

# **CULINARY ARTS**

## **Comprehensive Program Review**

**Submitted by:**

**Virginia Berry**

**Dean of CTE & Instruction**



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## SECTION 1: EXECUTIVE SUMMARY

The Culinary Arts program has historically been one of the more popular vocational programs at Lake Tahoe Community College and is designed to train students for rewarding careers in the food service industry. The program culminates in an Associate's degree as well as five Certificates of Achievement and one short-term, department issued certificate.

The program is mid-sized (27.46 FTES in 2014-2015), and includes an in-service training program for inmates at the South Lake Tahoe and Placerville jails. The program has experienced a significant decline in the last few years, most notably upon the retirement of the full-time faculty member. Culinary Arts courses are now instructed entirely by adjuncts and the program does not have a clear leadership presence. Course sections have been dramatically reduced and FTES as well as enrollments have subsequently declined (FTES projected at 11.13 for 2015-2016). The Culinary Arts program is relatively expensive to run and is in dire need of revitalization.

As a result of this Comprehensive Program Review, the following goals and objectives were established for the next five years. These CPR goals are aligned with the college's strategic plan and associated budget request revolve primarily around staffing (i.e., either a full-time faculty hire or a coordinator/supervisor).

1. **Ensure proper staffing of the Culinary Arts program to include the possible hiring of a full-time faculty member.** Seek grant funding (e.g., VTEA, new CTE funds, and/or Adult Education Block Grant funding) for a full-time position. If full-time position is not feasible, consider a full-time program coordinator/supervisor. If the program continues to operate only with part-time staff and adjuncts, it should undergo the Program Vitality Assessment process.
2. **Improve Culinary Arts program enrollment management.** Align Culinary Arts course schedules in accordance with college-wide enrollment management strategies. Spearhead enrollment training for faculty and program technicians. Access available reporting tools. Direct the development of quarterly schedules for the purpose of optimizing student access to needed courses and bolstering FTES.
3. **Strengthen the "pipeline" between LTCC and South Tahoe High School.** Collaborate with Bob Grant (LTUSD) and David Jones (STHS) to determine whether their recently acquired CTE grant funding can be used to create a dual enrollment program.
4. **Collaborate with ADVANCE adult education initiative and actively participate in the building out of the Hospitality, Tourism, Recreation, and Retail career pathway.** Increase student access and meet employer needs for trained culinarians. Actively participate in the development and delivery of the Tahoe Culinary Academy and other associated programs.

5. **Improve the quality of SLO assessments.** Offer an assessment workshop for all Culinary Arts faculty and stress the importance of meaningful input beyond merely increasing materials fees. Monitor SLO assessment submissions to ensure quality compliance.
  
6. **Investigate the possible restructuring of the Culinary Arts Associate's degree and certificates.** Convene a Culinary Arts task force to study current degree and certificate structures to determine alignment with workforce needs. Consider adoption of Transfer Model Curriculum for Culinary Arts Foundations (when finalized). Monitor Vegetarian cuisine certificate completions. Consider moving low-unit "specialty" courses to CONNECT.
  
7. **Monitor equity issues related to course success.** Examine success rates during yearly APR/AUP processes. Collaborate with Director of Equity to ensure outreach and support initiatives.

## SECTION 2: INTRODUCTION AND PROGRAM HISTORY

### Historical Review of Culinary Arts Program

The Culinary Arts program falls under the Science, Business, and CTE division and is directly administered by the Dean of CTE and Instruction. The college currently offers a short-term certificate in Culinary Arts, five certificates of achievement, and an Associate's degree.

The Culinary Arts program was approved by the Chancellor's Office of the California Community Colleges in 1999. The years just prior to that were devoted to planning and the development of pilot hospitality management courses. A regional study was conducted by an independent consultant to determine if there was a need in the community for a Culinary Arts program and funding was received to build the Student Center. A full-time faculty member, Stephen Fernald, was hired in March of 1998 and he traveled throughout California to investigate a number of existing programs. It was discovered that there were no existing programs using the title "Culinary Arts" in its curriculum. The other programs were all using older designations such as hospitality management, restaurant management, and hotel management.

LTCC received recognition from the Chancellor's Office for innovative and contemporary Culinary Arts curriculum and courses were initially offered in commercial kitchens at various hotel resort properties, including Caesars (now Mont Bleu), Harrah's, Harveys, and the Horizon (now Hard Rock). Additional laboratory space was acquired at South Tahoe Middle School. Food, pots, pans, and utensils were transported to these remote locations until the Student Center facility was opened in 2002.

Coursework was expanded in 2003 to include a number of short-term "Tasting" courses that were designed to attract community members interested in obtaining the rudiments of fine cooking and food preparation as well as a series of international- and ethnic-specific courses along with specialized courses in baking and pastry, sanitation, and multiple types of food-related courses. This two-tiered approach to attracting students (i.e., both vocational and avocational) proved successful for a number of years and enrollments and FTES increased as well as degree and certificate awards.

The program has experienced considerable change and development over the past 17 years, including integration with the Food Service department until 2009. The Culinary Arts program provides at-risk and underrepresented students with a door to higher education that allows them to explore careers in the industry while also allowing community members to pursue their personal and cultural enrichment goals.

At one point Culinary Arts was the largest CTE program at LTCC. Enrollments and FTES have declined significantly in the past five years; most notably since the retirement of the full-time faculty member. (See Data Trends – below - for more information.) The international cuisine and wine courses attract the most students, but even these enrollments have declined somewhat due to repeatability

regulations. There is significant potential for drawing more students into the Culinary Arts program with an expansion of the wine curriculum. The primary adjunct for these courses has recently received certification as a Sommelier and is poised to develop new curriculum to serve students seeking to increase their knowledge in this popular and rapidly expanding field of study.

Many students in the Culinary Arts program are typically seeking workforce preparation training in order to obtain employment in our hospitality-dominated community. The ADVANCE (adult education) program will further expand access to quality entry-level training in Culinary Arts. (See discussion below for additional information on the ADVANCE adult education program.)

The Culinary Arts program at LTCC is intimately tied to the college's vision to become a premier destination community college. With proper full-time faculty oversight, the program has the potential to draw students from across the United States who are looking for a high-quality and affordable option to private culinary institutes. The Culinary Arts program relates to the college's mission to serve our local, regional, and global communities by promoting comprehensive learning, success, and life-changing opportunities.

