# Appendix 10

## **Appendix 10- Success and Retention by Age, Ethnicity and Gender**

This information comes from “reports”, which can be accessed by typing *reports* into your browser url.

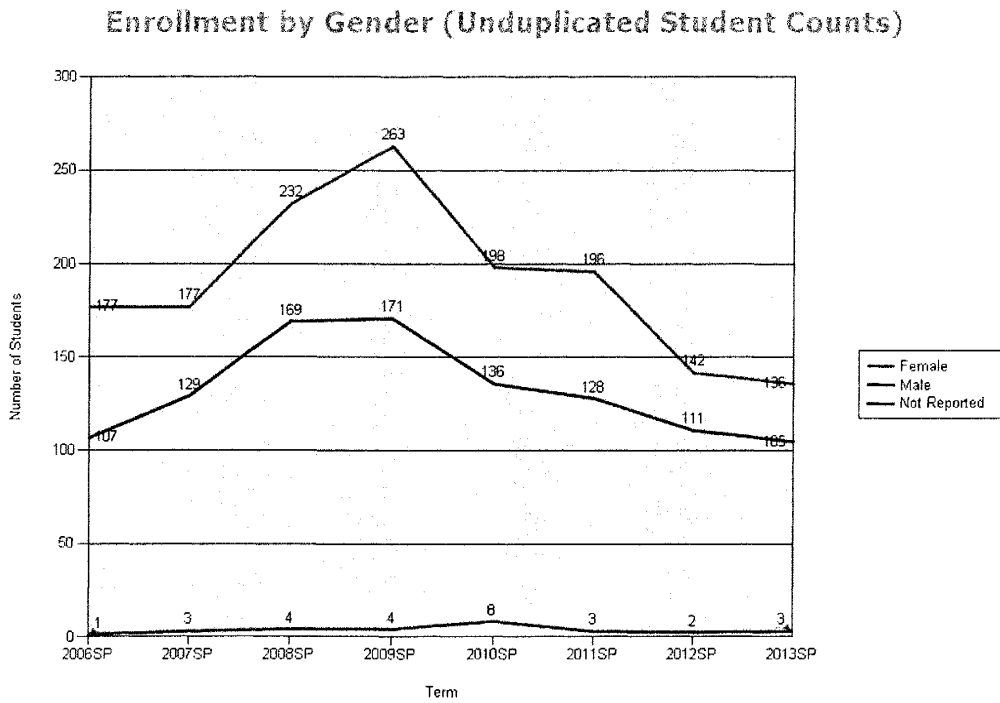
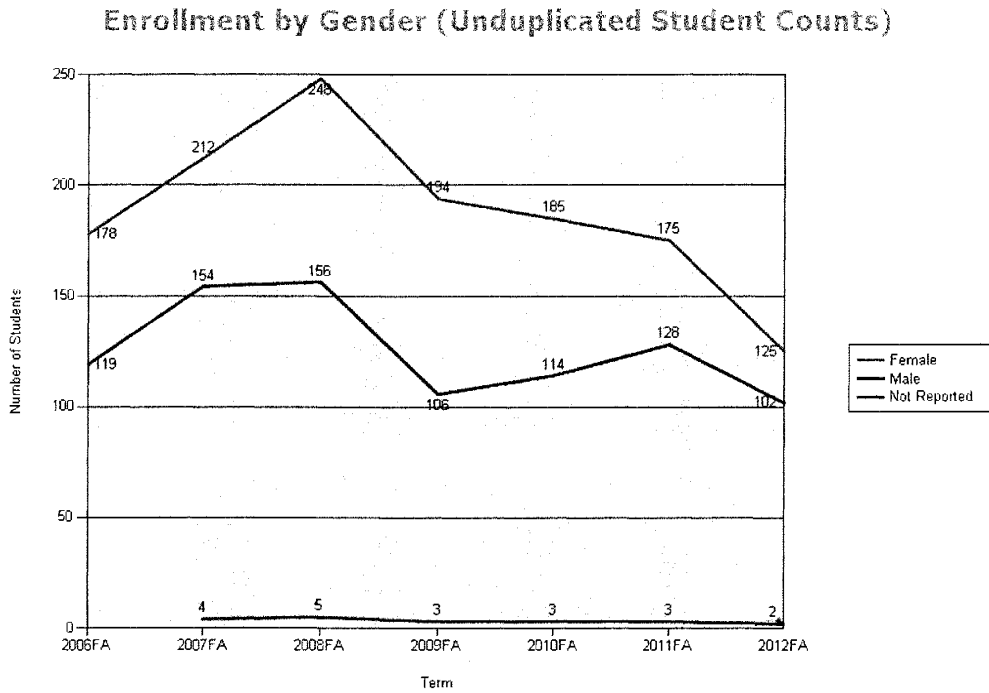
Note: you can access this site only from your Grossmont College office computer.

This appendix will help you complete section 5.

