SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Culinary Arts/Culinary Management (CACM)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Since our previous full review, the program has seen many successful changes as we navigate the new curriculum pathways we have forged. Over the past year, we started to schedule the completely reimagined culinary curriculum. We have reworked the current classes into smaller stackable courses, allowing students more success points and adding curriculum flexibility. We have observed success with this model in our pilot lab class, CACM 110, increasing retention and success from 87% to 95%. The program also added four new courses and two advanced certificates designed for advanced students and returning professionals, a long-term program goal. The ability for students and professionals to be recognized for prior learning through the Credit for Prior Learning (CPL) program will be a significant achievement in providing many new paths to a college degree.
The newly-organized program is also curricular aligned with the Mesa Hospitality program giving students from both programs the ability to obtain multiple awards across programs with just a few additional classes. We see success in offering these well-sequenced degrees and certificates that provide clear pathways to achievement.

The program has added new high-tech, industry-relevant equipment to support the new curriculum. This equipment adds more significant learning opportunities for all program-level students. Embedded programmatically while also being used in the new curriculum, all students receive more in-depth and high-quality employment-relevant training while fostering student engagement to enhance retention. Another achievement is adding an industry-leading Point of Sales computer system that has allowed training students on operating and programming, management level skills. This innovative technology has facilitated online sales that have more than doubled restaurant sales, allowing for higher levels of training and experiences in laboratory classrooms. We have also seen the addition and classroom implementation of a new meat aging cabinet, chocolate spray paint, a modern combination oven, a blast chiller, a dough sheeter, a modern smoker, a modern bread oven, and all the support equipment. With this type of engagement, a broad goal is to create more than a bridge from one term to the next but to weave classes together based on these more advanced laboratory experiences. We note some challenges for students in purchasing some of the small equipment needed to maximize the experience. Procuring or replacing these items is very time-consuming, with sometimes a long time for approval and then procurement; a more streamlined process would be beneficial.

We have hired three new adjunct faculty members to teach these new classes to support these new certificates and courses. We are searching for a new Instructional Lab Technician to be hired in the fall of 2023 and a third full-time faculty member in the future. There is a critical need for additional staff as the program continues to try and support current and add new learning opportunities for students. Having robust and consistent support, including ongoing funding, support staff, and new faculty positions, will be the cornerstone of maximizing these innovative programs.
Over the past data cycle, we have observed upward trends from previously observed academic struggles that resulted in lower program retention/success rates, lower program enrollment, and stagnated GPA. The plan we started several years ago with the curriculum rework and then a full return to in-person modality has seen these former numbers rebound; the success average was 73.5% over the previous period and recovered to 77% in 2022, retention which dipped from 90% to 86%, has returned to 91% in the 22/23 academic year. In addition, we have observed program enrollment rebound to the pre-pandemic level. We also expect to see increased success and retention levels, leading to better productivity for the advanced laboratory courses.

In 2022 with reignited our outreach and support to our many partners in the community. We continued our work with our amazing local farmers and were given a plot of land as a learning space. From other local partners, we receive free organic garden supplies, produce, and proteins used in the program for students. We have added new industry partners, including Viejas and the Trust restaurant group, with help from the Mesa Employment Engagement Coordinator. Still, we must create more partnerships and pathways back to Mesa for professional development training.

We also collaborate and provide unique training for students in support of campus special events, but this has been overwhelming supported by our temporary NANCE's, another part of the complex need for more faculty and staff. Overall, it has been a busy but remarkably successful past year, but as noted, not without some challenges.

A most immediate issue over the past year since updating and rolling out the new curriculum design has been the college class registration process and the problems with the college program recognizing equivalent classes and glitches with prerequisites and corequisites affecting an already confused student and challenged enrollment. We have also spent time revising and

changing errors in other areas of this large curriculum rollout. Also, updating and presenting the new program and data widely for current and prospective students is still in the works, with the hopes that most faults will be corrected in the fall of 2023.

We have also seen significant challenges in storing current and new specialized equipment and tools needed to train and operate in the new curriculum. Finding additional storage space is required. In addition to the existing program equipment, new and necessary equipment has created complex logistical issues in managing and maintaining equipment for each classroom use. We have been working with the Mesa facilities department for the past two years on a solution as the problems become more acute and expect to see resolution in the next year's term.

