

Los Angeles Mission College (LAMC)

Culinary Art Institute (CAI) - Industry Advisory Meeting Agenda

March 1, 2024

Meeting Goal: The Advisory Board to provide input for Student Learning Outcomes

The curriculum of the Culinary Arts Institute was discussed, with a focus on its flexibility, industry exposure, and potential expansion. The Advisory Committee also focused on the need for a standardized curriculum and the potential adoption of a Hospitality Management Degree, a Professional Baking Degree, and a Degree in Food Science & Culinary. Advisors and Faculty shared their perspectives on launching the new curriculum and setting realistic expectations, proposing programs to bridge gaps between departments and fields. The Advisory Committee also discussed the importance of maintaining high standards and accountability in students, and the need for training and feedback for students and student workers.

I. Welcome / Introductions

- a. Attendees:
 - i. Faculty and Staff: Chef Trinidad Silva, Chef Ramiro Villegas, Chef Jesus Sanchez, Chef Magdalena Padron, Chef Tina Hartounian, Chef Louis Eguaras, Chef Louis Zandalasini, and Kari Golden.
 - ii. Industry Advisors: Sandra Lambert, Joseph Hanna, Joy Cantrell, and Nancy Yuan.
- b. Letter from advisor Lena Grigoryan, alumni advisor, endorsing new Baking Degree (page 7).

II. Validation of Culinary Art Institute's Curriculum

- a. The curriculum of the Culinary Arts Institute includes certificates and a degree in Culinary Arts.
 - i. The curriculum will need to be more flexible and responsive to industry needs and the importance of industry exposure through externships and internships.
- b. Covid-19 and its impact on operations. Plans to expand offerings, potentially including more diverse internship opportunities.
- c. Extensive LAMC Foundation events boost the potential to add more culinary expressions to their services.
- d. The Advisory Committee validated the current curriculum and learning objectives.

III. Culinary Art Institute's New Curriculum Goals for Approval

The meeting focused on the curriculum, which has remained unchanged since 2013. The program is structured with classes that build on each other, meaning there are prerequisites for later classes. However, anyone can take the first two classes. The possibility of allowing individuals to take individual classes was also raised, but Chef Silva clarified that they would need to meet specific prerequisites

The Advisory Committee then moved on to discussing the goals for the curriculum since the last major update in 2013. Chef Silva outlined several initiatives to enhance the curriculum, including transferring a hospitality degree, offering a professional baking degree, and introducing a degree in food science. A non-credit entrepreneurship class and a new competition class under curriculum review were proposed.

An advisor suggested the implementation of standardized student assessments across all classes. Additionally, advisors suggested the development of entrepreneurial skills among students, such as certification in entrepreneurship and the organization of pop-up events. Advisors suggested offering math classes contextualized for Culinary Arts.

The Advisory Committee endorsed the proposed new curriculum.

a. Hospitality Degree for Transfer

The Associate of Science Degree (Transfer) in Hospitality Management prepares students to complete an AA degree at Los Angeles Mission College OR transfer to a four-year institution and obtain a bachelor's degree in Hospitality Management. Students apply principles and foundations of hospitality management, hospitality sales & marketing, travel & tourism, lodging, hotel, and motel operations, entertainment & recreation, food & beverage cost control, Hospitality Law, event management, and related operations. Skills are transferred into careers in travel & tourism, hotel, motel, and resort operations. The degree's coursework also provides a unique transfer pathway to a four-year university such as Cal-Poly Pomona's Collin's College of Hospitality Management and other universities.

List of Courses:

- HOSPT 100 – Introduction to Hospitality (3 units)
 - HOSPT 110 – Sanitation and Safety (2 units)
 - HOSPT 120 - Hospitality Cost Control (3 units)
 - HOSPT 130 – Intro. to Food and Beverage Management (3 units)
 - HOSPT 140 – Intro. to Hotel Management (3 units)
 - HOSPT 302 - Introduction to Hotel/Motel Operations (3 units)
 - HOSPT 303 - Hotel Front Office Operations (3 units)
 - HOSPT 320 - Hospitality Law (3 units) or Business Law (3 units)
 - HOSPT 325 - Guest Relations Management (3 units)
 - HOSPT 330 - Managing Technology and E-Commerce (3 units)
 - HOSPT 340 - Introduction to Professional Food Service (3 units)
- TOTAL: 32 units**

b. Professional Baking Degree

The Associate in Arts degree program in Baking and Patisserie is designed to equip students with the skills necessary for entry-level position in the hospitality industry. Under the direct supervision of experienced chef instructors, students engage in discussions, preparation, and analysis of a diverse array of baked goods, ranging from yeast-raised breads and quick breads, to plated desserts and wedding cakes.

The curriculum emphasizes the mastery of baking formulas, cost control, and ingredient identification and usage. Students participate in the daily preparation of baked goods for various campus locations, including the Mission Grille and Café, Mission Brew, faculty dining room, as well as catering for special events and holiday functions.