# CULINARY ARTS

## Appendix 10: Enrollment and Success/Retention by Age/Gender/Ethnicity

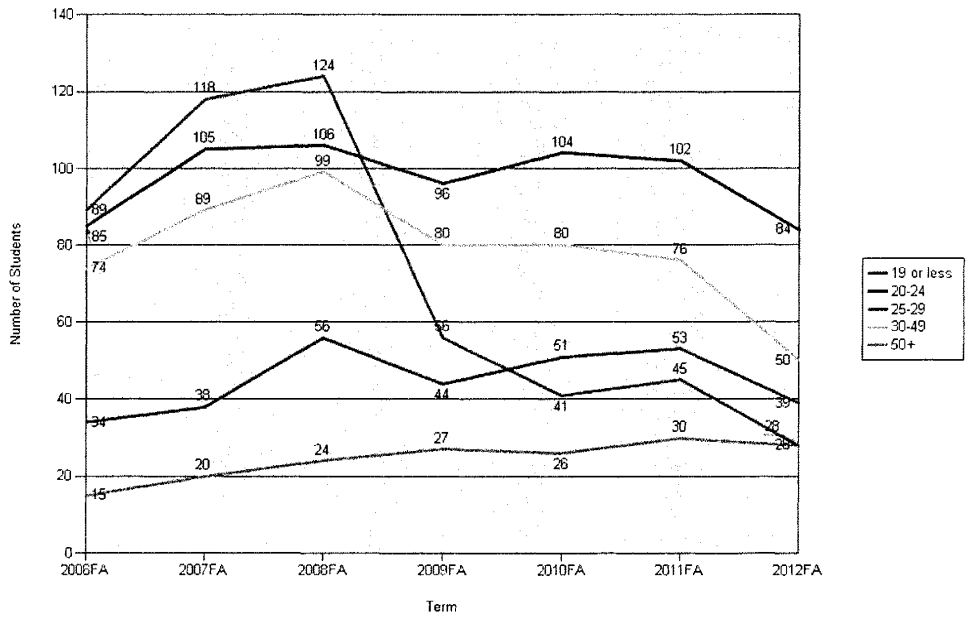
### Enrollment by Gender



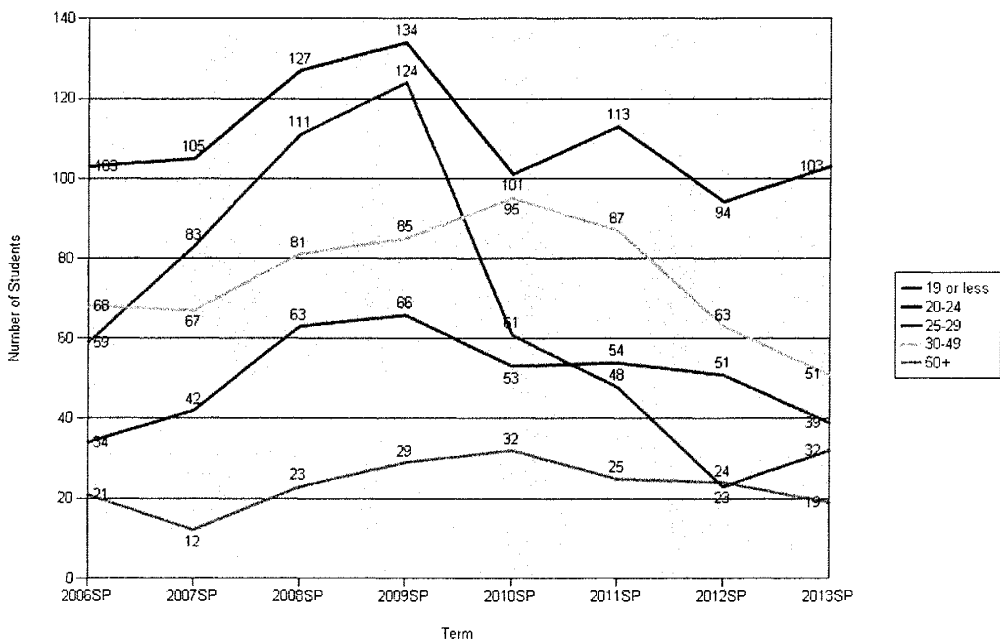
# CULINARY ARTS

## Enrollment by Age

### Enrollment by Age (Unduplicated Student