

## Comprehensive Program Review Instructions

### Professional Studies

#### Family Consumer Studies, Interior Design, Culinary Arts

Your department has been scheduled for a comprehensive review in spring 2014. To complete this review, please provide the following to the Educational Planning Committee (email to [pharesd@lamission.edu](mailto:pharesd@lamission.edu) and to [allenmk@lamission.edu](mailto:allenmk@lamission.edu)) by January 31.

1. Using the attached spreadsheet, briefly outline the program's core goals and priorities for the next three years. Describe the rationale (data, information, reasoning, etc.) that supports your plans. Do you foresee any changes in your field over the next few years that will impact the future direction of the department/program?

Culinary Arts, Family Consumer Studies, Interior Design Templates see attached spread sheet 1, 2, 3.

- Have all our AA degrees and Certificates up to date and ready to offer to students by fall 2015. We currently have 2 AA degrees and 2 Certificates pending Board and State Approval. We also have a Certificate in Professional Baking & Patisserie pending Board & State Approval.
- Create an AA Degree program under Professional Baking & Patisserie Program. Three courses have already been through Curriculum Committee review cycle and have been approved. The additional courses would make for a more comprehensive AA degree program:
  - International Patisserie, Custards, Fillings and Cream
  - Centerpiece and Cake Decoration Techniques
  - Advanced Patisserie Techniques
  - Dessert Displays & Baking Production
- Complete the Certificate of Wine Studies (Sommelier Level I). All classes have been created and four classes have gone through Curriculum Committee Review cycle however, five additional courses need approval through Curriculum Committee Review, in progress. Top Code 1010.00
- Create two new certificates of accomplishment. These are: a Culinary Specialist I Certificate (geared for entry level positions such as dishwasher, prep cook and junior line cook positions) and a Culinary Specialist II Certificate (geared for mid-management positions such as senior line cook and sous chef positions).
- Create a new program called Barista Studies. New course will be submitted through the Curriculum Committee Review cycle process and develop a new Certificate of Achievement in Barista Studies.
- Create a new Beer Studies certificate of achievement.
- Create new Courses and Certificates of Accomplishment & Achievement for Hospitality & Guest Relations and Front-of-the-House Associate.

- Create new Certificate of Accomplishment for Catering Events Management.
- The renaming of The Servery to “Mission Café & Grille” and the Executive Dining Room to “The Tataviam Bistro,” in in the process and in Facilities Committee Review.
- Request one additional Instructional Assistant “A shift”.
- Request a Catering Coordinator (Academic/Administrative [Enterprise])”B shift”.
- Expansion of the Professional Chef Series.
- Develop a Hospitality Leadership Institute.
- Develop Online Curriculum certificates of accomplishment and achievement.
- Apply for a tenure track Culinary Arts position.
- Cross inter-disciplinary courses.
- Institute off site Inter-Continental Hotel satellite.
- Develop study abroad program/curriculum.
- Apply for Accreditation from the American Culinary Federation: Spring 2015.
- SLOs / PLOs ~ Culinary Arts

#### Family Consumer Studies/Gerontology

- Apply for a tenure track Family Consumer Studies position.
- Re-write / Update Family Consumer Studies curriculum, certificates, degrees.
- Develop new curriculum for Gerontology: In home Elder care, Elder Consumer Affairs & Hospice.
- Update SLOs / PLOs ~ FCS
- Currently going through a viability study for Department reorganization

#### Interior Design

- Apply for a tenure track Interior Design position.
- Re-write / Update Interior Design curriculum, certificates, degree(s).
  - Align with Industry
- Develop studies abroad program/curriculum.
- Update SLOs / PLOs ~ ID
- Currently going through a viability study for Department reorganization

In addition, please provide answers to the following questions:

2. Do the curriculum and scheduling of courses in your discipline provide a coherent sequential path in which your students' goals of transfer, graduation, and certificate completion can be realized in a timely manner? Please explain what data you use and how you make these evaluations.