Staffing is also an overwhelming challenge; there are only two full-time faculty members to 8 adjunct positions for the fall of 2023, with most adjunct positions maxed out. There are overwhelming hours needed for program administration, classroom support, logistic lab operations, and other requirements to operate this unique high-level training space. Most of this is done by full-time faculty with assistance from student NANCE's while trying not to exceed fair use of time but find this idea beyond reality. To compound our challenge, we have experienced struggles finding well-trained staff and instructors in an industry with impacted employment, including higher pay and other compensations. The need for very specialist instructors, accompanied by the uncertainty that those classes might be canceled last minute, makes recruiting and retaining these high-level professionals even more of a challenge.

According to previous data we see impending challenges in filling the advanced laboratory courses. Even with a nearly 50% increase in program enrollment, challenges in filling these classes will prevail without more robust enrollment in introductory-level laboratory courses. We already do extensive outreach to promote the program, with new program flyer's and a new program video but we need a directed marketing plan for community outreach and engagement. The need to penetrate less traditional markets will be required as conditions and audience engagement changes focus. We see these engagements as adding to a growing acknowledgment of the program resulting in additional enrollments.

Challenges are based on many variables. A significant challenge is managing the program equipment and operations outside of teaching in the classroom or laboratory. Maintaining, setting up, ordering, and using all equipment is time-consuming. Having equipment staged and set up for instructors in laboratory classrooms that run 12 hours daily with minimum break time is complicated. Maintaining relationships with vendors and program partners, maintaining equipment, and other program duties make fully realizing these new programs challenging.

In addition, programmatic space is a challenge as it has become constrained. As the program expands with new courses, certificates, and overall content, there is minimal space to bring in additional required industry-standard equipment. Storage is becoming problematic for the equipment. It must be easily accessible without taking over the rooms.

Challenges continue in funding equipment and small tools to ensure equity in learning. We want to ensure that every student has access to the proper tools in their field of study. The cost to the students for program materials, equipment, and safety gear continues to rise with inflation. We want to ensure each student has access. The program is trying to have student kits for students to borrow instead of purchase, .
Marketing of the culinary program needs to be increased. As the program expanded, the marketing material and platforms have not met the program's needs.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
The culinary program has completely revised courses and/or created and replaced older versions to maintain currency and relevancy in the industry. The courses are now in smaller sections to promote stronger student retention and persistence. Students have new pathways available with the additional courses and two new certificates. New adjunct faculty have been hired. The program continues to add and diversify the instructional voice with new industry experts. With the advisory committee's support, the culinary faculty have developed new industry entry points for students to gain higher wages with specialized training.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
The culinary program has been able to hire three project assistants to assist in the collateral duties of the program, as well as learn management skills to enhance their employable skills. In addition, we have hired three new adjunct faculty members to teach these new classes to support these new certificates and courses. An Instructional Lab Technician position has been vacant for almost two years. The search to hire a new ILT is pertinent and needed immediately.

Summary and Reflection

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Over the past five years, the Culinary program has observed upward enrollment, success, and retention trends. Program course success rates have also seen a 4% increase after two years of decline during the pandemic. Success in 21/22 exceeded the program's five-year average as students returned to the classroom. Program GPA trends are also moving upward. Over the past 5 years, the program GPA has increased from 2.55 to 3.06 in 21/22.

Program enrollment has seen a signification increase of almost 50% after dropping to 226 in 21/22. Enrollment for 22/23 is also 20% larger than the 19/20 headcount.

Comparing face-to-face and online classes, we have observed lower success in online modality as a program. Upon returning to the face-to-face modality, the observed data has demonstrated more student success in individual courses and the overall program.

As a program, we have seen an overall increase in success and retention but still find disproportionate gaps in the success of our black/African American and Latinx populations. Many of these challenges focus on the 18-24-year-old student group. This group is almost 60% of our program population and drives program trends.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
We also have success gaps in the Latinx 18-24 population. We are seeing an upward trend in success, which has increased by more than 5% but is still 10% lower than the overall program success rate. In this group, the female population saw a 16% increase but is still several points lower than the program's overall success. The male population has significant challenges going from a success rate of 65% to just over 58%. In this same period, we have seen the retention rate for this group trend upward, increasing by almost 4% over the past two years.