Counts)

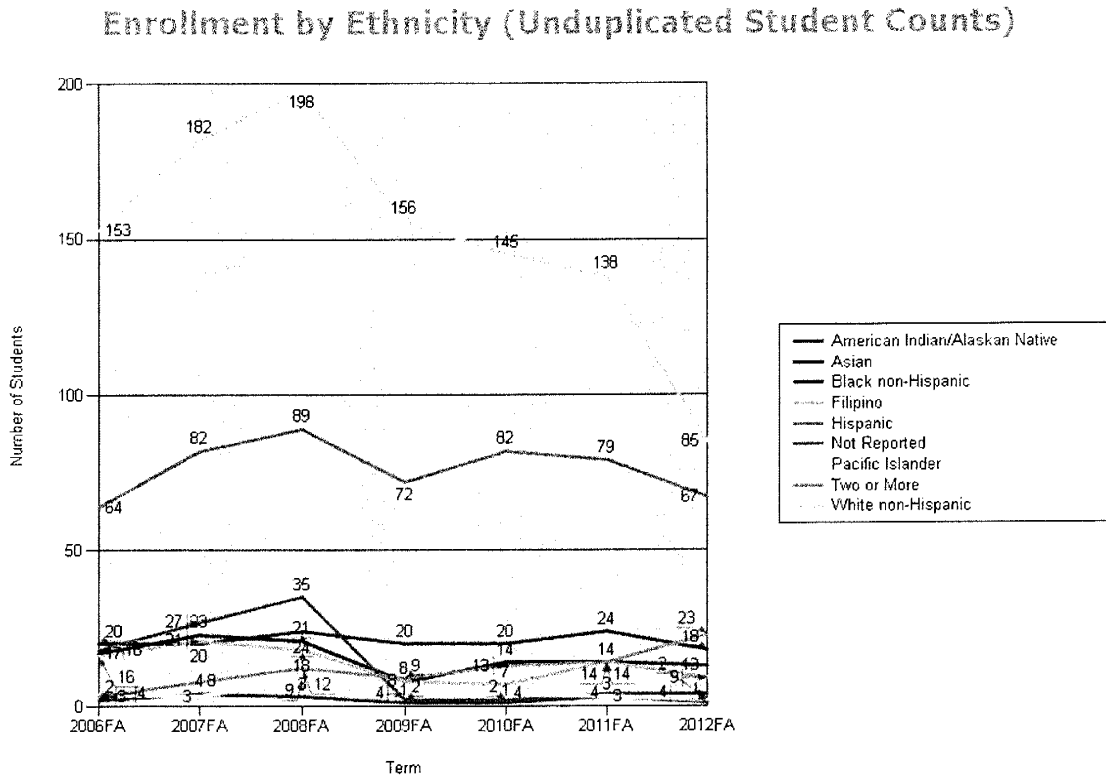


### Enrollment by Age (Unduplicated Student Counts)

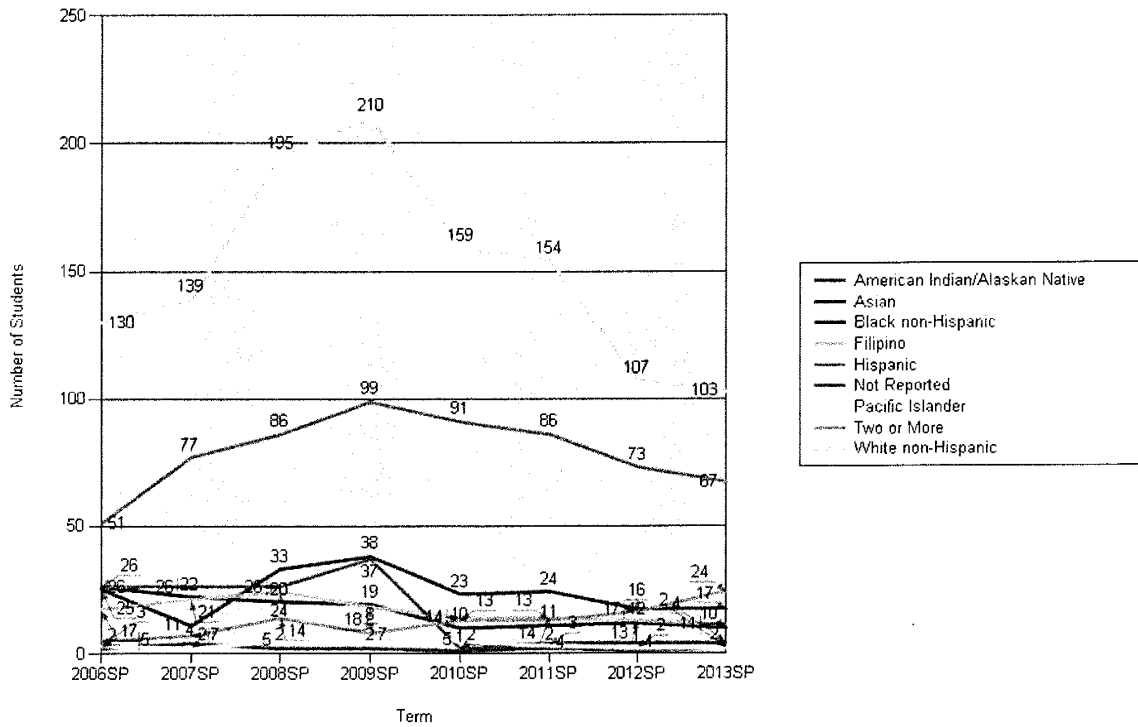


# CULINARY ARTS

## Enrollment by Ethnicity

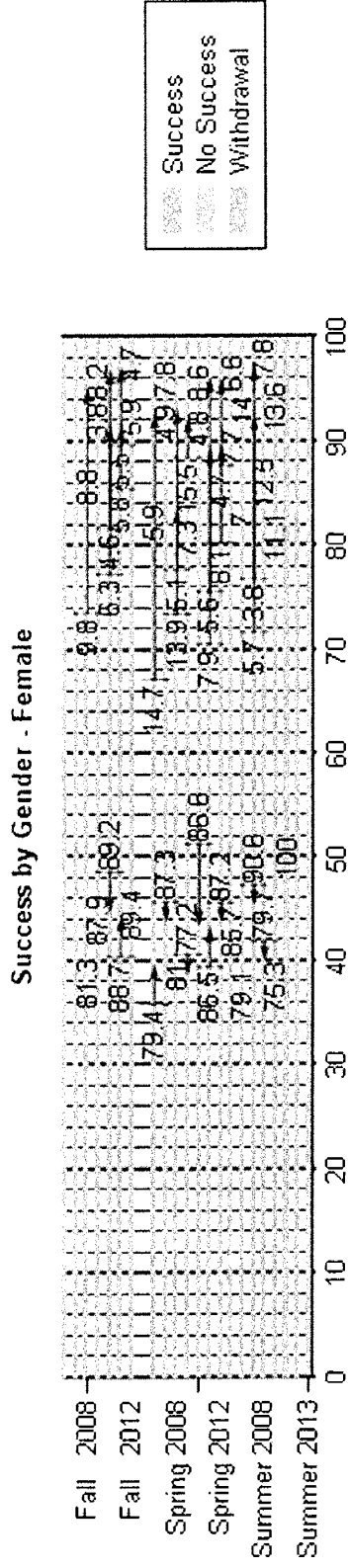
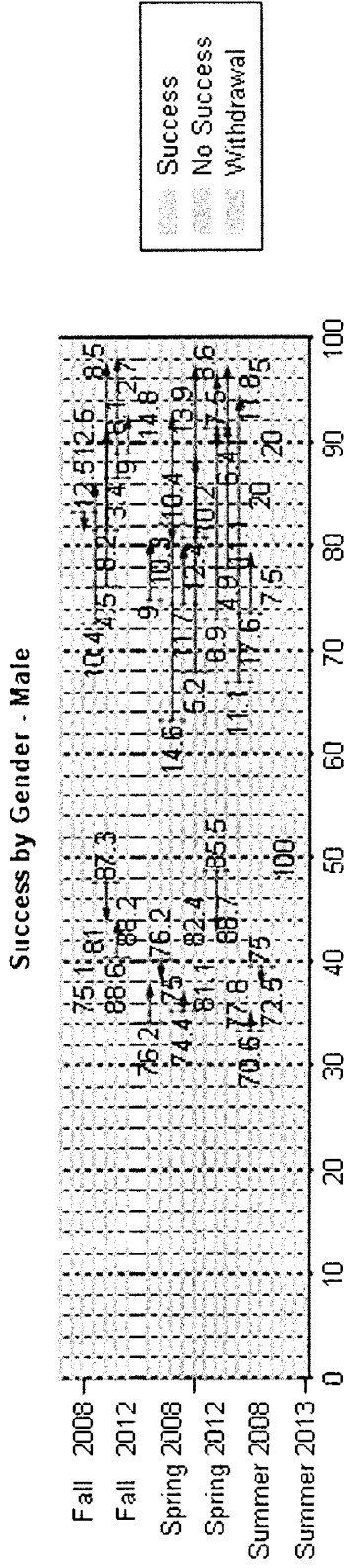