In the past 3 years we have added a new degree program: Culinary Arts (Fall 2014), a non-substantial change Restaurant Management as well as the certificate of the same program (Fall 2014), and a Baking & Patisserie certificate (Fall 2014). This has helped to differentiate the Culinary Arts and Restaurant Management programs. Additionally, we hired a full-time instructor for the Culinary Arts program (2015). We have introduced a couple of new classes and have tweaked some of the existing classes to reflect more current industry needs, including additional professional field trips, more use of technology, and opportunities to network with current industry professionals. Marketing for the programs is deficient and will be incorporated into the 2015-2016 program review cycle.

The following data is taken from the Program Approved and Notice of Intent Application:

Culinary Arts

Los Angeles Mission College has offered certificates in Culinary Arts, Restaurant Management and Baking since 1992. In 2011, the college opened a LEED-certified Culinary Arts Institute offering faculty and student's smart classrooms, a demonstration kitchen, a modular kitchen with 18 workstations, a garde mange, a pastry and baking kitchen, a main production kitchen and a butcher shop.

In Fall 2014, Culinary Arts commenced a new curriculum and the Food Management Production Service & Related Technologies was phased out. Currently, the Culinary Arts AA, Restaurant Management AA, Restaurant Management Certificate and the Baking & Patisserie certificate are at the State Chancellor's Office.

Requirements for the Associate in Arts Degree in Culinary Arts are met by successfully completing the four semesters of Culinary Arts and the 18 units of General Education requirements listed under "Graduation Requirements Plan B."

Culinary Arts:

Course No.	Course Title	Units
CA 050	Sanitation & Safety	2
CA 060	CA Orientation & Techniques	4
CA 101	Culinary Fundamentals I	4
CA102	Culinary Fundamentals II	4
CA 103	Culinary Nutrition	2
CA 104	Dining Room & Beverage Management	4

CA 105	Menu Planning	2
CA 106	Purchasing & Receiving	3
CA 107	Principles of Garde Mange & Baking	4
CA 108	Restaurant Supervision & Training	2
CA 109	Principles of Catering	4
CA110	Culinary Green Technology	3
CA150	Chefs Training for Apprenticeship I - Internship	2
CA 155	Chefs Training & Apprenticeship II - Externship	2
-	GE Requirements	18
<b>TOTAL</b>		<b>60</b>

In January 2014 an industry survey was conducted with 24 companies completing the survey. The responses demonstrate a strong interest in hiring and promoting individuals earning the AA/Certificate in Culinary Arts from LAMC. 79 percent responded they would hire students with the degree/certificate with the remainder indicating they would consider hiring our students. 88 percent indicated either yes or maybe to promoting workers earning the degree/certificate. 96 percent responded yes or maybe to offering an externship to our students and 88 percent would consider serving as an advisory committee member. Industry comments emphasized the need for practical experience and stressing fundamental skills.

### Baking & Patisserie

The Baking and Patisserie Certificate expands upon our existing locally approved Baking certificate as another option within the Culinary Arts program. The core courses of the certificate align with our Culinary Arts and Restaurant Management programs. Five of the core classes offer industry certification. The professional baking certificate offers students a more in depth study and experience preparing them for Pastry Prep and Baking Associate positions in industry and provides experiential knowledge and the completion of core competencies students need in order to further their career. The Chefs Training for Apprenticeship I & II provides students training in the development and analysis of menus, testing and creating recipes as well as gaining practical hands-on training.

Upon the completion of Baking and Patisserie Certificate students are eligible to earn the National Restaurant Association Educational Foundation (NRAEF) Certificate of Baking. Students can also receive an additional post-secondary certification from the National Restaurant Association developed in partnership with Pearson Education. This industry-recognized knowledge-based certificate is designed to confirm and reinforce students' understanding and comprehension of key baking principles and core competencies. In November 2013 our advisory committee met and endorsed the Baking & Patisserie Certificate.