We have seen a significant drop in the overall black/African American population success from 56% in 20/21 to 41% in 21/22. Looking deeper, the female population saw success go from 74% in 20/21 to 50% in 21/22, and the male population success was just above 23%.

We also continue to see equity gaps in the success of face-to-face classes compared to any modality of online courses. Success in online modality has increased from 66% to 70% but is still more than 20% lower than the overall success of face-to-face classes during the same period.

We believe having greater access to space and using technology for classroom instruction are challenges that continue to affect students. As a program, we have recognized these challenges and strive to allow all students to overcome technology barriers.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
When reviewing our data, we redesigned the program curriculum to provide more focused class spaces with diverse voices and clear pathways to completion. The new format will allow more opportunities to enhance and further student knowledge with high-quality, specialized industry training. These assessments have also highlighted the need to accelerate the students toward completion and graduation. We expect to see this happen with the addition of CPL over the next two years.

As the industry struggles for the additional workforce, students and returning professionals are conflicted about completing

their educational goals, working to pay bills, or furthering their chosen careers. Outcomes from courses that only run once a year and/or in 16-week course lengths have program-wide challenges with success and ongoing retention. These outcomes and observations led to a rework of programmatic delivery in lecture and laboratory classes.
These discussions prompted many changes, including modifying the curriculum and program to provide a more relevant industry experience. We have updated the program to have smaller, more stackable classes that we expect to drive students to more substantial knowledge and quicker competition.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
We updated our entire program to create a more transparent and predictable pathway for student success. We reimagined how classes and curricula are scheduled to meet the expectations of current students. Smaller, stackable courses and certificates were created that offer additional way-points of success.

We have observed the new class format allows students greater flexibility in their education plan and provides more on-ramps into the program through each semester. This stackable certificate format gives students other opportunities to succeed and stay on track with personal academic expectations.
We are also dedicated to providing the highest level of training on new and updated technology and related industrial equipment. These opportunities to work with the most current technologies create an engaged learning environment where students can flourish in a safe learning environment. With this type of engagement, a broad goal is to create more than a bridge from one term to the next but to weave classes together based on these more advanced laboratory experiences.

What other factors (internal or external) might also impact the above data trends and equity gaps?
As stated above, we have complex program space and administration challenges, as well as securing simple funding for loaner specialty tools to create more equitable access to advanced training.

The most significant program challenge is the time it takes to complete all required tasks to operate the program before any class starts. The need for a new Instructional Laboratory Tech to provide a more sustainable work environment is dire. As we add new faculty, we need them supported to deliver at the highest level.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
For this first midcycle review, it is difficult to find any new trends based on the limited data we have compiled. We do have a complete year of data as we continued the program's final rollout of our new certificate and reworked curriculum as well as our new ‘stackable’ delivery. With the computer glitch fixed, registration was nearly seamless. This fall we began running of the final piece of the updated curriculum, a long-term program goal. Created with new pathways for returning professionals and students looking for more focused training for in demand of the industry.

One of our greatest operational challenges continues to be storage and, more importantly, the instructional logistics of the equipment, as outlined in our comprehensive review. We researched and got bids for storage but have been denied by our district with no given alternative.

We have seen some improvements in purchasing smallwares and other tools through alternative funding entities with less paperwork for these common program consumables. Minimizing the redundant request process over the past cycle always helps with the time needed for other program projects.

Summary and Reflection

The most significant change in the program is hiring a new instructional laboratory technician (ILT). The addition of the new ILT has already significantly impacted laboratory operations. Creating a more consistent culture of organization within an instructional space used more than 12 hours continuously daily, and by 6 to 7 different instructors and supporting more. it was more than critically needed to alleviate the enormous extra hours extended by faculty to maintain the program and instructional operational space for more than 2 years waiting for the new ILT to be hired. Though the new ILT has improved a critical situation operationally, at least one new faculty member will be needed to balance the instructional side, as noted in the new faculty request.