The Culinary Arts program at LTCC also provides critical access to higher education for an extremely vulnerable population: incarcerated students at the South Lake Tahoe and Placerville jails. In 2013, the in-service courses for the South Lake Tahoe jail were significantly "over-hauled" by the Dean of CTE and the adjunct instructor working in the jail. Instead of a number of low-unit courses offered to a handful of inmates, the program was restructured into 100-200-300-400-500 hour modules to provide intensive hands-on training. The Culinary Arts Training Program at the South Lake Tahoe and Placerville jails are literally providing life-changing opportunities for inmates. Many of these students have pursued certificates and even degrees upon their release from jail and are now employed in various restaurants in the community.

The most recent Educational Master Plan (EMP) focuses on a need to establish high-demand academic and CTE programs and pathways. The Culinary Arts program is an integral part of our hospitality centered local economy and our students need to be prepared for a myriad of high demand careers in the field. The section of the EMP dealing with a "Seamless Education Pathway" demonstrates a desire to strengthen curricular and program alignment with LTUSD. The Culinary Arts program at LTCC is well-aligned with the corresponding program at South Tahoe High School, but the "pipeline" is in need of strengthening to ensure that secondary students are more aware of the opportunity they have to continue their education at LTCC. Dual enrollment opportunities are emphasized in the EMP and the Culinary Arts program is poised for adoption as one of the "DEAL" (Dual Enrollment Accelerated Learning) partnership agreements with South Tahoe High School.

LTCC's strategic plan is extremely clear about the need to provide access to higher education. Specifically, the college is interested in closing the participation gaps between ethnic groups (Strategic Issue #1: Student Access). While the Culinary Arts program is currently comprised of 22.6% Hispanics, it is clear that there is great potential to increase access for these underrepresented students. Employers

in the community are reporting a critical need for entry level and skilled food service employees. A full-time faculty member is needed to nourish and grow industry relationships, especially under the ADVANCE (adult education) initiative. A full-time faculty member could also help strengthen the pathway from the high school Culinary Arts program. The local school district is comprised of 40% Hispanics and the current connection with the high school program is weak. Under dual enrollment and the leadership of a faculty member, there is the potential to significantly grow the Culinary Arts program. As mentioned previously, the Culinary Arts program at LTCC serves historically underrepresented and underserved groups: Incarcerated students at the South Lake Tahoe and Placerville jails.

### **Additional Information Regarding Staffing Issues**

Culinary Arts is a complex program with multiple, moving parts. Managing the department requires knowledge of the basics of academic study, curriculum, facilities management, food sanitation and safety, food procurement and proper storage and care, class management, basics of food preparation and cooking, industry relationships and expectations, and the management of the Culinary Arts laboratory.

The full-time faculty member in Culinary Arts retired in June 2015 and was not replaced. This position was responsible for teaching courses in the department as well as managing and staffing the large and complex culinary facility. The prior faculty member received 9 units of department workload for managing the facility. This represents the largest workload on campus and demonstrates the complexity of the program's needs. The faculty member was charged with working closely with local industry representatives to ensure that the program meets workforce needs. Scheduling of dozens of CUL courses was handled by this position, as well as general oversight of the adjuncts and classified staff. In addition to these duties, the faculty member coordinated SLO assessments, prepared all required institutional reports (i.e., AUPs, APRs, and CPRs) and managed a large and complex budget.

An ongoing challenge for the Culinary Arts program at LTCC is ensuring adequate and consistent staffing in terms of both adjuncts and classified staff. The program is currently instructed entirely by adjuncts. It is extremely difficult to find adjunct instructors who meet minimum qualifications. Experienced Culinary Arts professionals typically have industry recognized certifications and related career and technical skills, but do not have an Associate's degree or coursework that would be deemed equivalent to general education coursework. Since the retirement of the full-time faculty member in 2015, the department has been forced to cancel several popular specialty courses. FTES and enrollments have consequently declined precipitously.

According to data supplied by Human Resources, the college was successful in recruiting only three qualified adjunct instructors over the last two academic years. One of these instructors has subsequently decided that teaching "isn't for her" and another adjunct will not be retained after the spring 2016 quarter. There is a need for a minimum of six additional adjuncts to offer the wide variety of Culinary Arts courses that we would like to schedule. Consequently, classes were removed from the projected schedule and one adjunct instructor had to receive a one-time exemption (sometimes

referred to as a “special dispensation letter”) to exceed the 10.5 units/quarter cap in order to pick up two of the essential courses for students to complete their certificate or degree.

The program attempted to “get by” with increased classified staffing and adjuncts in 2015-2016. FTES and enrollments subsequently dropped to all-time lows as students lost confidence in the college to offer the courses they need to complete their certificates and degrees. The program has been “gutted” to a true “bare-bones” schedule. Availability of qualified instructors is considered an additional trigger for the Program Vitality Assessment process (see Section 4, Goals and Objectives).

A full-time Culinary Arts faculty would provide consistent leadership to two program technicians (funded through VTEA) as well as a number of instructional aides. He/she would also oversee the budget, which includes shopping for a wide variety of classes. These duties are sometimes delegated to classified staff and careful supervision is required to ensure that instructional needs are met within budget restrictions.

In the absence of a full-time faculty member, two part-time program technicians and a part-time instructional aide currently provide classified staff support to this complex CTE program. Because the program is currently staffed only with part-time employees, there is not a clear leadership presence in the kitchen. A “lead” program technician is currently serving in a quasi-supervisory role, but lines of authority are blurry (at best) and kitchen coverage is not considered adequate for both day and evening courses.

### **Facilities Oversight and Issues**

The Culinary Arts program is housed in a facility that is fairly well-equipped, but subject to flooding and other maintenance challenges. Laboratory-based courses are held in the kitchen and enrollments are therefore capped at 20 students. This enrollment limit has not been problematic in the era of declining enrollments.

The full-time faculty position was responsible for the maintenance and safe operation of one of the most complex facilities on campus. Instructional equipment and materials associated with the program are extremely complicated and require a subject matter expert to properly oversee them.

In summary, the Culinary Arts program at LTCC represents one of the most complex facilities on campus. Improper management of the facility can easily be associated with safety and liability issues. As a recent example, a burner was left on over the weekend and there was potential for an explosion. There is specialized equipment in the kitchen that is “off limits” to the current staff and adjuncts due to its complexity and potential as a safety hazard if not used properly. Staff need to be well trained and supervised by a full-time faculty member. Unless this position is eventually funded, the college may need to look into the possibility of closing the facility. In conclusion, part-time program technicians do not provide sufficient oversight for a program of this scope and magnitude.