<b>Course No.</b>	<b>Course Title</b>	<b>Units</b>
CA 050	Sanitation & Safety	2
CA 060	CA Orientation & Techniques	4
CA 103	Culinary Nutrition	2

CA 105	Menu Planning	2
CA 108	Restaurant Supervision & Training	2
CA 150	Chefs Training & Apprenticeship I - Internship	4
CA 155	Chefs Training & Apprenticeship II - Externship	2
PROFBKG 200	Principles of Baking & Patisserie I	4
PROFBKG 210	Principles of Baking & Patisserie II	4
PROFBKG 215	Restaurant Plated Desserts	4
<b>Total</b>		<b>28</b>

An industry survey was conducted in January 2014 with 24 companies completing the survey. The responses demonstrate an interest in hiring and promoting individuals earning the Certificate in Baking & Patisserie from LAMC. Forty percent of the companies projected hiring bakers within the next year and 54 percent will be hiring in the next five years. Employment demands continue to be strong for qualified individuals as Prep Bakers and Pastry Cooks. Employers indicate an average pay range of \$13-\$16 an hour. Eighty-eight percent responded yes or maybe to hiring students with the certificate and 79 percent indicated yes or maybe to promoting incumbents workers earning the certificate. The types of jobs employers are seeking are Prep Baker, Assistant Baking Chef, Baking and Pastry Instructor, Pastry Cook, Sugar Flower Sculptor, Cake Decorator, and Baker.

Eighty-three percent would or might consider offering internships to students and 88 percent indicated a yes or maybe to participating on our Advisory Committee.

### Restaurant Management

The Restaurant Management Certificate expands upon our existing locally approved certificates in Food Service Management and Restaurant Management. The core courses of the certificate align with our Culinary Arts and Baking & Patisserie certificates and degree. Four of the core classes offer industry certification. The Restaurant Management certificate offers students a more in depth study and experience preparing them for positions in industry and provides experiential knowledge and the completion of core competencies students need in order to further their career. The Chefs Training for Apprenticeship II provides students practical hands-on training.

Upon completion of the Restaurant Management Certificate of Achievement students are eligible to receive an additional post-secondary certification from the National Restaurant Association developed in partnership with Pearson Education. The National Restaurant Association Educational Foundation (NRAEF) provides Foodservice Management Professional credentialing that employers increasingly prefer in their candidates. In November 2013 our advisory committee met and supported the Restaurant Management Certificate.

Course No.	Course Title	Units
CA 050	Sanitation & Safety	2
CA 060	CA Orientation & Techniques	4
CA 101	Culinary Fundamentals	4

CA 103	Culinary Nutrition	2
CA 104	Dining Room & Beverage Management	4
CA 105	Menu Planning	2
CA 106	Purchasing & Receiving	3
CA 107	Principles of Garde Mange & Baking	4
CA 108	Restaurant Supervision & Training	2
CA 109	Principles of Catering	4
CA 155	Chefs Training & Apprenticeship II - Externship	2
Bus 005	Business Law	3
MGMT 002	Organization & Management Theory	3
MGMT 113	Small Business Entrepreneurship	3
<b>Total</b>		<b>42</b>

An Industry survey was conducted in January 2014 with 24 companies completing the survey. The responses demonstrate an interest in hiring and promoting individuals earning the Certificate in Restaurant Management from LAMC. 75 percent responded with a yes or maybe to hiring students with the Certificate and 79 percent indicated a possible interest in promoting workers earning the certificate. 83 percent responded yes or maybe to offering an externship and 88 percent would consider participating as an advisory committee member. Comments from industry emphasized the need for practical experience and the need to stress fundamental skills. Employers are also looking for drive, desire, passion, commitment and motivation to work hard.

Our objective for the degree programs is to graduate students who are ready to begin working in a line position or supervisory role within the hospitality industry.

Another objective is to give students an understanding of the scope of the hospitality industry to allow students to see the breadth and variety of jobs available.

Enrollment Fall 2014 571

Enrollment Spring 2015 647

#### Family Consumer Studies

Curriculum is currently out of date. The certificates, degrees and class sections will need to be updated as soon as possible for approval by the Curriculum Committee. Students are not able to complete the degree program in a timely manner due to low enrollment in some sections. Currently, there are course substitutions in place for completion. Courses sent to Curriculum for Gerontology updates were: Fam&CS 6, 21, 23, 31, 37, 38, and 91.

