

Academic Unit Plan for Culinary Arts

Division: Science/Family & Consumer Studies

Academic Year: 2010-2011

Division Chair: Joyce Parker

Executive Summary

The mission of the LAHC Culinary Arts Department is to provide quality career technical and continuing education programs in the field of Culinary Arts in a supportive, educational environment.

A curriculum that enables the students to successfully meet the Program's Student Learning Outcomes (PSLOs) will insure the mission of the Culinary Arts Department is met. The Culinary Arts Department has identified the following as PSLOs.

Students will be able to:

- Demonstrate proficiency in any station of a commercial kitchen including the Garde Mange, butcher, savory, pastry, and short order areas.
- Execute the art of cooking as needed by commercial and institutional segments of the hospitality industry at production and supervisory/management levels.
- Manage a small restaurant operation including the aspects of facilities design, marketing, menu planning, hosting, serving, purchasing, cost controlling, bookkeeping, cashiering, and human resource development.

Employment in foodservice will continue to be in demand despite the economic downturn. The demand for entry level, skilled, and managerial foodservice workers remains very optimistic based on the LACCD Los Angeles Harbor College Occupation Report -Culinary Arts, the April 2009 External SCAN 2008-2018 Economic Trends Report and the National Restaurant Association 2009 and the California Restaurant Industry Forecast.

Restaurant jobs in California will represent 10% of total employment in California with a forecasted 14.9% job growth for the 2009-2019 cycle. In 2009 California restaurants will register \$56.2 billion in sales with each additional \$1million spent in California eating and drinking establishments will generate an additional 27.2 jobs in California.

Curriculum will continue to be developed to provide students with the opportunity to prepare for supervisory and management level positions. In the future students will be able

to transition from their culinary training to courses in food and beverage management.

During the 2010-2011 academic year, a systemized plan for curriculum development of new courses to complete a Skills Certificate in Baking and Pastry Arts will be developed. The courses to be completed in order for a student to earn said certificate include:

- Breads of the World,
- Cake Design,
- Advanced Baking Skills,
- Retail Bakery Management,
- Cooperative Education in Baking and Pastry Arts I.

A long range plan is to develop an associate's degree in Baking and Pastry Arts. Additional advanced classes planned for such a degree include:

- Pastry Arts,
- Introduction to Chocolate Cookery,
- Introduction to Sugar Arts,
- Principles of Quantity Baking,
- Advanced Cake Design,
- Advanced Chocolate Cookery,
- Cooperative Education in Baking and Pastry Arts II.

Additionally a plan to develop a Skills Certificate in Food and Beverage Management will be established. The courses planned for said certificate program include:

- Supervision in the Hospitality Industry,
- Facilities Management and Design in Hospitality Management,
- Human Resources Training and Development for the Hospitality Industry,
- Planning Control for Food and Beverage Operations,
- Culinary Arts Cooperative Education/Food and Beverage Operations I.

Eventually an associate's degree in Food and Beverage Management will be offered. Courses needed to complete the said degree would include those listed for the Skills Certificate in Food and Beverage Management and the following:

- Managing Technology in the Hospitality Industry,
- Hospitality Sales and Marketing,
- Basic Beverage, Restaurant and Hotel Accounting,
- Hospitality Law,
- Culinary Arts Cooperative Education/Food and Beverage Operations II.

A plan and initial implementation of a partnership with industry to facilitate a step program of work experience is essential to growth of the Culinary Arts Program. Students will be required to work:

Step 1--300 hours at the LAHC Kitchen and Restaurant in addition to the required hours for the laboratory component of the academic program courses,

Step 2—200 hours of kitchen rotation at a coffee shop, quick-service restaurant, hospital dietetic department, or institutional foodservice operation,

Step 3—200 hours of work rotations at upper-end restaurants.

Note: The work experience will meet a portion of the American Culinary Federation requirement of 700 hours of experience for certification.

Activities Description Narrative: please describe suggested activities, including grant proposals to be written, new course or program initiatives, or program viability studies in priority order.