## **The Launch of the ADVANCE Adult Education Initiative**

The Culinary Arts program is uniquely poised to revolutionize adult education in South Lake Tahoe and Alpine County through the ADVANCE (adult education) consortium. The college is actively working with business, industry, and government entities to create a workforce training program that is customized to our unique local needs. Specifically, efforts are underway to build out a robust Hospitality, Tourism, Recreation, and Retail (HTRR) career pathway which will “lattice-over” to the Culinary Arts program. A number of short-term “badges” are being proposed to help adult learners become more employable. For example, workshops and courses will be developed in Workplace English, Food Sanitation and Safety (ServSafe), 5-Star Customer Service Training as well as a “Tahoe Culinary Academy” (TCA). The TCA will provide an intensive “boot camp” learning experience to prepare students to get, keep, and promote within challenging restaurant industry careers. In partnership with the Tahoe South Restaurant Coalition and the Lodging Association, the program will include instruction on the proper use of tools and equipment, knife skills, mise en place, kitchen organization, sanitation, and fundamental cooking methods. Students will also explore many of the “soft skills” that are required for success in the food and beverage industry, including customer service, communication, teamwork, and workplace ethics.

The Culinary Arts program has a lot of potential for growth, especially with the planned development of a Hospitality Management degree and the Tahoe Culinary Academy (under AEBG). A full-time faculty member would help to solidify the program and ensure appropriate staff and facility oversight. South Lake Tahoe is a community that is deeply immersed in the hospitality and tourism industries. A strong Culinary Arts program is the backbone of workforce development initiatives and will clearly be a centerpiece of the ADVANCE (adult education) plan for the community.

According to the Culinary Arts advisory committee and the newly formed Tahoe South Restaurant Coalition, the current degree and certificate program could be restructured in such a way to better serve CTE students who are interested in securing employment as a cook or chef. There is a general consensus that the program includes too many small unit “specialty” courses that are more appropriate for delivery in the CONNECT community education program. (See Section 4, Goals and Objectives)

Lending further support for the proposed restructuring of the Associate’s degree is a recent initiative by the Academic Senate for California Community Colleges (ASCCC) to spearhead the development of Culinary Arts and Hospitality Management CCC Model Curricula (CCC MC). Because Culinary Arts is considered a program that is “not intended for transfer,” the faculty discipline review group (FDRG) for Culinary Arts met and developed two draft CCC model curricula (MC) for certificates to serve students who are interested in seamlessly transferring between community college. The certificates are being vetted with the following proposed structures:



### Culinary Arts Foundations

Introduction to Hospitality Management

Introduction to Nutrition Science (PEH101)

Sanitation and Safety (CUL103)

Hospitality Cost Control

Supervision

Culinary Principles (CUL102)

Introduction to Baking (CUL104)

### Hospitality Management

Introduction to Hospitality Management

Sanitation and Safety (CUL103)

Hospitality and Cost Control

Introduction to Food and Restaurant Management

Introduction to Hotel Management

Hospitality Law or Business Law (BSN101A)

## **Update on Previous Comprehensive Program Review**

In 2009-2010, the program underwent a comprehensive review process and the following enhancements were recommended. These recommendations are summarized and updated as follows:

- 1. Encourage awareness of Lake Tahoe Community College as an option for students in the Tahoe basin. Establish better communication and collaboration between LTCC and LTUSD.**

Update: Ongoing. The full-time Culinary Arts faculty member worked with the teacher at South Tahoe High School to ensure secondary level students are aware of the opportunity to continue their education at LTCC. It is unknown whether proposed visits to LTCC for mini-cooking classes at our facility took place. Future initiatives should include the exploration of a dual enrollment course for high school students that will award college credit, thereby strengthening the “pipeline” to the LTCC program. The Culinary Arts advisory committee has experienced less than robust involvement from local industry partners and the STHS teacher. The “ADVANCE” adult education program has ignited the interest of these industry and community partners to be more engaged in the Culinary Arts program at LTCC. Future goals and objectives for the program should focus on aligning with ADVANCE initiatives to build out a robust HTRR career pathway as well as the proposed Tahoe Culinary Academy.

- 2. Continue implementation and refinement of the Student Learning Outcomes (SLOs) and the SLO assessment process.**

Update: Ongoing. A review of the SLO assessments conducted in the last three years reveals a misunderstanding of the purpose of the process to improve instruction and therefore student mastery on the SLOs. Assessments seem to focus solely on increasing materials fees in order to provide more supplies (i.e., food and wine) in the courses. There does not appear to be meaningful

and robust assessments occurring in the Culinary Arts program. It is clear that adjuncts need SLO assessment training in 2016-2017 and beyond (see Section 4).

- 3. Identify effective practices for enhancing students' ability to attain degrees and certificates. Increase communication with counselors, advisory committee, and students regarding the value of the awards. Distribute information about certificates in all Culinary Arts courses.**

Update: Unknown. It is not clear whether any of these proposed activities took place in the past five years. Advisory committee minutes seem to focus primarily on program updates as opposed to seeking input from the industry partners regarding the relevance and value of the degree and certificate. There is no documentation indicating that communication took place with counselors or students, but it is possible that conversations did take place. The CTE Program Technician now produces "Pathways to Completion" flyers that can be distributed in all Culinary Arts classes.

- 4. Create links between academic and emerging career fields to provide clearly defined career pathways and opportunities. Ensure that CTE program curricula remain current in order to meet the needs of local employers and provide students with employable skills.**

Update: Unknown. A review of Culinary Arts advisory committee minutes indicates a general lack of input from the industry partners. A few suggestions were made in terms of courses that could be developed such as the gluten-free cooking, the business of food service, event planning/catering, and mixology. It is not clear whether the industry partners believe the program is meeting their employment needs. A future objective will involve maximizing the current momentum being experienced in the ADVANCE adult education program to create a meaningful career pathway that results in students obtaining employment in the food service industry.