Upon completion of the program, students are well-prepared for employment in various establishments such as bakeries, pastry shops, hotels, and fine dining restaurants. The acquired skills and competencies position graduates for entry-level roles with the potential for rapid upward mobility to supervisory or managerial positions.

The specific occupational goals include careers as Assistant Baker, Baker, Pastry Sous Chef, Cake Decorator, Head Baker/ Pastry Chef, and the prospect of owning or operating a Bake Shop or Pastry Shop. This program is meticulously crafted to align with specific career goals and industry demands, ensuring graduates are poised for success in the dynamic field of baking and patisserie.

List of Requires Courses:		(UNITS)
CLN ART 50	Sanitation & Safety	(2 Units)
CLN ART 60	Culinary Arts Orientation & Techniques	(4 Units)
CLN ART 103	Culinary Nutrition	(2 Units)
CLN ART 108	Restaurant Supervision & Training	(2 Units)
CLN ART 150	Chefs Training for Apprenticeship I	(2 Units)
CLN ART 155	Chefs Training for Apprenticeship II	(2 Units)
CLN ART 108	Purchasing & Receiving	(3 Units)
PROFBKG 200	Principles of Baking & Patisserie I	(4 Units)
PROFBKG 210	Principles of Baking & Patisserie II	(4 Units)
PROFBKG 215	Restaurant Plated Desserts	(4 Units)
PROFBKG 220	Viennoiserie I	(3 Units) New
PROFBKG 110	Principles of Bread and Artisan Bread I	(3 Units) LAHC
PROFBKG 130	Chocolate, Confections, Dec & Showpieces	(3 Units) LAHC
PROFBKG 135	Specialty Cakes	(3 Units) LAHC
TOTAL: 41 units		

c. Degree in Food Science and Culinology

The Associate of Science Degree in Food Science and Culinology prepares students to transfer to a four-year institution to pursue a bachelor's degree in food science or culinology. Students apply culinary techniques, food science technologies, and nutritional science principles in the production of high-quality foods with sensory appeal. Skills are transferred into careers in food research and development, manufacturing, distribution, and sales/marketing as a research chef, food or culinary scientist/technologist, quality assurance specialist, flavorist, and more. The degree's required science coursework also provides a unique transfer pathway for pre-nutrition/dietetics and pre-medical students who want to incorporate culinary medicine into their future health care careers.

Proposed Courses and Units:

- NUTRTN 001 Careers in Nutrition & Foods (1)
- NUTRTN 021 Nutrition (3) - C-ID NUTR 110
- NUTRTN 024 Introduction to Food Science (3) - C-ID NUTR 120
- CLNART 050 Sanitation & Safety (2) – IN PROGRESS to change number and request C-ID HOSP 110
- CLNART 060 Culinary Arts Orientation & Techniques (4) – IN PROGRESS to change number to CLNART 100 and request C-ID HOSP 160X Culinary Principles
- CLNART 101 Culinary Fundamentals I (4)
- BIO 003 Introduction to Biology (4) or BIO 006 General Biology I (5)
- MICR 020 General Microbiology (4)
- CHEM 065 Introductory General Chemistry (4)

CHEM 101 General Chemistry I (5) C-ID CHEM 110
MATH 227 Statistics or 227S Statistics with Support (4)
TOTAL: 38 units

d. Potential future certificates for above proposed new curriculum

e. Non-Credit Entrepreneurship/Pop-ups

i. Proposal for Non-Credit Curriculum: Culinary Readiness

The proposed non-credit curriculum aims to equip individuals with the foundational skills necessary to embark on a successful journey in the culinary industry. The Culinary Readiness program spans over 8 weeks, comprising three comprehensive classes: Culinary Readiness, Street Food Vending, and Mobile Food Truck Services.

Class Structure Overview:

Each class will consist of 36 hours of instruction, divided into weekly sessions focusing on various aspects of culinary preparation, safety, business management, and practical application.

Week 1: Foundations of Culinary Readiness

- Orientation and Kitchen Safety
- Kitchen Tools, Equipment, and Culinary Math
- Food Safety, Hygiene, and Portion Control
- Menu Planning Basics and Recipe Scaling

Week 2: Kitchen Organization and Management

- Kitchen Organization, Workflow, and Inventory Management
- Time Management, Meal Preparation, and Culinary Math
- Budgeting, Cost Control, and Culinary Math
- Food Preservation Techniques and Culinary Math

Week 3: Nutrition and Healthy Cooking

- Nutrition Basics, Labels, and Culinary Math
- Healthy Cooking Techniques, Culinary Math, and Meal Planning
- Special Diets, Allergies, and Culinary Math
- Meal Customization, Culinary Math, and Menu Planning

Week 4: Culinary Skills Development

- Knife Skills and Basic Cooking Techniques
- Ingredient Preparation, Culinary Techniques, and Practice

- Meal Preparation, Practice, and Feedback
- Culinary Showcase Preparation and Review

Week 5-8: Culinary Showcase and Graduation

- Final Culinary Showcase Preparation
- Culinary Showcase Event
- Graduation Ceremony and Reflection

ii. Competition Class (TBD)

IV. Input on CAI Program Initiatives to Support Students in Gaining Important Skills

The Advisory Board stressed the importance of teaching core competencies, such as adaptability and teamwork, to students in addition to technical skills.