*The Family Consumer Studies discipline is undergoing the final stages for a departmental reorganization.*

Enrollment Fall 2014 247

Enrollment Spring 2015 185

Awards/Degrees rose 46 (5.5%) in 2013-2014

There has been no full time instructor in this discipline since Spring 2011. FCS is all adjuncts at this point.

### Interior Design

Course sequence for completion is difficult with only 6-12 hours per semester for the discipline. Some class sections are 5 and 6 hours each. Courses sent to Curriculum for Interior Design for updates were: ID 101, 102, 103, 104, 105, 106, 107, 108 A & B, 109 A & B, 110, 111, 112, 113, 114, and 115.

*The Interior Design discipline is undergoing the final stages for a departmental reorganization.*

Enrollment Fall 2014 35

Enrollment Spring 2015 75

There has been no full time instructor in this discipline since Spring 2011. ID is all adjuncts at this point

3. Has the curriculum kept pace with changes and developments in areas that would affect the program, e.g. university articulation requirements, developments in pedagogy, developments at other LACCD campuses, or requirements for commercial/industry skills? Briefly explain.

To address this, we have a relationship with Cal Poly Pomona to allow students the opportunity to use credits earned at LAMC toward their bachelor's degrees at this school. Many large corporations require a Bachelor's degree for the highest level positions whereas in the past, education was not one of the major requirements. (Guest speakers have commented on this as well as job search bulletins and advisory committee).

### Culinary Arts

The Associate of Arts degree will provide an additional option to our existing Certificate of Achievement in Culinary Arts. Upon the completion of the Culinary Arts AA degree, students will have completed six National Restaurant Association Educational Foundation (NRAEF) Manage First Competency Certifications, a National ServSafe Manager Certification and the California Certificate for Food Handlers required by the Los Angeles County Health Department through the completion of the core required classes.

Transfer options to four-year institutions include Cal State Polytechnic University, Pomona; Art Institute of CA-Argosy University, Orange and Los Angeles; University Nevada-Las Vegas; and the New England Culinary Institute (NECI). Los Angeles Mission College is also applying to be accredited by the American Culinary Federation Educational Institute (ACFEI) and our Culinary Arts courses were updated last fall to align with their accreditation standards.

### Family Consumer Studies

The Curriculum is not currently up to date. I will check with the Curriculum Chair to locate the ECDs for FCS/Gerontology. All courses were submitted.

### Interior Design

The Curriculum is not currently up to date. I will check with the Curriculum Chair to locate the ECDs for ID. All courses were submitted.

4. Are the department's mission, goals, and objectives clearly articulated and communicated to faculty? Briefly explain how you involve your faculty in setting goals.

We have been very busy over this past year developing and moving our Culinary Arts curriculum through this transition process. I like to use the SMART goal system within the Professional Studies department. Specific, Measureable, Action Based, Realistic, Timely.

All instructors are encouraged to attend the required Flex Day and optional Spring into Spring symposium/workshops. Department meetings are scheduled twice a month for Culinary Arts to disseminate and collaborate on special projects, SLOs/PLOs, assessments and the Catering calendar. For adjunct faculty I often will "power talk" (quick 5 minutes) during office hours if no students are waiting to speak with the instructor. I periodically meet one on one with Family Consumer Science and Interior Design adjunct faculty throughout the semesters, in addition to email and phone conversations.

Our Culinary Arts program addresses strategic goals, in that we spend extra time working with students who have disabilities, are in alternate family situations, and first generation college students. In addition, we get these students involved in professional organizations where they can meet and network with future employers.

5. Does your department/discipline have an adequate procedure in place to determine whether it is meeting its instructional goals and objectives? Briefly explain this procedure and what data is collected to inform your analysis.