- 5. Support innovation in workforce education to establish the college as an economic resource for South Lake Tahoe and the region. Support and expand programs like the El Dorado County Jail Culinary Arts program and ServSafe courses while seeking new, similar, innovative programs.**

Update: Ongoing. While it would not be accurate to characterize LTCC as an "economic resource for South Lake Tahoe and the region," the potential to do so is now more likely due to the ADVANCE adult education consortium and the reinvigoration of the Culinary Arts advisory committee. In 2013, the in-service courses for the South Lake Tahoe jail were significantly "over-hauled" by the Dean of CTE and the adjunct instructor working in the jail. Instead of a number of low-unit courses offered to a handful of inmates, the program was restructured into 100-200-300-400-500 hour modules to provide intensive hands-on training. The program was also expanded to include inmates at the Placerville jail.

**6. Support and enhance LTCC’s role in the community. Continue to offer opportunities for community members to enter the workforce and to expand their personal horizons through taking Culinary Arts courses. Explore new courses to offer.**

Update: Ongoing. A number of special topics courses have been piloted over the past five years. As mentioned previously, the sheer volume of low-unit “specialty courses” may be more than the program can reasonably sustain in future years. Based on input from the Culinary Arts advisory committee, the degree and certificates may be restructured in upcoming years to return to a more traditional CTE focus while still offering a more reasonable number of enrichment courses. The wine coursework could definitely be expanded to meet student demand and to help local restaurants with their training needs.

**Budget**

The Culinary Arts program has a rather robust budget consisting adjunct, program technician, and instructional aide salaries (and associated benefits), supplies/materials, contracted maintenance, and equipment. Adjunct and classified salaries increased in 2015-2016 due to the retirement of the full-time faculty member and an effort to “back-fill” his role with part-time employees. Given the FTES/enrollment data presented below, it is not clear that the college will be able to sustain a budget of this magnitude without a sizeable increase in student demand. For example, income for the program in 2015-2016 (calculated at \$4,800/FTES; 11.13 FTES projected) will likely be about \$53,424, but expenses will be over \$60,000.

Academic Year	Faculty and Adjunct Salaries (1000s)	Classified Salaries – Techs and IAs (2000s)	Benefits	Instructional Supplies (4000s)**	Contracted Services (5000s)	Instructional Equipment (6000s)	Total Budget
2015-2016*	\$28,612	\$24,774	\$2,909	\$4,576	\$1,018	\$0	\$61,889
2014-2015	\$113,014	\$27,360	\$35,189	\$6,581	\$784	\$0	\$182,928
2013-2014	\$111,960	\$30,327	\$33,765	\$4,611	\$642	\$0	\$181,305
2012-2013	\$114,845	\$28,811	\$32,099	\$4,788	\$2,768	\$0	\$183,311
2011-2012	\$113,637	\$29,680	\$4,587	\$5,550	\$2,104	\$6,908	\$162,466
2010-2011	\$109,814	\$24,997	\$26,777	\$3,426	\$5,610	\$0	\$170,624

\* YTD as of 5-27-16 \*\*Includes only 4310 (instructional supplies), not 4315 (student-paid materials fees)

**Table 1. Culinary Arts Budget (actuals)**

## Data Trends

### FTES & Enrollment

As illustrated in Figure 1 and Table 2 below, CUL program FTES has decreased 21.5% in the last four years. A preliminary projection for 2015-2016 indicates FTES will decline even further to 11.13, a -75.1% change over the past two years.

Enrollments are down 19.5% over the last four years. It is projected that the enrollments for 2015-2016 will come in at a drastically lower rate than previous years (-59.9% over the past two years). The retirement of the full-time faculty member has definitely affected the program's vitality and counselors as well as adjuncts are reporting that students are skeptical about the program's future and are therefore reluctant to register in classes that they perceive will not ultimately culminate in a certificate or degree.

This precipitous decline in FTES and enrollments in the Culinary Arts program should be considered a clear "trigger" for the college's Program Vitality Assessment (PVA) process. (See Section 4, Program Goals and Objectives.)

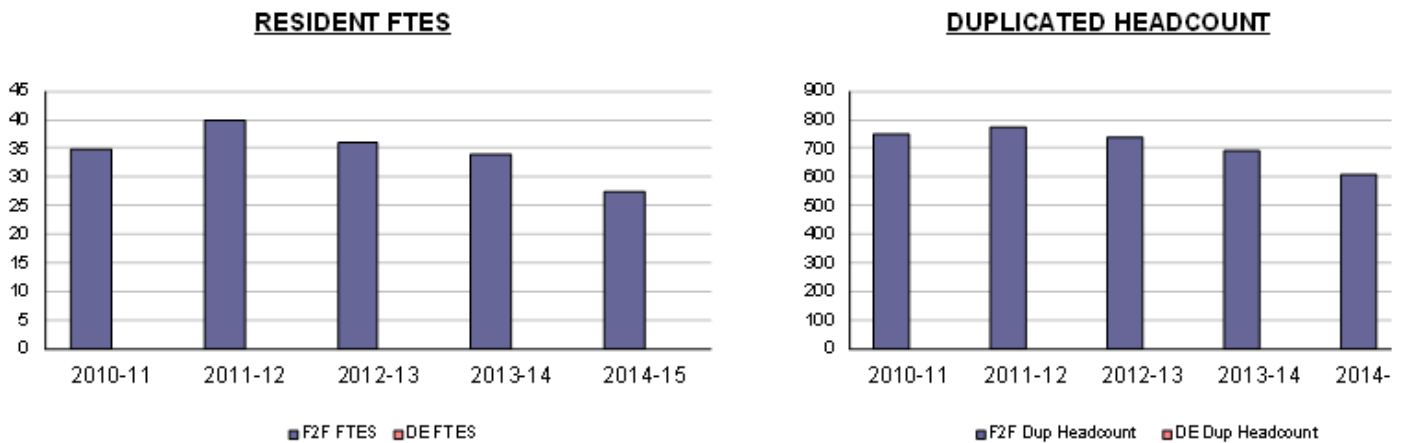


Figure 1. FTES & Enrollment Trends for Culinary Arts Courses

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2010-11	43	43	0	34.97	34.97	0.00	752	752	0
2011-12	45	45	0	39.99	39.99	0.00	771	771	0
2012-13	47	47	0	36.05	36.05	0.00	740	740	0
2013-14	44	44	0	33.83	33.83	0.00	690	690	0
2014-15	40	40	0	27.46	27.46	0.00	605	605	0
4-Yr Chg (10-11 to 14-15)	-7.0%	-7.0%	---	-21.5%	-21.5%	---	-19.5%	-19.5%	---
1-Yr Chg (13-14 to 14-15)	-9.1%	-9.1%	---	-18.8%	-18.8%	---	-12.3%	-12.3%	---

**Table 2. FTES & Enrollment Trends for Culinary Arts Courses**

### **Completion Rates & Success**

Table 3 depicts success rates for the Culinary Arts program. In general, success rates for the program have been strong for the past five years, ranging from a high of 89.6% in 2010-2011 to a low of 82.6% in 2013-2014. For comparison purposes, the average campus-wide success rate for face-to-face courses was 82.3% in 2014-2015.