## Enrollment by Ethnicity (Unduplicated Student Counts)



CULINARY ARTS

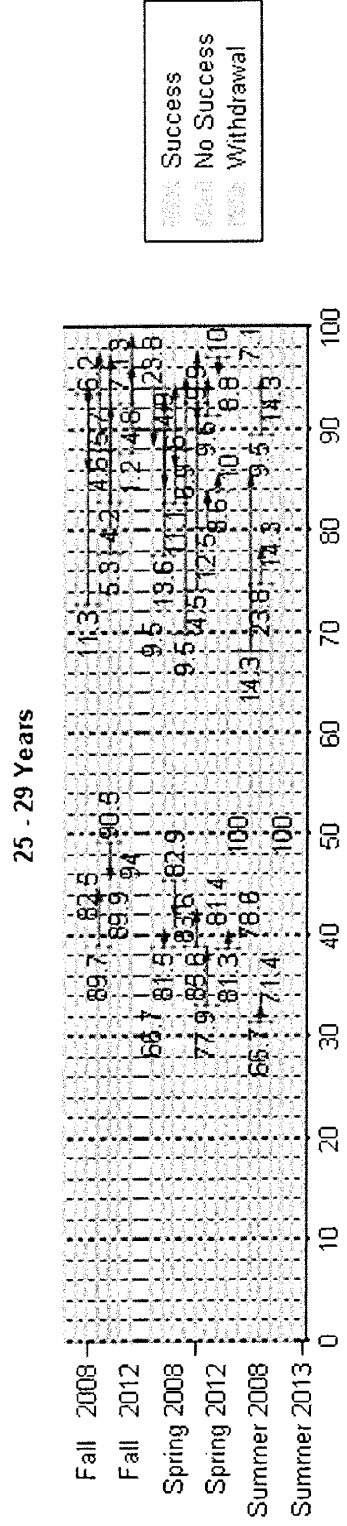
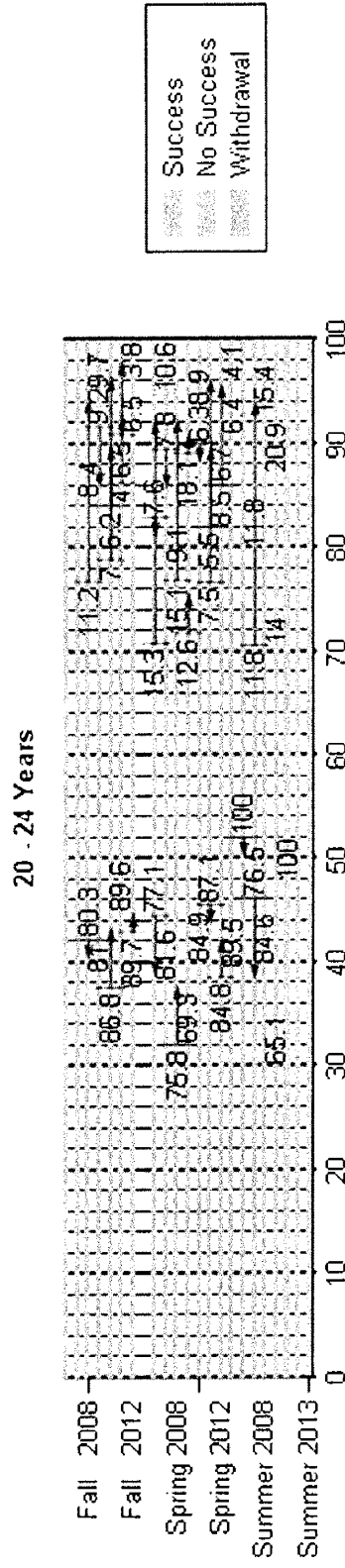
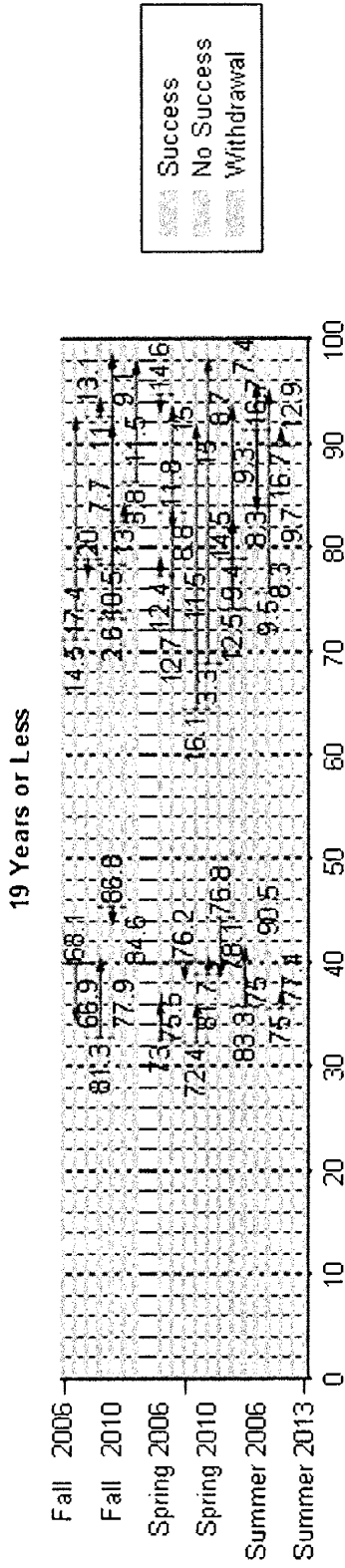
Success/Retention by Gender (Male, Female)