1. Hire one full-time faculty –The success of any career technical program is based on having a full-time faculty member to coordinate the curriculum, complete program review, and meet the requirements of a program eligible for Career Technical Education funding. Without this program students would have to leave campus to obtain fuel for reasoning, maintaining focus, fact recall, and problem solving, all critical to academic success.
2. Hire two tutors for AM and PM practicum labs - Classes are exceptionally large and require an assistant to help students and needing additional instruction in technique.

3. Equip practicum kitchens with additional small wares – small wares to include sheet pans, pots, mixing bowls, trays, measures, molds, etc. to enrich the curricula for presently offered and proposed new certificate courses.
4. Continue preparation to apply for accreditation with the American Culinary Federation Educational Institute – faculty to complete self-study and application. One full-time faculty member is required for application process.
5. Track job placement rates – data needed to complete program review for CTE funding.
6. Develop and edit ten, one-hour videos for classroom use that demonstrate techniques to be used in preparing food in the practicum laboratories.
7. Obtain training for all faculty and staff in CPR and First Aid procedures to show competency in treating kitchen-related injuries.
8. Begin to develop the curriculum to establish a skills certificate and associates degree with a baking emphasis.
9. Initiate plan for step program of work experience.

SLO Assessment Results Narrative: please describe assessment activities that support proposed unit initiatives.

During the 2009-2010 academic year student learning outcomes (SLOs) were reviewed and revised as deemed necessary. The department faculty are now actively involved in the process of assessing SLOs for currently taught courses.

Staffing Implications: if any request will require additional classified support or training, please describe its extent.

A full-time faculty member is essential to the success of a program that is both academic and provides food service to the campus. The week-to-week processes of coordinating and approving menus from beginning, intermediate, and advanced classes; ordering; accounting; unit planning; and program review must be supervised. A full-time instructor/director is required to pursue accreditation from the American Culinary Federation. This would definitely contribute to a viable program. Students who graduate from an ACF accredited program are automatically “certified chefs”. They do not need to pass

the National Exam for Certification. Said certification is required by major restaurants and hotels for hiring.

Additional hiring must include a minimum of two instructional assistants. Exceptionally large classes require instructional assistants to help students needing additional instruction in technique in both AM and PM practicum laboratories.

Secretarial assistance to gather and compile data required for self-studies for accreditation.

Technology Implications: if any request involves technology, please describe its impact on the network, licensing, repair, training and support.

Purchase VCR/DVD unit: Each year at least one VCR/DVD unit must be replaced. The units are used on a daily basis to provide students with the visuals essential to a multi-intelligence based approach to learning.

Purchase two digital projectors and computers for lecture classrooms.

Continued service from plant facilities and outside vendors to maintain equipment used in practicum labs.

Train faculty and staff: Faculty and staff need training to facilitate efficient use of the computer as Windows 07 is installed replacing Windows 03.

LA Harbor College

Unit Plan Activity Summary Sheet

Division Chair: Joyce Parker

Academic Year 2010-2011

Division: Science/Family & Consumer Studies – Culinary Arts

Discipline ID#	Department Priority (1 to 99)	College Strategy Supported (separate columns if two)	Student Success Initiative	Technology Access	Department Objective (link to Program Review)	Proposed Activity	Brief Summary of SLO Assessment Results (See attached forms)	List Other Supporting Documents/Links Attached (E.G., WSCH, Wait Lists, Retention, Environmental Scans)	Resources Required (list faculty, equipment, etc.)	Estimated Total Cost and Source (E.G., Program 100, VTEA, etc.)
1.1 1.3 2.1	1					Hire 1.0 full-time faculty		At present the Culinary Department is operating with adjunct faculty		Program 100
1.1 1.3	2					Hire 2 tutors for AM and PM practicum labs				CTE
1.3 1.5 6.1	3					Equip practicum kitchen with small wares			Small wares to include sheet pans, pots, mixing bowls, trays, measures, molds, etc.	CTE
1.1 1.2	4					Continue preparation to apply for accreditation with the American Culinary Federation			Faculty to complete self-study and application	Hourly rate assignment- CTE Curriculum Development
1.1	5					Begin developing a process to track job placement rates			Faculty	N/C
1.1 5.1 5.2	6					Develop and edit ten one-hour videos for classroom use that demonstrate			Faculty	