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
F2F	738	89.6%	743	84.9%	708	82.6%	664	86.0%	578	84.4%

**Table 3. Success Rates for Culinary Arts Courses**  
(Note: CULINARY ARTS courses are only offered face-to-face)

In terms of success rates disaggregated by demographics (see Table 4, below), there may be a disparity between White/Non-Hispanic and more diverse students. For example, only 35.7% of African American students experienced success in 2014-2015, compared to 85.9% of White Non-Hispanic students. Success rates for African American students were also low in 2012-2013 (50.0%) and 2011-2012 (53.8%). These trends should be closely monitored over the next five years and the issue needs to be brought to the attention of the Equity Director for possible intervention and support services. See Section 4 (Program Goals and Objectives).

## COURSE SUCCESS

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	338	89.3%	351	82.1%	382	83.2%	354	85.9%	227	84.1%
Female	400	89.8%	391	87.5%	323	82.0%	310	86.1%	349	84.5%
Unknown	0	0.0%	1	100.0%	3	66.7%	0	0.0%	2	100.0%

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	10	100.0%	13	53.8%	12	50.0%	1	100.0%	14	35.7%
Asian	46	91.3%	22	77.3%	20	80.0%	50	94.0%	12	91.7%
Hispanic	169	84.6%	144	82.6%	199	81.4%	162	81.5%	98	86.7%
Native Amer/Alaska Native	0	0.0%	3	66.7%	4	100.0%	32	90.6%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	4	75.0%	1	100.0%	1	100.0%
White Non-Hispanic	464	90.3%	535	88.0%	431	83.1%	362	85.1%	418	85.9%
Two or more races	18	94.4%	9	55.6%	34	94.1%	51	94.1%	26	76.9%
Unknown	31	96.8%	17	58.8%	4	100.0%	5	100.0%	9	77.8%

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	298	88.3%	248	79.8%	291	77.7%	303	86.1%	276	80.8%
Age 25 - 49	289	87.2%	355	88.7%	267	85.0%	225	84.0%	196	83.2%
Age 50 +	151	96.7%	140	84.3%	150	88.0%	136	89.0%	106	96.2%

**Table 4. Success Rates for Culinary Arts Courses, Disaggregated by Demographics**

### ***Demographic Data***

Table 5 (below) presents demographic data related to student gender, age, and ethnicity for the Culinary Arts program. The program is comprised of slightly more female students (56.5%) and primarily of White/Non-Hispanic students (66.8%). Hispanic students represent 22.6% of the students in the program. In terms of age, 40.3% of the students are “traditional age” (i.e., 25 and younger) while 59.7% are 25 and older. The median age of students in the program is 26, with an age range of 14 – 85. Members of the Culinary Arts advisory committee believe these demographics are reflective of the non-vocationally oriented student population. Our industry partners believe the demographics would include more Hispanic and younger students if the program was representative of the entry-level workforce. Future recruitment and marketing efforts should focus on recruiting more Hispanic students into the program. This will help us to approximate the diversity found in the local community and the food service industry. Strengthening the pipeline from the STHS program should ultimately result in attracting younger CTE students who are seeking employment in the field. (See Section 4, Program Goals and Objectives)

## DEMOGRAPHICS

	2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%
Male	178	45.3%	169	43.7%	157	47.4%	135	45.8%	121	42.8%
Female	215	54.7%	216	55.8%	173	52.3%	160	54.2%	160	56.5%
Unknown	0	0.0%	2	0.5%	1	0.3%	0	0.0%	2	0.7%

	2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%
African American	4	1.0%	6	1.6%	5	1.5%	1	0.3%	5	1.8%
Asian	20	5.1%	9	2.3%	13	3.9%	11	3.7%	6	2.1%
Hispanic	75	19.1%	83	21.4%	80	24.2%	68	23.1%	64	22.6%
Native Amer/Alaska Native	0	0.0%	2	0.5%	3	0.9%	4	1.4%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	2	0.6%	1	0.3%	1	0.4%
White Non-Hispanic	275	70.0%	272	70.3%	209	63.1%	188	63.7%	189	66.8%
Two or more races	7	1.8%	8	2.1%	16	4.8%	18	6.1%	13	4.6%
Unknown	12	3.1%	7	1.8%	3	0.9%	4	1.4%	5	1.8%

	2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%
Age < 25	160	40.7%	128	33.1%	123	37.2%	121	41.0%	114	40.3%
Age 25 - 49	151	38.4%	177	45.7%	129	39.0%	111	37.6%	112	39.6%
Age 50 +	82	20.9%	82	21.2%	79	23.9%	63	21.4%	57	20.1%

	2010-11	2011-12	2012-13	2013-14	2014-15
	Median Age	28	29	28	26
Youngest	14	14	13	14	14
Oldest	79	82	83	84	85

**Table 5. Student Demographics for Culinary Arts**

### **Awards**

Table 5 (below) presents data related to awards for the Culinary Arts program over the past five academic years. Fifteen Associate's degrees have been awarded since 2010-2011. The most popular certificate is Foundations of Cooking (n=15), followed by Foundation of Baking and Pastry (n=14). There have been no certificates awarded for Vegetarian Cuisine in the past five years. This certificate should be evaluated for removal from the catalog when the program's structure is examined in future years (see Section 4, Program Goals and Objectives).