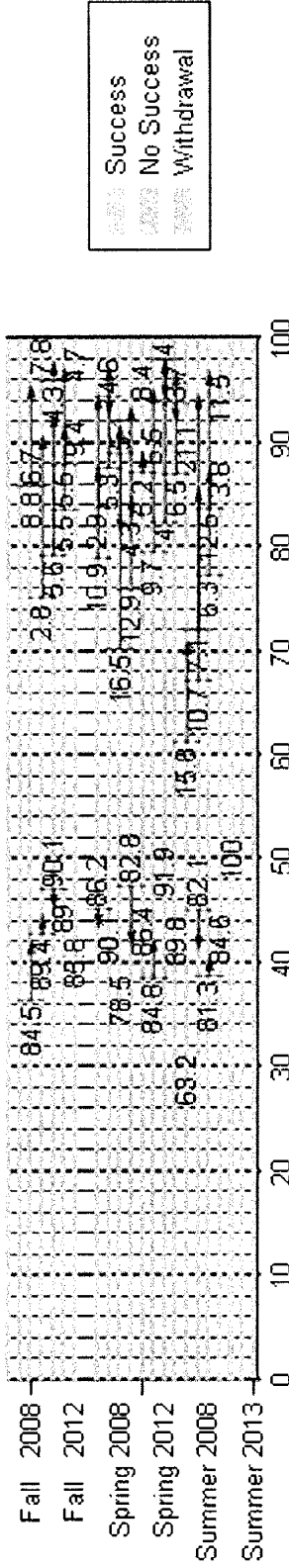
# CULINARY ARTS

## Success/Retention by Age (5 categories)

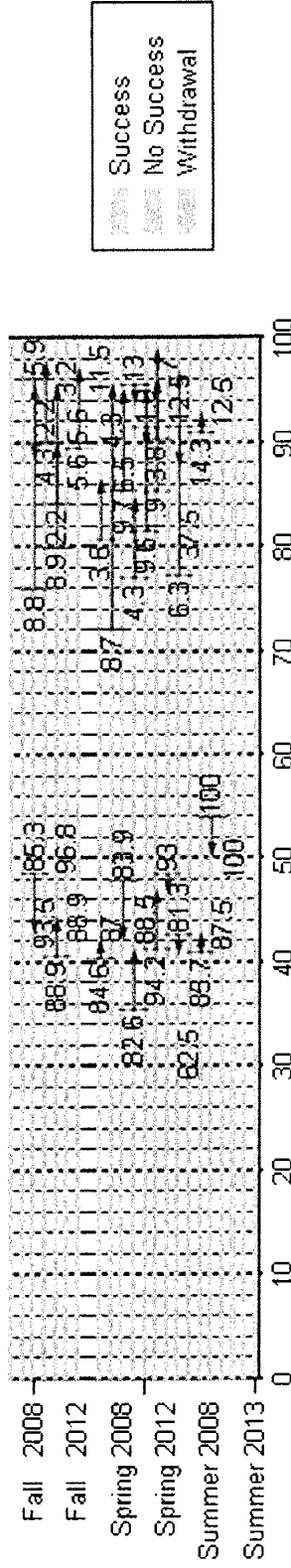


CULINARY ARTS

30 - 49 Years

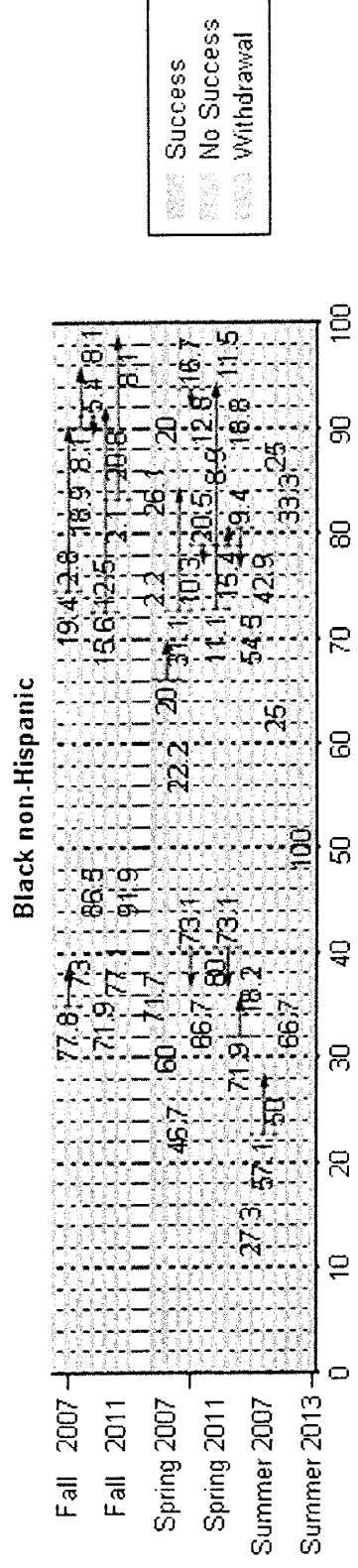
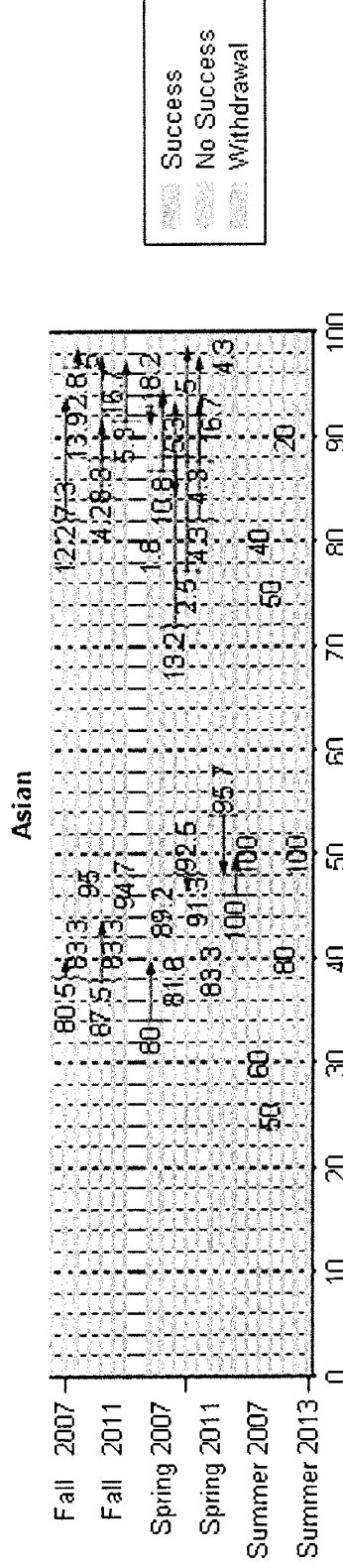
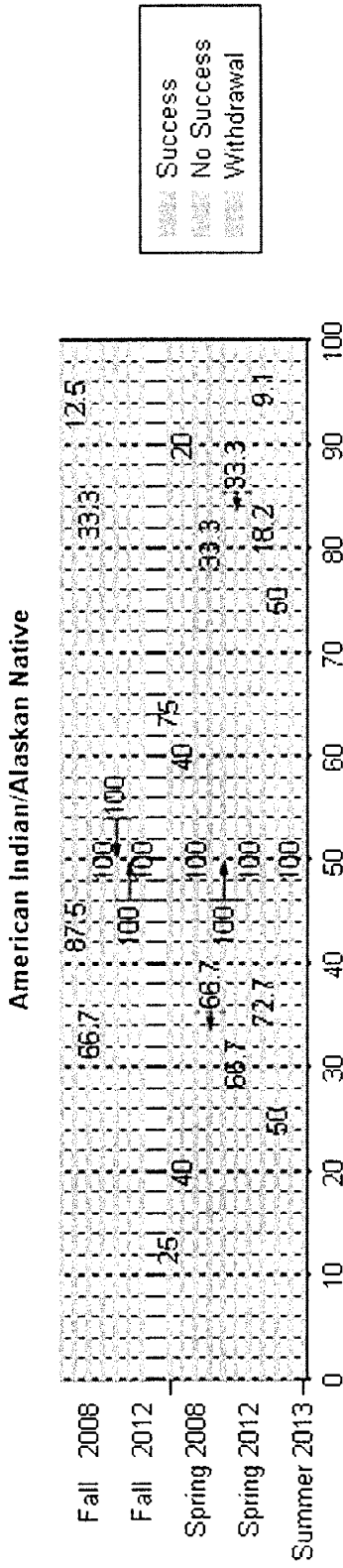


50+ Years



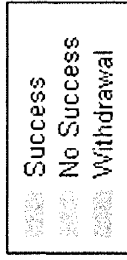
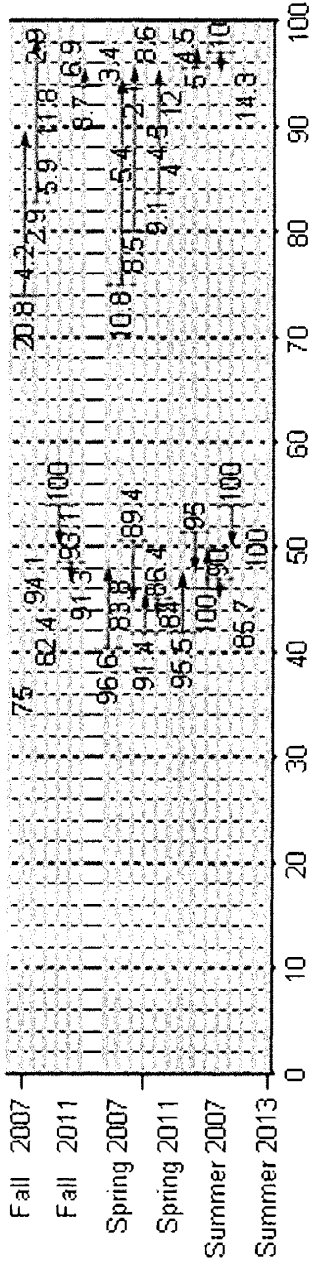
CULINARY ARTS

Success/Retention by Ethnicity (9 categories)

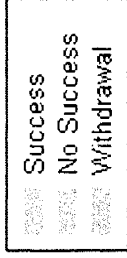
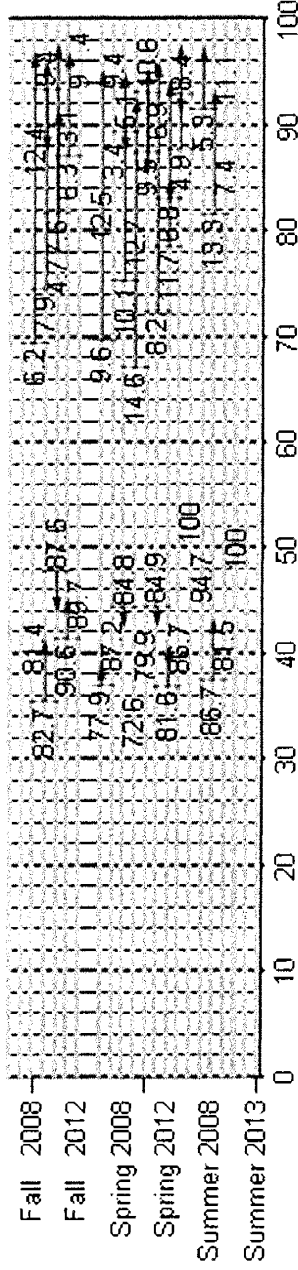


