Academic Program Review Policy and Procedures Manual

LAHC 06-23-07

Revised 8-8-07

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Two-Year Review

Vocational Training Programs

Name of Program: ___Culinary Arts Program___

Division Chair ___Joyce Parker___  Academic Year ___2013-14___

Program Specific – Desired Student Outputs (Ed Code 78016(a) (1))—Meets a documented labor market demand.

What do the data indicate about the desired student outputs at the program level?

   a)  Documents and labor market data from professional organizations, government agencies, and community groups related to needed skills and demand for future workers.

   Even with the labor market for the hospitality industry contraction in the last four years, the demand for trained workforce continues to rise as hiring is heating up again in the service industry. The forecast for our service area as a college is stronger than the national average at 26.2% while the area’s demands will rise up to 30.7% for the period of 2011-2022. There will be job openings for at least 54,989 for the period forecasted with increases from 17% to 44% according to job categories in the Culinary field. Earnings are set to almost double for the forecasted period from the line personnel at $14.78 to $22.68 for first line supervisors. Most of our students who completes the Certificate of Achievement are candidates for first line supervisors positions within the first three months of hire. All data are extracted from the Labor Market Data Report for Culinary Arts.

   b)  Data from advisory committee regarding appropriateness of current outcomes and needs for entry and upgrade level training.
The Advisory Committee has been the bellweather for the needs of the industry and program such as ours at LA Harbor College. They continue to nudge the college and the program to continue to update and upgrade the equipment needs for the program so that we can train students as to the latest of the technology that is currently in used in industry such as the POS system, the Inventory Systems, the Catering Programs, and an update and program development of faculty and staff as to nuances and development in management and techniques in the industry. Our students are snatched up by industry before they even graduate as the demand for trained personnel starts to heat up again. The Advisory Committee has recommended to develop an internship module that simulates the reality of the industry to get us better prepared our students to get out of the college better prepared for the industry. This will require a full blown restaurant operation that is consistently open for the major service periods to give our students a real life scenario as to the real life of the restaurant industry.

The Advisory Committee has lauded the curriculum of the program as it does not only prepare the students for an entry level positions but thoroughly prepares the student for first line supervisory positions. They have observed that our students are very strong in operations and also has the technical skills to take over the first line supervisors position in industry.

The have also commended the program as to job placements of our students as to finding our students jobs both part time and full time work from the get go from First Semester students to our Third Semester students. There is so much jobs in the market as of today that they are asking even first semester students to apply for jobs in their establishments.

c) Data from employers

There are 46% male and 54% female employed currently in the industry with 3% of all employed in the 14-18 years old bracket, with 16% employed in the 19-24 age group, with 42% employed in the 25-44 age bracket, with 34% employed in the 45-64 age bracket, and 5% in the 65 age bracket. Most employees are making the hospitality industry as their lifelong careers. The annual openings estimate for 2013 was over 11,553.

d) Data from students via focus groups, & surveys/questionnaires

Our students continues to enjoy a robust employment market in the industry and with a robust economy, they tend to change jobs every six months. The reality of the workplace is not intimidating for our students as they are very familiar with the rigors of the industry with their exposure from the program. They really appreciate the rigors of the program and the design of the curriculum as it totally prepared them for the industry. Most of our students find gainful employment with their skills certificates and Certificate of Achievement.

e) Review and comments from a local South Bay Workforce Investment Board (N.B.—Required by LACCD Board regulation).
The data from the SBWIB bears out the need for trained and craftsperson caliber of training that the Culinary Program provides to the students and the industry at large. The Culinary program has been exemplary in finding jobs or openings to the student population that is trained to the program that they are even recruited to work in industry in Australia.

Evidence of Students’ Attainment of Intended Learning Outcomes (Ed Code 78016(a) (3)—Is of demonstrated effectiveness as measured by the employment and completion success of its students.

How and why is the program/discipline effective? Analyze student performance indicators and patterns of student success in the course and/or the program. Provide evidence regarding progress toward and achievement of desired student outputs. Where appropriate, please indicate “not applicable.”

Select those performance indicators applicable to the program.

a) Success and retention rates.

The success of our students as to persistence and completion is very high from the second semester until they complete their Certificate of Achievement with a hundred percent persistence and completion. The problem is with our First Semester cohort with an attrition of 50-60%. This is attributed to many factors such as unpreparedness for college rigors and study discipline, many students thinking that culinary only involves cooking with little or no bookwork but the fact is it involves math and writing and study skills. By the first week we will loss 30% and by the fourth week we will loss another 20%. The 50% that remains will persist and they also enroll and complete Second and Third Semester with a 98% completion rate.

1) What is the overall trend in success and retention in your program (have they increased/decreased)? Cite evidence from assessment of student learning outcomes.

We believe that an orientation three weeks before the semester will help students understand what is expected of them. We conducted an orientation three weeks before the Spring Semester started and we have a 100% retention of the students who attended the orientation. Those that did not attend the Orientation has an attrition rate of over 75%. The overall trend as we implement intervention, mentoring, peer to peer mentoring, study groups formed and the implementation of the Transformational Teaching will bear better retention and success for our students. The Transformational Teaching style will be fully implement by Spring of 2015 as we prepare our faculty and staff to totally embrace the process.

Our survey and assessment of students as to the learning outcomes validates the changes that we are implementing as the students like the changes and are also adopting to the new methodology of Transformational Teaching.
2) How do these rates compare to the college and/or comparable programs?

The Culinary Program has the highest rate of completion as to the Skills Certificate Program and the Certificate of Achievement for all CTE program. We have increase our overall FTE’s enrollment delivering the biggest bang of our bucks.

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3) Analyze course specific trends in success and retention.

The rigors for our classes for First semester is very high as we want it to be the weeding out of students that really don’t belong in Culinary as most thought that it will be very easy course to complete. We still can do a better job by recruiting qualified students who has the right attitude and mind set in their approach to career choice. We need adequately prepared students who can stand the study rigors of a college course, can read and write and compute. We will need the help of the Student Success Program for our students. We also intend to offer an Introduction to Culinary class as a survey of the entire culinary program giving them an overview of the Culinary fields and what is expected of the students entering the program.

4) Are there any courses where the trend over the past two years deviates from the program trend? What explains any observed differences?

No trends are deviating from the design of the courses to meet the demands of industry.

5) Do some courses tend to have higher or lower success and retention rates than other courses?

Our first semester class tends to have the highest attrition while the second and third semester classes tends to have a 98% completion and persistence rate.

b) Degrees and certificates
Degree completion is low with a total of eight persistently for the last two years of Degree Completion. Certificate Completion is a lot higher with the number of students completing the third semester class with a 98% completion. One of the main reason why we don’t have a higher Degree completion is due to the fact that almost all our Certificate of Achievement graduate are all working even before they finish the course.

1) Describe the types of awards (degrees/certificates) available through your program.

   AAS in Culinary Arts (for Fourth Semester Students)
   Certificate of Achievement in Culinary Arts (for Third Semester Students)
   Skills Certificate in Advance Cooking (for Second Semester Students)
   Skills Certificate in Basic Cooking (for First Semester Students)

2) What is the general trend in program awards over the past 3 to 5 years and how does this compare to the college as a whole?

   The completion rate the past 3 to 5 years has dramatically improved but still can be better improved with the programs we are currently implementing such as peer to peer mentoring, student to teacher mentoring, the orientation program, the Transformational Teaching for millennials.

   I believe that the program is on a better footing in the CTE cohort yet can still improve in comparison to the other discipline on Campus.

   c) Certification exam results

   WE have started the national certification process for all staff and student the last two semesters and we have a 75% pass rate. We would like to make this better with more intense practical and written exam preparation and orientation. We are a national Testing Center for the American Culinary Federation Educational Foundation authorized by the Department of Education and the Department of Labor to offer the Certification Exams for Chefs.

   1) Is there a governing board that provides certification exams for students in your program?

      Yes the American Culinary Federation Educational Foundation and the National Restaurant Association Educational Foundation

   2) What was the most recent pass rate and how does this compare to pass rates over the past 3 to 5 years? What factors affecting pass rates are relevant for program planning?
The current pass rate for the last two testing we have conducted is 75%. This is the first times we have offered the Certification Exam both Practical and Written Certification Exam. We plan on offering four scheduled Exam per calendar year.

d) Job placement rates  98%

1) Do you track job placement of students in your program or use external data (VTEA)?

   WE have not formally tracked the placement of all our students but we employ all of the students the completes the semester and program.

3) How do your rates compare to external criteria or standards?

   I believe that we are very high among the colleges out there but there is always room for improvement.

 Duplication--(Ed Code 78016(a) (2) Does this program represent unnecessary duplication of other manpower training programs in the area? Please describe any relevant differences between your program and the college and/or other programs.

The LA Harbor program meets the needs of the student population in the south bay area and they don’t have to travel to LA Trade anymore. We have a very strong program with a very systematic employment track for our grads.