## AWARDS

	Award Type	Award Title	Awards Conferred
2010-11	AA Degree	Culinary Arts	1
	Certificate	Foundations of Baking/Pastry	1
	Certificate	Foundations of Cooking	2
	Certificate	Global Cuisine	2
	Certificate	Wine Studies	2
2011-12	AA Degree	Culinary Arts	7
	Certificate	Foundations of Baking/Pastry	4
	Certificate	Foundations of Cooking	3
2012-13	AA Degree	Culinary Arts	2
	Certificate	Foundations of Baking/Pastry	3
	Certificate	Foundations of Cooking	2
	Certificate	Wine Studies	1
2013-14	AA Degree	Culinary Arts	2
	Certificate	Foundations of Baking/Pastry	4
	Certificate	Foundations of Cooking	5
	Certificate	Global Cuisine	1
	Certificate	Wine Studies	3
2014-15	AA Degree	Culinary Arts	3
	Certificate	Foundations of Baking/Pastry	2
	Certificate	Foundations of Cooking	3
	Certificate	Global Cuisine	3
	Certificate	Wine Studies	1

**Table 5. Culinary Arts Awards**

### ***Productivity***

Productivity for the Culinary Arts program was 235.46 in 2014-2015 and is projected to dip even lower to 165.47 in 2015-2016. This compares to a college-wide average department productivity of 305.67<sup>1</sup>. This extremely low productivity figure is another justification for triggering the Program Vitality Assessment process (see Section 4, Goals and Objectives). Three factors influence department productivity: contact hours of classes offered, enrollment in each class, and the full-time equivalent faculty (FTEF) load. Capacity is defined as the available enrollment in any given course based on constraining factors, such as enrollment limits based on curriculum, physical space limitations, etc.

<sup>1</sup> Based on average departmental productivity figure which only included departments with a minimum of 500 WSCH in 2014-2015.



**WSCH** (Weekly Student Contact Hours) is defined as the number of enrollments in a course multiplied by the number of weekly contact hours.

**FTEF** (Full Time Equivalent Faculty) is defined as the assigned faculty load in a course divided by 48.

**Productivity** is defined as  $[\text{WSCH} \div \text{FTEF}] \div 3$ .

As mentioned previously, the Culinary Arts courses are no longer reliably enrolled and are now instructed completely by adjunct faculty. Many Culinary Arts courses have low contact hours per week and classes ran in 2014-2015 with an average enrollment of 14.5 students. The average enrollments in 2015-2016 were much lower, which will obviously affect program productivity. The courses with the highest productivity are Cake Decorating I (336.01), Italian Regional Cuisine (336.00), French Regional Cuisine (331.53), Cake Decorating I (336.01), and Wines of the World (320.00).

### SECTION 3: PROGRAM MISSION AND SLOs

According to the Comprehensive Program Review written in 2010, the mission of the Culinary Arts program at Lake Tahoe Community college is to be of service to students and to the community of the Lake Tahoe basin by providing an education which is both practical and vocational in nature while serving as a source of self-enrichment. The program is now supplemented by an in-service training curriculum offered to incarcerated students at the South Lake Tahoe and Placerville jails.

#### Student Learning Outcomes (SLOs)

Student Learning Outcomes for this program are:

1. Prepare soups, salads, meats, grains, vegetables, potatoes, pastries and baked goods.
2. Practice the principles of sanitation and food safety to prevent the spread of food-borne illness.
3. Evaluate the flavor profile of various foods.
4. Investigate various components of the culinary arts profession.

Course level SLOs are assessed on a regular basis (i.e., at least once within a 3-year cycle) and instructors have made limited recommendations for mastery improvement. It was noted in the 2014-2015 Annual Program Review (APR) Update (see Table 6, below) that over 70% of students exhibited mastery on all four of the program level SLOs (70.3% - 75.1%). Suggestions for further improving mastery centered primarily on ensuring that students have access to adequate supplies (i.e., food products) to ensure a

meaningful learning experience. Courses with low enrollment often strain the budget because the materials fees collected are not sufficient to expose students to all facets of the curriculum and raising the materials fee would prove cost prohibitive for most students. Unfortunately, there were no meaningful suggestions related to improving instruction. In the future, adjuncts will be encouraged to consider SLO mastery issues beyond suggestions related to increasing materials fees.

	<b>Mastery</b>	<b>Some Understanding</b>	<b>No Understanding</b>
<b>PLO 1</b>	74.3%	27.5%	11.0%
<b>PLO 2</b>	75.1%	24.7%	14.2%
<b>PLO 3</b>	72.6%	29.3%	16.8%
<b>PLO 4</b>	70.3%	29.4%	24.2%

**Table 6. Program SLO Assessment Data (2014-2015 APR)**

At the time of this report, the department is without a full-time faculty member and it is not clear whether Culinary Arts adjuncts have been provided with SLO course and program-level assessment results so they may dialog with each other regarding ideas for improving mastery. In the future, the Culinary Arts Advisory Committee should be provided with this information to provide feedback as appropriate. It is not clear whether recommendations that are made for improving instruction at the SLO course level are revisited or evaluated during the next assessment cycle. It is recommended that all Culinary Arts adjuncts attend a workshop to learn how to conduct meaningful assessments that will result in increased student mastery on the SLOs. (See Section 4, Program Goals and Objectives)

## SECTION 4: PROGRAM GOALS AND OBJECTIVES

The Culinary Arts program at LTCC has experienced a significant decline in terms of student demand in the past two years. The retirement of the full-time faculty member seems to have exacerbated the problem and it is possible that students have become reluctant to start the program out of fear that they will not be able to finish it. There is significant potential for the program to regain its popularity with the advent of the ADVANCE adult education program's focus on building out a Hospitality, Tourism, Recreation, and Retail career pathway. In order to fulfill its mission, the Culinary Arts program is committed to the following goals and objectives over the next five years. These CPR goals are aligned with the Strategic Plan of the college and identify resource requests that will be necessary in upcoming Annual Unit Planning (AUP) processes.

CPR Objective: 1 of 7	Responsible Individual(s) and/or Department(s)	Timeline for Completion
<b>Ensure proper staffing of the Culinary Arts program to include the possible hiring of a full-time faculty member.</b> If the program continues to operate only with part-time staff and adjuncts, it should undergo the Program Vitality Assessment process.	Dean of Workforce Development & Instruction  President's Council	AY2016-2020
<b>Representative Activities</b>		
a. Seek grant funding for full-time position. Possible sources of funding include VTEA, new CTE grant funds to be released in 2017-2018, and/or Adult Education Block Grant funding (as part of HTRR career pathway).	Dean of Workforce Development & Instruction  President's Council	AY2017-2020
b. If full-time position is not feasible, consider a full-time program coordinator/supervisor.	Dean of Workforce Development & Instruction  President's Council	AY2017-2020
<b>Expected Outcomes</b>	<b>Measures (if quantitative)</b>	<b>Baseline (If quantitative)</b>
Increase student access and meet employer needs for trained culinarians.	FTES  Headcount  Core Indicator Data	FTES <b>-11.13</b> (2015-2016); 27.46 (2014-2015)  Headcount - <b>285</b> (2015-2016); 605 (2014-2015)  Core Indicator 4 (Employment): - 17.4% below the statewide negotiated level.
<b>Resource and Budget Implications</b>	<b>Estimated Funding Required</b>	<b>Timeline</b>