The Professional Studies department teaching effectiveness is evaluated by student surveys, standard teaching methods, and practical cooking examinations. The faculty members meet bi-monthly to discuss each student's direction, academics, skills and attendance. Progress throughout their semester is monitored and department chair assistance is recommended when needed. Our goal and objective is to improve student success with an emphasis on enrollment, retention, graduation, and ultimately transfer students to Cal Poly Pomona. The department has awarded over 600 National Restaurant Association Educational Foundation certificates since 2011. The benchmark grade is 75% or better for a passing grade. In addition, we have awarded over 200+ ServSafe Sanitation Certifications. SLOs are evaluated by referencing standard teaching measures for effective teaching strategies and learning outcomes. Each test is graded, noted and posted for students. Program success ranges from 75% to 100%.



We also strive to increase departmental sustainability with an emphasis on obtaining necessary resources, and professional development, through program review. Partly to improve partnerships with organizations that supports the college's mission.

Through our recent Notice of Intent application the department will develop programs that anticipate and respond to labor market demand and industry sectors. Overall this will improve the success of minority, underrepresented and underprepared student populations as well as closing the gap between high school and college performance for student success.

Currently the utilization of benchmarks from each semester of classes taught in relation to the previous 2 semesters is assessed to confirm consistent improvement, validity and viability. The benchmarks are consistently above the 64.9% college average. The department also looks at retention rates & class enrollment time frames throughout the semester.

- Data is derived from the Office of Intuitional Effectiveness in particular screens for
  - a. Student Achievement
  - b. Student success & grade distribution report from semester to semester
  - c. Student Enrollment
  - d. Student Characteristics
  - e. Instructional Efficiency
- In addition to
  - a. Reports
  - b. Planning

For each 2-year cycle , the department documents and recommends for its active Student Learning Outcomes (SLOs) and completes its assessment process (which can include drafting new SLOs and selecting a method of assessment, conducting assessment, reviewing findings and making recommendations) for its active SLOs. One part of our program level assessment is tacking student success, post-graduation through social media.

6. Describe the use of Social and/or instructional media, computers, and other technologies in your current program and any plans in this area for the coming year.
  - Our 7 kitchens in Culinary Arts are equipped with television monitors and sensitive mats for the camera to follow the instructor throughout the demonstration. We have the capability of using a microphone if need be. All towers are smart classroom compliant.
  - The Professional Studies department strongly encourages faculty to use the LACCD mass email system before class commences and throughout the semester to keep in contact with students. Particularly if a faculty member will be out ill and cancelling class for his/her section. Many of our students drive from Lancaster, Palmdale, the Valley and Pasadena and use public transportation.
  - In Culinary Arts we use a Course Smart, MyLab, and My ServSafe lab component in addition to webcasts and podcasts. The use of incorporating cell/smart phone technology is currently being explored to replace clickers.

- Most instructors use the ETUDES platform and/or a Course Management System per section.
- Utilize technology strategically to advance teaching and learning, expand online and alternative delivery methods, and enable effective administrative and support services.

7. How would you describe the morale and atmosphere within the department/program? How does your department/program promote collegiality among its faculty?

Our Culinary Arts discipline is professional in that we use the term “Chef” before a person’s name for formality and collegial respect of our profession. We also follow the Culinarian Code from the American Culinary Federation as well as adhering to District policies. Overall, collegiality starts from my position in the administrative level down of which I follow a Democratic Leadership style. We have had a good repiore up until approx. 6 months ago. Currently, we have a peer mediation request from one of our Chef Instructor’s to meet with 3 individual Chef Instructor’s. While I take pride in being fair, collegial, upbeat, and lead by example, this would be the first peer mediation I have attended in 21 years. I respect the process and individuals requests at all times without comments, confidentiality, and with even temperament. The lesson I learned from this is to set boundaries with instances such as this, especially when negative overtones could ripple out to students.

I consistently send quite a few emails department wide disseminating information useful for both instructors and students. I also have an open door policy and provided my cell phone number for faculty within the Professional Studies department. Lastly, I am a firm believer in giving credit where credit is due, and Thank people for a job well done. I preface “we / our” rather than “I” when addressing faculty to develop a collegial team building environment. Lastly, Professional Development is strongly encouraged for both on and off campus venues.

Sincerely,

Louis Zandalasini  
Chair Professional Studies