We continue our strong partnerships with our many partners in the community. This was most evident during our recent yearly event to raise money for our nonprofit foundation, where our partners donated deeply to help us raise more than $10,000. Financial aid we use to encourage students to fully participate in any opportunities that arise during their time at Mesa and even as they become professionals.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
As noted above there is limited new data but we have noted some continuing trends. We continue to see enrollment increases, as noted in our comprehensive review with enrollment in fall 2021,226, 2022,336, 2023, 442. Programmatically, we are voracious in our outreach to promote the excellence of this community asset. When looking at data for success and retention, we did not see any significant changes but noted that the number of students served increased from 439 to 665. We still see the greatest challenges in our online asynchronous class with low retention and success rates. These are classes we plan to evaluate for any needed changes.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
Programmatically, we will continue our new curriculum process and practices as we move through a new evolution in our program history. We will constantly evaluate new data, big and small, quantitative and qualitative, as we constantly make any needed adjustments over the next cycle.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
During the past year the Mesa Culinary program has seen the cumulation of the many programmatic changes made over the past five years. Looking at the past years data we have seen much stronger student success results, especially in our Latinx and African American communities. This was the primary goal in the program restructuring and the push to create a high-quality hands-on laboratory learning space with up to date equipment and technology. Both challenges and goals as outlined in our primary year of this program review cycle. I will present the updated information in the Data Reflections section of this update.

We have also resolved our program storage challenges, also as one of our program review goals. This was resolved with a new storage area, located at a remote location on campus and managed by the Culinary Instructional Laboratory Technician (ILT). We have solved much of our laboratory teaching space issues by changing over a lecture classroom during the evening and optimizing the schedule to find the needed laboratory classroom space to support the new programs, certificates, and new classes. It is not without challenges, such as moving furniture, power for student equipment or trying to get the floors cleaned regularly but the new baking certificate, a primary user of this space has seen multiple certificates awarded.

As the culinary program grows on all fronts, students, classes, success, and retention there is a dire need for another full time faculty to support this continued success. As a program we want to maintain but also provide more high-quality learning opportunities with well managed partnerships. This is not possible in a program with 23 unique classes and 4 awards and a program that already relies heavily on unpaid adjuncts to help us elevate our current student opportunities. Having only two full-time faculty that are stretched between teaching, student advising, program requirements, events to support students, supporting the school, high school articulations, credit for prior learning, and everything else this complex program presents every day is an excessive burden in any realm of normal working expectations.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
During our last year we had did not have many broad data points to consider. We were observing greater success in some classes as noting in first year report, but did not have the data to see changes in multiple populations. As we look at two

complete years of data we see much more than enrollment increased. This year we have seen significant improvements in overall student success, retention, GPA, units taken and completed, and large improvements in groups were we observed the greatest equity gaps.
As a program we serve a diverse population of learners. The below data is last compared to this year's data.
Student Enrollment – 219 to 296
Included Enrollments – 664 to 961
Program Fill Rate – 88%
First-Timers' - 17.7%
First Generation - 26.4%
DSPS - 8%
EOPS - 5.4%
Foster Youth - 3.5%
Military - 9.9%
Student Parent - 15.5%
Low Income – 45.7%

The program has seen amazing jumps year over year in the following areas with highlights on the populations that we set focused efforts to improve with our redesigned course delivery and use of high-quality laboratory classroom settings.

Program Success Rate - 77% to 87%
Program Retention Rate – 92% to 96%
Program GPA – 3.01 to 3.24
DSPS Success – 64%-89%
Latinx (all) Success Rate– 79% to 86%
Latinx Female Success Rate – 81% to 88%
Latinx Male Success Rate – 78% to 84%
African American (all) Success Rate- 63% to 83%