1000s (academic salaries)	Full-time: \$59,000 (+ benefits)  Part-time: \$32,000 (+ benefits)	AY2017-2020
<b>Strategic Issue</b>	<b>Strategic Goal</b>	<b>Objective</b>
2. Student Learning, Success and Achievement	5. Clear and Effective Pathways toward Completion  6. Quality, Innovation, and Excellence in Teaching	5.1 Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals.  6.2 Develop and sustain programs relevant to the economic development and workforce needs of the community.
3. Community Engagement	8. Community Leadership and Partnership	8.1 Develop and maintain strategic relationships throughout the community in order to strengthen local and regional economic and workforce development initiatives.
<b>CPR Objective: 2 of 7</b>	<b>Responsible Individual(s) and/or Department(s)</b>	<b>Timeline for Completion</b>
<b>Improve Culinary Arts program enrollment management. Align Culinary Arts course schedules in accordance with college-wide enrollment management strategies.</b>	Dean of Workforce Development	AY2016-2020
<b>Representative Activities</b>		
a. Spearhead enrollment training for faculty and program technicians.	LTCC Administrators	Fall 2016 – Spring 2017
b. Access available reporting tools.	Dean of Workforce Development & Instruction	Fall 2016 – Spring 2017
c. Direct the development of quarterly schedules for the purposes of optimizing student access to needed courses and optimizing FTES.	Dean of Workforce Development & Instruction	AY2016-2017 (and ongoing)
<b>Expected Outcomes</b>	<b>Measures (if quantitative)</b>	<b>Baseline (If quantitative)</b>

Increase student access and meet potential demand for F2F courses.	FTES and Duplicated Headcount Productivity	FTES –11.13 (2015-2016); 27.46 (2014-2015)  Headcount - 285 (2015-2016); 605 (2014-2015)  Productivity: 165.47 (2015-2016); 235.46 (2014-2015)
<b>Resource and Budget Implications</b>	<b>Estimated Funding Required</b>	<b>Timeline</b>
None.	None.	N/A
<b>Strategic Issue</b>	<b>Strategic Goal</b>	<b>Objective</b>
2. Student Learning, Success and Achievement	5. Clear and Effective Pathways toward Completion  6. Quality, Innovation, and Excellence in Teaching	5.2 Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students’ timely completion of their educational and professional goals.  6.2 Develop and sustain programs relevant to the economic development and workforce needs of the community.
<b>CPR Objective: 3 of 7</b>	<b>Responsible Individual(s) and/or Department(s)</b>	<b>Timeline for Completion</b>
<b>Strengthen the “pipeline” between LTCC and South Tahoe High School.</b>	Dean of Workforce Development & Instruction	AY2016-2021
<b>Representative Activities</b>		
a. Collaborate with Bob Grant and David Jones (LTUSD) to determine whether their newly acquired CTE grant funding can be used to create a dual enrollment program.	Dean of Workforce Development & Instruction  Director of Equity	AY2016-2021

b. Consider scheduling CUL courses to better meet the needs of high school students.	Dean of Workforce Development & Instruction	AY2016-2021
<b>Expected Outcomes</b>	<b>Measures (if quantitative)</b>	<b>Baseline (If quantitative)</b>
Increase success rates for underrepresented students.	Success data	Hispanic student success rate – 86.7% (2014-2015)  African American student success rate – 35.7% (2014-2015)
Increase headcounts and FTES.	FTES  Headcount  Productivity	FTES –11.13 (2015-2016); 27.46 (2014-2015)  Headcount - 285 (2015-2016); 605 (2014-2015)  Productivity: 165.47 (2015-2016); 235.46 (2014-2015)
<b>Resource and Budget Implications</b>	<b>Estimated Funding Required</b>	<b>Timeline</b>
None.	None.	N/A
<b>Strategic Issue</b>	<b>Strategic Goal</b>	<b>Objective</b>
3. Student Learning, Success, Equity and Achievement	3. Clear Expectations and Strong Support	3.1 Establish early, clear expectations for students' performance while providing the support necessary for their success.
<b>CPR Objective: 4 of 7</b>	<b>Responsible Individual(s) and/or Department(s)</b>	<b>Timeline for Completion</b>
<b>Collaborate with ADVANCE adult education initiative and actively participate in building out of Hospitality, Tourism, Recreation, and Retail career pathway</b>	Dean of Workforce Development & Instruction  Director of Adult Education  HTRR Coordinator and HTRR Work Group (ADVANCE)	AY 2016-2021

<b>Representative Activities</b>		
Increase student access and meet employer needs for trained culinarians. Actively participate in the development and delivery of the Tahoe Culinary Academy and other associated programs.	FTES Headcount Core Indicator Data	FTES –11.13 (2015-2016); 27.46 (2014-2015) Headcount - 285 (2015-2016); 605 (2014-2015) Core Indicator 4 (Employment): - 17.4% below the statewide negotiated level.
<b>Expected Outcomes</b>	<b>Measures (if quantitative)</b>	<b>Baseline (If quantitative)</b>
Increase success rates for underrepresented students.	Success data	Hispanic student success rate – 86.7% (2014-2015) African American student success rate – 35.7% (2014-2015)
Increase headcounts and FTES.	FTES Headcount Productivity	FTES –11.13 (2015-2016); 27.46 (2014-2015) Headcount - 285 (2015-2016); 605 (2014-2015) Productivity: 165.47 (2015-2016); 235.46 (2014-2015)
<b>Resource and Budget Implications</b>	<b>Estimated Funding Required</b>	<b>Timeline</b>
Possible stipends or contracts to support program development initiatives.	Estimated at \$4,000	AY2016-2019
<b>Strategic Issue</b>	<b>Strategic Goal</b>	<b>Objective</b>
2. Student Learning, Success, Equity and Achievement	5. Clear and Effective Pathways toward Completion	5.1 Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals.
3. Community Engagement	8. Community Leadership and Partnership	8.1 Develop and maintain strategic relationships throughout the community in order to strengthen local and regional economic and workforce development initiatives.