V. Input on Ways that CAI students can Demonstrate Proficiency in the Following Areas:

- a. Student punctuality and attendance has led to a high turnover rate.
 - i. Advisors emphasized the importance of instilling a sense of accountability and offering leadership opportunities to students.
 - ii. Encourage efforts for employee engagement, including monthly clean days and team-building activities.
- b. **Customer Service**
 - i. Consider implementing a secret shopper program to improve customer service skills among students.
 - ii. Chef Silva discussed the importance of customer service in the hospitality industry, emphasizing the need to instill a sense of ownership and pride in students. They suggested the use of secret shoppers to evaluate and improve service. Additionally, Chef Silva highlighted the need for training and feedback for student workers to ensure they are meeting expectations. Louis proposed the idea of performance-based scheduling, where students who are not meeting expectations would not be scheduled for shifts. The discussion also touched on the challenges of balancing education with work, and the need for a more assertive approach to managing student employees.
 - iii. Tighten uniform and dress code policies to ensure professionalism.
 - iv. Implement a daily recap at the end of each shift to provide feedback to students on their performance.
- c. **Cost Controls/Purchasing**
- d. **Entrepreneurship/Paperwork/Permits**
 - i. The need to track outcomes of externship classes
 - ii. Suggestion to create an electronic alumni database to stay connected with graduates and potentially offer continuing education courses.
 - iii. Add more variety to internship opportunities and networking opportunities.
 - iv. Entrepreneurship classes should help set the expectations of the real world.

VI. Important Skills, Knowledge, and Attitudes for Culinary Graduates/Potential Hires:



- a. Consider implementing standardized student assessments in each class to ensure skill sets are mastered before moving on to the next level of class.
- b. Community building and creating ways for alumni to also give back to the school.
- c. Incorporate assistance with job placement during and after completion of the program. Allow future graduates to return for more resources.

VII. Considerations

- a. Orientations to the industry for the students by way of adding a sense of accountability.
- b. More student support and resources: in-house education/ Career outreach specialist.
- c. Create groups and sign leaders so that students receive and understand what support looks like from the top-down.
- d. End-of-shift coaching. Supervisors to recap the day's events for each student worker.
 - i. Consider not scheduling a student worker if they are not performing or not dressing per the uniform policy.

VIII. Adjournment: 2:01P

Date: 03/01/2024

To: The Advisory Board Meeting

Culinary Arts Institute, Los Angeles Mission College

From: Lena Grigoryan, Alumni

Re: Baking Program

As a professional pastry cook and a member of the Advisory Board, I wholeheartedly support the expansion of the baking program at the Culinary Arts School of Los Angeles Mission College. The demand for knowledgeable bakers and pastry cooks has been steadily growing since the pandemic as the hospitality and food service industries continue to recover. From small restaurants to large hotels, pastry cooks and bread makers are increasingly sought after. Small, home-based, internet interactive businesses began growing and filling the market with a wide variety of baked goods in an aim to meet specific dietary needs and preferences. With the lockdown ending and the economy recovering, this interest for many became a second career, boosting the need for education, systematic, hands-on training, and knowledgeable guidance from the industry professionals.

Presently, the Culinary Arts School provides thorough, well-formulated learning programs that unfortunately do not allow enough time to delve into many details and specifics of bread baking, chocolate work, viennoiserie, cake decoration, and more. The potential is immense, and so is the ability to create and implement a program that will need the current requirements of both employers and future and current baking professionals. The most valuable

asset the school possesses is the amazing Chefs-instructors who are experienced, knowledgeable, and passionate about baking and teaching those who are willing and eager to engage.

Pastry and baking are my second career of choice. I found a home at the culinary school, an incredible place where likeminded people give us the students every tool they can to help us succeed. I am unable to be present at today's meeting, as I have just started a new job at the pastry department at the Ritz-Carlton downtown. I hear firsthand how much experience and knowledge matter, how hard it is to find suitable candidates for the job, and how expensive it is to get the appropriate education from private schools and programs. The Culinary Arts School is uniquely positioned to fulfill this need at a fraction of a cost that other schools such as ICE provide.

I believe that by expanding the baking and pastry program, the Culinary Arts Institute will create more opportunities for success for both employers and baking and pastry professionals. I will be one of the first to enroll in the specialized classes as soon as they become available.

Thank you,

Lena Grigoryan

Founder of Not2Sweet