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
This cycle we are updating our review schedule to include both Spring and Fall 2024 classes for outcomes review. We will use these discussion with the new student success data to find any gap for the next curriculum update.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
As noted in the year two review we will continue to refine and understand more about the amazing success we have seen since the curriculum restructure. We also are working to find and nurture more community business relationships and international learning opportunity for students.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
The program has continued to expnd and growth throughout the entire program. The restructure has proven to be beneficial for both students and faculty. The change to most laboratory courses to eight weeks has allowed students more flexibility in their schedules as well as learning from more than one faculty member. The program fill rate is at 94%. The course success rate has improved 86.9% to 90%, course completion rate improved from 96.5% to 97.3%, and GPA imporvement from 3.24 to 3.39. Certificate awards were awarded to 18 students; with 12 awarded in the new Baking & Pastry certificate. The program is waiting for updated data on awards for the Mesa & Seafood certificate; expecting the first graduates in Summer 2025. Associate degrees were awarded to 12 students. The new formatted courses brings renewed interest and increased rentention rates. Fall 2025 and Spring 2026 the program enrollment has increased and required the course offerings in advanced laboratory course FTEF to increase to meet the demand of enrollment.

An equity gap across all characteristics of 8.5% are present in Career skill builders catagroey. The program contributes this gap to changes in industry trends and standards on a constant basis. The program strives to be consistent in curriculum updates and equipment trends. Challenges are present in the current purchasing and installation processes. As the program is approved for and purchases equipment, the need for quick installation (when necessary) are not always quick. The curriculum changes/advances need to be placed on hold in these circumstances. For equipment that does not require installation, the equipment is added to the courses and curriculum is quickly integrated for technical skill training. The addition of pasta

equipment had an immediate impact in the laboratory courses, particularly the Contemporary dining course. Career skill building training requires more than curriculum changes. Most are driven by new innovative technicolgical advancements in the professional kitchen. With the expansion of course offerings and higher enrollment, the need to continue to expand the equipment accessibility of both small and large tools is imperative to reduce the equity gap in Career skill builders.

As the program experiences a higher number of student enrollment and increased course offerings in advanced courses, the need for a third full-time faculty member continues to be an important goal. The program has 2 contract faculty, 9 adjunct faculty and continues to seek industry experts to teach with the increased course offerings. Contract faculty maintain industry relations, articulations with Continue education and high school culinary programs, financial program responsibilities, curriculum deveopment, faculty training and professional development opoortunities, intern and extrenships with current culinary and Met High school students, International work insternships/opportuntities with a AIW partnership, and committee work for Mesa, District and State Senate obligations. The added faculty benefit to the program would be immense and a positive impact on student success and engagement.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
As stated above, Course success rate is 90%, course completion is 97.3% and GPA average is 3.39. The student population is diverse and crosses many characteristics. Mesa's iniative for credit for prior learning as it pertains mainly but not limited to military and adult learners is represented in the culinary program. Past equity gaps remain on the program's top priorities of focus.

Program fill rate 94%
Head count 282
Enrollment count 993
Adult learner 40.5%
Military 10.7%
Parnet of minor 7.6%
DSPS 12.2%
EOPS 3.1%
First generation 32.8%
Latine 46.6%
Age 18-24 58%

The program faculty and advisory committee's focus is in closing the gap in career/skills builder. Accessibility to industry tools and positions for the following populations have been identified by faculty. A new focus on Career/skills Builder due to equity gaps in the following populations will be addressed at the next advisory meeting as well as program meetings.
Career/skills builder equity gaps
Age-under 25 -12.2%
DSPS -9.8%
Received aid -2.9%
First-time student -12%
Mesa part-time student -16.8%

Review Outcomes Report. Review the unit’s outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
The course outcomes for 80% of the program courses have been reviewed. CACM 102 hybrid course was reviewed and did not meet the goals of 80% of the class passing with a 75% or better. Each CLO are assessed with the same final exam. Two observations have been noted for futher assessment of this course. The section reviewed does not represent the population of students taking the course. Most students take the online course. In Spring 2026, all sections will be assessed to gain a bigger perspective on the course success. The second observation is in the 75% or better score. This exam is reprpesentative of the National certification exam. Faculty are considering dropping the passing score to 70%, as did the National certification exam. CACM 132A is the other course that did not meet its CLO #3 goal, Compare farming and fishery enviromental factors and challenges. Faculty are reviewing and adding additional supporting material on this concept to help with cleared understanding of the concepts of animal husbandry and fishery factors. The course CLO#3 will be assessed again in Spring