CPR Objective: 5 of 7	Responsible Individual(s) and/or Department(s)	Timeline for Completion
<p><b>Improve quality of SLO assessments.</b></p>	<p>Dean of Workforce Development &amp; Instruction</p> <p>Culinary Arts Advisory Committee</p> <p>HTRR Coordinator and HTRR Work Group (ADVANCE)</p>	<p>AY 2016-2017</p>
<p><b>Representative Activities</b></p>		
<p>a. Offer an SLO assessment workshop for all Culinary Arts adjunct faculty and stress the importance of meaningful input (i.e., beyond increasing of materials fees).</p>	<p>Dean of Workforce Development &amp; Instruction</p>	<p>Fall 2017</p>
<p>b. Monitor SLO assessment submissions to ensure quality compliance.</p>	<p>Dean of Workforce Development &amp; Instruction</p>	<p>AY2016-2021</p>
<p><b>Expected Outcomes</b></p>	<p><b>Measures (if quantitative)</b></p>	<p><b>Baseline (If quantitative)</b></p>
<p>By 2017, 100% of course level SLO assessments will include meaningful reflection and dialog among the adjuncts. Suggestions for improving instruction will be made and SLO mastery will increase.</p>	<p>SLO assessments submitted; 100% of assessments include meaningful suggestions for SLO mastery improvement</p>	<p>0% meaningful assessments in 2015-2016.</p>
<p><b>Resource and Budget Implications</b></p>	<p><b>Estimated Funding Required</b></p>	<p><b>Timeline</b></p>
<p>Adjunct stipends to participate in workshop</p>	<p>\$500 (estimate)</p>	<p>Fall 2017</p>
<p><b>Strategic Issue</b></p>	<p><b>Strategic Goal</b></p>	<p><b>Objective</b></p>
<p>2. Student Learning, Success, Equity and Achievement</p>	<p>5. Clear and Effective Pathways toward Completion</p>	<p>5.2 Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals.</p>
<p>3. Community Engagement</p>	<p>8. Community Leadership and Partnership</p>	<p>8.1 Develop and maintain strategic relationships throughout the community in order to strengthen local and regional economic and workforce development initiatives.</p>



CPR Objective: 6 of 7	Responsible Individual(s) and/or Department(s)	Timeline for Completion
<p><b>Investigate possible restructuring of Culinary Arts Associate’s degree and certificates. Monitor statewide development of Transfer Model Curriculum in Culinary Arts Foundations.</b></p>	<p>Dean of Workforce Development &amp; Instruction</p> <p>Culinary Arts Advisory Committee</p> <p>Adult Education Director, HTRR Coordinator and HTRR Work Group (ADVANCE)</p>	<p>AY 2016-2018</p>
<p><b>Representative Activities</b></p>		
<p>a. Convene Culinary Arts task force to study current degree and certificate structures to determine alignment with workforce needs. Consider adoption of Transfer Model Curriculum for Culinary Arts Foundations (when finalized).</p>	<p>Dean of Workforce Development &amp; Instruction</p> <p>Culinary Arts Advisory Committee</p> <p>Adult Education Director, HTRR Coordinator and HTRR Work Group (ADVANCE)</p>	<p>AY2016-2018</p>
<p>b. Monitor Vegetarian Cuisine certificate completions.</p>	<p>Dean of Workforce Development &amp; Instruction</p> <p>Director of Institutional Effectiveness</p>	<p>AY2016-2018</p>
<p>c. Consider moving low-unit “specialty” courses to CONNECT.</p>	<p>Dean of Workforce Development &amp; Instruction</p>	<p>AY2016-2018</p>
<p><b>Expected Outcomes</b></p>	<p><b>Measures (if quantitative)</b></p>	<p><b>Baseline (If quantitative)</b></p>
<p>Increase headcounts and FTES.</p>	<p>FTES Headcount Productivity</p>	<p>FTES –11.13 (2015-2016); 27.46 (2014-2015)</p> <p>Headcount - 285 (2015-2016); 605 (2014-2015)</p> <p>Productivity: 165.47 (2015-2016); 235.46 (2014-2015)</p>

Resource and Budget Implications	Estimated Funding Required	Timeline
None	N/A	AY2016-2018
Strategic Issue	Strategic Goal	Objective
2. Student Learning, Success, Equity and Achievement	5. Clear and Effective Pathways toward Completion	5.3 Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals.
3. Community Engagement	8. Community Leadership and Partnership	8.1 Develop and maintain strategic relationships throughout the community in order to strengthen local and regional economic and workforce development initiatives.
<b>CPR Objective: 7 of 7</b>	<b>Responsible Individual(s) and/or Department(s)</b>	<b>Timeline for Completion</b>
<b>Monitor equity issues related to course success</b>	Dean of Workforce Development & Instruction Director of Equity Director of Institutional Effectiveness	AY 2016-2020
<b>Representative Activities</b>		
a. Examine success rates during yearly APR/AUP processes	Dean of Workforce Development & Instruction	AY2016-2020
b. Collaborate with Director of Equity to ensure outreach and support initiatives	Dean of Workforce Development & Instruction Director of Equity	AY2016-2020
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
Increase headcounts and FTES.	FTES	FTES –11.13 (2015-2016); 27.46 (2014-2015)

	Headcount	Headcount - 285 (2015-2016); 605 (2014-2015)
	Productivity	Productivity: 165.47 (2015-2016); 235.46 (2014-2015)
<b>Resource and Budget Implications</b>	<b>Estimated Funding Required</b>	<b>Timeline</b>
None	N/A	AY2016-2018
<b>Strategic Issue</b>	<b>Strategic Goal</b>	<b>Objective</b>
2. Student Learning, Success, Equity and Achievement	5. Clear and Effective Pathways toward Completion	5.4 Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals.

## SECTION 5: RESOURCES NEEDED TO SUPPORT GOALS AND OBJECTIVES

The goals and objectives specified in Section 4 have the following associated budget implications:

**Salaries & Benefits** (1000s or 2000s, 3000s):

- Hire full-time Culinary Arts faculty member (estimated at \$59,000 + benefits) or full-time program coordinator (estimated at \$32,000 + benefits).
- Stipends for SLO assessment workshops (estimated at \$500).
- Contracts for development of Tahoe Culinary Academy under ADVANCE (estimated at \$4,000).

## SECTION 6: APPENDICES

Appendix A: Annual Program Review (APR) Update 2014-2015

Appendix B: Annual Unit Plan (AUP) 2014-2015