CULINARY ARTS

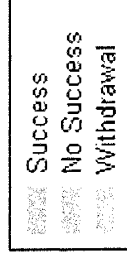
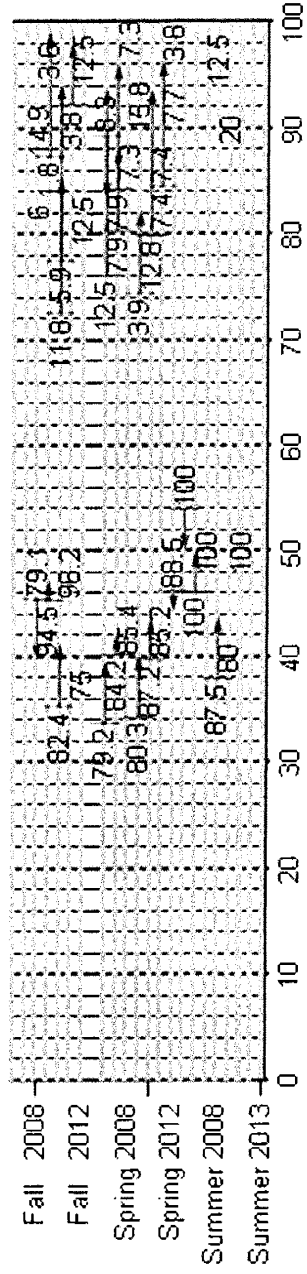
Filipino



Hispanic

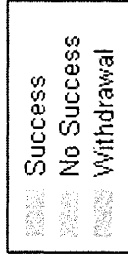
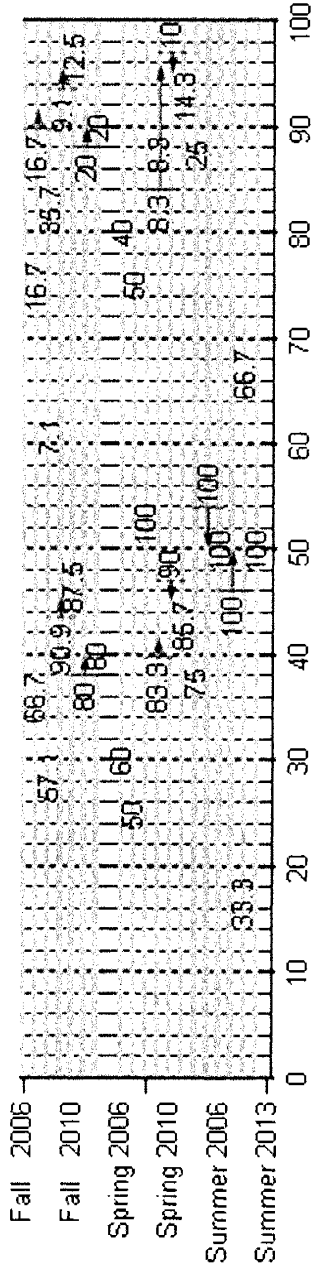


Not Reported

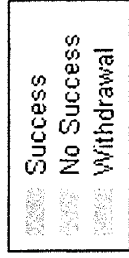
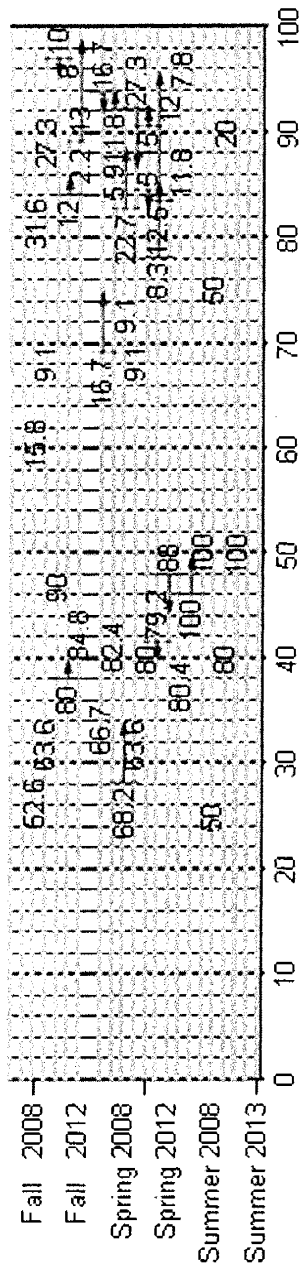


CULINARY ARTS

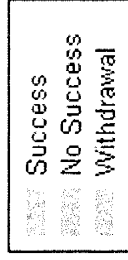
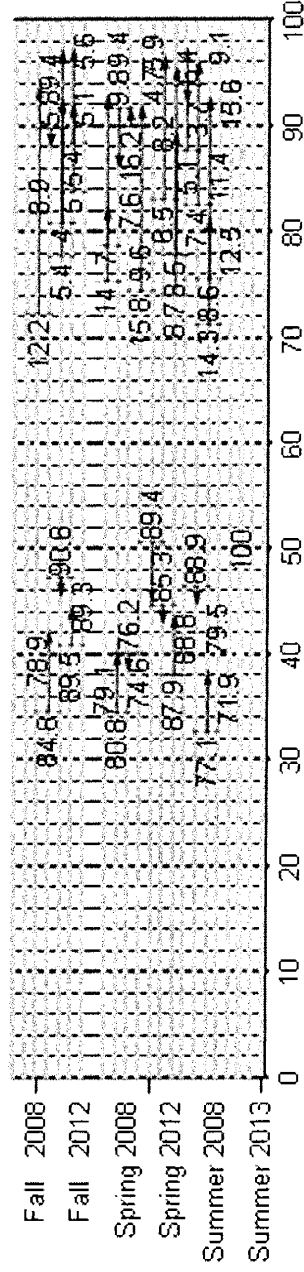
Pacific Islander



Two or More Races



White non-Hispanic



# Appendix 11

# **Appendix 11- Grossmont College Program Review- Program Review Data Elements**

This report comes from the district financial analyst. The Program Review chair will request it for you and see that you get it. If you have any questions, contact the chair or Instructional Operations, x7153. This gives you your Total WSCH, Total FTES and Cost per FTES Data and is used to fill in the table for Appendix 12 and answer questions from Section 10.

GCCCD  
 Grossmont College Program Review  
 Program Data Elements

06/07 07/09 08/09 09/10 10/11 11/12 12/13

CA (130630)

Course #	CA 160	CA 172	CA 184	CA 196	CA 208	CA 220	CA 232	CA 244	CA 256
CA 160									
CA 172									
CA 184									
CA 196									
CA 208									
CA 220									
CA 232									
CA 244									
CA 256									
CA 268									
CA 280									
CA 292									
CA 304									
CA 316									
CA 328									

WOCH/FTED												
Summer W/COH	0.00	0.00	67.50	432.50	0.00	169.00	127.50					
Fall W/COH	75.00	117.00	312.00	2,251.00	1,640.50	2,270.00	0,797.00					
Spring W/COH	93.00	153.00	2,413.00	2,480.00	2,121.00	1,450.00	1,669.00					
Total W/COH	168.00	270.00	2,792.50	5,173.50	3,761.50	3,689.00	3,555.50					
Total FTED	5.60	9.00	93.09	172.45	125.39	129.93	119.65					
Unrestricted General Fund Cost	29,125.00	22,009.00	172,753.00	310,299.00	321,075.00	330,652.00	328,014.00					
Costs per FTED	5,201.07	2,445.44	1,858.95	1,799.39	2,560.92	2,536.91	2,754.35					

Restricted General Fund Cost	298,867.00	313,159.00	196,339.00	14,018.00	0.00	0.00	0.00
Parents/College/Other Funds							



# Appendix 12

# Appendix 12- Fiscal Data: Outcomes Profile

This will be provided by the Program Review Research Liaison): This is a quick glance sheet that is constructed using the information off “Reports”, Appendices 9 and 11. Contact your chair or coordinator for your “Other Revenue”.

For this chart you can find the following data at the indicated places below:

**Enrollment:** Reports

**Earned WSCH/FTEF:** Appendix 9

**Total FTES:** Appendix 11

**Cost/FTES:** Appendix 11

**Total Cost/Fiscal Year:** Appendix 11 on the “Unrestricted” line.

**Total Revenue:** Multiply FTES by Credit Cost(from the state) Find the Credit Cost for each year below.

### Credit Cost by Year Data (per FTES)

03/04 - \$3620	07/08 – \$4564.83
04/05 - \$3946	08/09 – \$4564.83
05/06 - \$4494	09/10 – \$4564.83
06/07 - \$4123	

## APPENDIX 12

### Fiscal Data: Outcomes Profile

1. Semester/Year	Fall 20	Spring 20	Fall 20	Spring 20	Fall 20	Spring 20	Fall 20
2. Enrollment							
3. Earned WSCH/FTEF							
4. Total FTES							
5. Cost/FTES							
6. Total Cost/Fiscal Year							
7. Total Revenue							
8. Other Revenue							

**COST** – Cost will vary from one department/program to another for many reasons, e.g., department size. Further variation can be caused by (1) the specific step and class standing of the individual faculty members in a department/program, (2) the lack of costs associated with a chair or coordinator (i.e., another department is carrying this charge), and (3) the costs charged to the department/program for fulfilling a college or district function (e.g., miscellaneous reassigned time).

**EARNED WSCH/FTEF** – These numbers are found in "Reports" or can be taken from the Earned WSCH/FTE in Appendix 11-Grossmont WSCH Analysis Report. They reflect a department/program's revenue per faculty costs. ("Earned" WSCH is actual student enrollment as compared to "Max" WSCH which is determined purely by classroom size.)

**COST/FTES** – These figures are taken from Appendix 14, Fiscal Year FTES Analysis by Program/TOPS report. They will most often inversely reflect the WSCH PER FTEF ratio (i.e., a department/program with a low COST PER FTES will have a high WSCH PER FTEF). If this is not the case, then the figures indicate that an above average percentage of the direct COST of the department/program is attributed to non-faculty costs.

**TOTAL REVENUE** – General fund money that the department/program earns from the state for each Full -Time Equivalent Student (FTES). For example, in spring 2010, the state paid \$4564.83 for Credit FTES and \$2744.96 for non-credit FTES. Other revenue is non-general fund money such as fees, grants, donations, non-resident student tuition. See page 9 for more specifics.

CULINARY ARTS

Appendix 12: Fiscal Data: Outcomes Profile

1. Semester & Year	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	2. Enrollment	499	524	602	639	663	779	560	666	605	591	585	409	481
3. Earned WSCH/FTEF	375	348.3	585	573	805.2	622	538.1	557.9	492.2	489.1	479.5	434	433.1	440.4
4. Total FTES	93.08		172.45		125.38		129.83		118.65					
5. Cost/FTES	\$1,855.96		\$1,799.35		\$2,560.82		\$2,546.81		\$2,764.55					
6. Total Cost/Fiscal Year	\$172,753.00		\$310,298.00		\$321,075.00		\$330,652.00		\$328,014.00					
7. Total Revenue	\$0.00		\$0.00		\$424,894.38		\$787,204.93		\$572,338.39		\$592,651.88		\$541,617.08	
8. Other Revenue					\$196,339.00		\$14,018.00							