Summary and Reflection

2026 to see if the additional resources and materials has been effective in reaching the goal.
Faculty will continue to assess the remaining courses and their respective CLOs.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
The program growth has brought new awareness to faculty and student needs. Faculty continue to strive to evaluate and revise program curriculum and connect faculty to professional development that will enhance student learning and technical skills.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.
Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

New Goal 1: Innovative Technology & Equipment

Unit Goal: Evaluation of current technology & equipment to ensure the program faculty and students are training with relevant, new, and innovative technology & equipment in the classroom

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2026 - 2027

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/12/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Evaluate current technology & equipment being used to train in the classroom to current industry trends in innovation **Action Plan Cycle:** 2024 - 2025	**Action Plan Update**: Faculty continue to evaluate current technology for advancements. The purchase and use of toughbook tablets in the labs have proven to be a valuable asset to continnecting students to materials. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Replace or update older versions of technology or equipment with new innovative training tools **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 11/12/2025 **Action Plan Update**: The program is working on replacing an old steam Kettle unit with new innovative cooking technology that will teach students how to program and monitor using apps and phones while not in the kitchen. This type of equipment advancements are used in most hotels and resorts and higher end restaurants. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

New Goal 2: International Field Studies

Unit Goal: Develop curriculum and program course content to expand and include International Culture and Cuisine

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2027 - 2028

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Research International Culture & Cuisine for relevant course content **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/12/2025 **Action Plan Update**: Lead faculty are still in development of the course curriculum. Faculty encountered challenges with limited FTEF available to add an additional course. The prospect of adding it as an elective is still under review. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 02/01/2025 **Action Plan Update**: The program advisory committee agreed unanimously that adding the International course as an elective would expand the program opportunities outside of the classroom whilst providing opportunity for student growth outside the local culture. The goal of the course development will be focused with the field of studies that can be transformative and relatable in any country. Barriers are adding FTEF to the program in order to add new curriculum courses. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered **Submission Date**: 11/25/2024 **Action Plan Update**: Lead faculty have started the development of course content and district requirements. Currently, lead faculty are collaborating with adjunct program faculty, Study abroad office and other cte programs. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop new courses that focus is on experiencing International culture & cuisine abroad **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/12/2025 **Action Plan Update**: Lead faculty have started the development of course content and district requirements. Currently, lead faculty are collaborating with adjunct program faculty, Study abroad office and other cte programs. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 02/01/2025 **Action Plan Update**: Faculty are working with curriculum support to start the process of creating the new courses. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Enroll and complete first Study abroad experience focused on International Culture & Cuisine	**Submission Date**: 11/12/2025 **Action Plan Update**: No course created. Development of material and currciulum is still under review. **Update Year**: 2025 - 2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2025 - 2026	**Action Plan Progress**: Barriers Encountered

Goal 3: Professional development

Unit Goal: Goal 3: Provide professional development in the two new specialized certificate subject matter areas of focus

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2026 - 2027

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Work with subject matter experts to provide in-person training sessions for Faculty, Staff and Nance **Action Plan Cycle:** 2026 - 2027, 2025 - 2026, 2024 - 2025, 2023 - 2024	**Submission Date**: 11/12/2025 **Action Plan Update**: We hold training opportuntites for faculty and staff to learn new equipment and go to local suppliers during their training sessions. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/25/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Meat & Seafood professional development is well underway expanding the partners and connections in the industry. Faculty continue to explore professional development for the Baking & Pastry certificate. Local resources are limited. Lead faculty working with subject matter exert faculty to identify regional options for continued educational opportunities. Barriers are access to local resources and funding to travel to options outside the local area. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Arrange site visits to manufacturer, factories, specialty shops/restaurants to develop career pathways **Action Plan Cycle:** 2026 - 2027, 2025 - 2026, 2024 - 2025, 2023 - 2024	**Submission Date**: 11/12/2025 **Action Plan Update**: The Meat & seafood subject matter is very active with local and state manufacturers. They continue to build connections to loacl farmers to large manufacturers. For the Baking & pastry professional development, potential opportunities may be outside California in a more resort type locations. We are still working on finding more opprtunities for growth. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/25/2024 **Action Plan Update**: Meat & Seafood certificate have completed several site and manufacturing visits 2023-2024 and Fall 2024 with more planned in Spring 2025. New manufacturing pathways identified for fabrication of meat and seafood career paths. Baking & Pastry certificate are examining and researching more opportunities. Local resources are limited outside of the restaurant options. Faculty looking at National options for factories and manufacturing at higher levels. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Completed **Action Plan:** Collaborate with State, Regional, and Local programs to support faculty, staff, and nance in current practices and job opportunities **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024	**Submission Date**: 11/25/2024 **Action Plan Update**: Program leads and subject matter experts are working with Strong Workforce to institute more work-based learning (WBL) opportunities. WBL opportunities can expand the area of focus and allow travel to the locations that have the job and career pathways with higher wages and specialized skills. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Goal 4: Continue implementing, updating, and improving the proper administration of new certification programs over the next two terms.

Unit Goal: Goal 4: Continue implementing, updating, and improving the proper administration of new certification programs over the next two terms.

Unit Goals, Action Plans, and Updates

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2024 - 2025

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/12/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Continue course development and delivery of new advanced courses. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: Meat & Seafood Processing certificate has been approved for course combination. This will reduce the overlapping curriculum and free up FTEF for other assignments. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 11/25/2024 **Action Plan Update**: As the full year of the Meat & Seafood certificate has ended, faculty has identified areas in two courses that are overlapping. Faculty have combined two courses to create one complete course with meaningful and industry concise content. The change will reduce the units for the certificate, but streamline the certificate for student completion. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/21/2023 **Action Plan Update**: New meat & seafood certificate completed the first semester successfully. Baking & pastry certificates enrollment has increased with more awareness of the opportunities in specialized technical training **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Work with counselors, staff, and administrators to provide up-to-date support for curriculum changes. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/12/2025 **Action Plan Update**: Lead Faculty continue to work with dedicated counselor in making the connections with students and their education plan. Culinary students are advised on CACM course by expert faculty and GE courses by counselors. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/25/2024 **Action Plan Update**: Lead faculty are working closely with counselors to provide current curriculum and scheduling advice. Program students come to Professor Whitfield for scheduling of program required courses then meet with counseling to add general education and degree required courses to their schedules. Only a few students remain from the catalog change. Continued support of counseling is appreciated. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/21/2023 **Action Plan Update**: Held a counselors information session on new certificates and program pathways. Need to schedule another information session before spring semester begins **Update Year**: 2023 - 2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: On Track
Action Plan Status: Active **Action Plan:** Continue collaboration with the Hospitality program to support a well-sequenced and well-scheduled large cross-program transferability offered in the new curriculum. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/12/2025 **Action Plan Update**: HOSP and CACM continue to review courses together and evaluate prospective new certificates utilizing courses that are prevalent in both programs. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/25/2024 **Action Plan Update**: Lead faculty in Hospitality and Culinary programs are working together to ensure students have the opportunity to complete both program simultaneously, by collaborating and removing scheduling barriers. As schedule changes are made, faculty are updating the course sequence materials for students and counselors to follow on a consistent basis. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/21/2023 **Action Plan Update**: Working with Hospitality program to develop a combined certificate utilizing core CACM and HOSP courses **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Goal : Finalize the design and installation of new storage space in the next term.

Unit Goal: Goal 3: Finalize the design and installation of new storage space in the next term.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology

to ensure access to adequate resources and better serve students (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Create a more cohesive training space with needed equipment readily accessible. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	**Submission Date**: 11/25/2024 **Action Plan Update**: ILT has strategically planned and designed the separation of equipment and lab/lecture classrooms into course and semester required materials/needs. The addition of storage space in the D building is the overflow for large and divided equipment when not in use. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed
	Submission Date: 11/21/2023 **Action Plan Update**: Have not achieved any additional access to spaces for storage of required equipment. Reluctant to request funding on additional technical equipment due to space challenges. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Goal : Hire an Instructional Laboratory Technician (ILT) in the next term to manage the program resources.

Unit Goal: Goal 1: Hire an Instructional Laboratory Technician (ILT) in the next term to manage the program resources.

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare

students for future careers (✓)

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Continue the planned staff hiring process to allow for well-managed laboratory and classroom experiences. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	**Submission Date**: 11/21/2023 **Action Plan Update**: Hired ILT position August 2023 **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed