

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as well as three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

IR Report

Number of full time faculty: 1

Student credit hours: 6 full time, 2 part-time with 2 non-matriculating

Class size: 9

Class fill size: 12

Course completion rate: First graduation Spring 2018

Certificates awarded: 7 expected for spring 2018 graduation

Number of graduates transferring: 0 expected

Number of graduates working in related field: 7

No budget data yet.

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

Enrollment and Attrition Rates Reflection

Spring 2017: Instructed courses were Safety and Sanitation and Introduction to Hospitality

Safety and Sanitation:

Consisted completely of night time adult, non-traditional learners: 7 total (1) dropout, (1) quit at the end.

100% pass rate on the state exam of the 5 students remaining.

Introduction to Hospitality:

Consisted 4 non-traditional learners, 1 student in need of credits (who became a culinary student): 5 total

1 failure but continued to matriculate, **4 remaining all passed.**

Fall 2018: Instructed courses were Safety and Sanitation, Introduction to Culinary Arts, Introduction to Hospitality, Introduction to Pastry Arts

Safety and Sanitation: 6 total traditional students under the age of 22

Of the 6 only (1) successfully passed the ServSafe Exam.

Exam had to be re-administered for a second time, 100% pass rate after retesting.

After further discovery, it was determined that students have a very low level of reading and processing. They did not understand what they were reading on the exam, even though numerous sample oral and written tests were given.

No attrition, all students remained for the next course.

Introduction to Culinary Arts: 8 students total, (2) non-traditional, 2 traditional

This course is designed around project learning. Students must produce the meal from start to finish which was introduced by the instructor.

100% pass rate.

No attrition, all students continued to the next course.

Introduction to Pastry Arts: 8 students total, (2) non-traditional, 2 traditional

This course is designed around project learning. Students must produce the meal from start to finish which was introduced by the instructor.

100% pass rate.

No attrition, all students continued to the next course.

Introduction to Hospitality: 6 students, (5) traditional, (1) non-traditional.

All students passed.

No attrition, all students returned for the spring 2018 semester.

To date, the Culinary Arts and Hospitality Management program at Independence Community college has had only one full semester of data collected. The largest trend noted here is the lack of reading, writing, computer, and critical thinking skills the students possess when entering the program (take note of lack of writing skills through instructor evaluations). By creating hybrid courses in all classes with Canvas, students are encouraged to use computer applications while also improving their reading, writing, and critical thinking skills.

Additional critical thinking has been introduced for the spring 2018 semester, online and in classroom through possible “real life” scenarios that have no true answer. For example, “Do lobsters feel pain?” is a question that was posed to students.

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See *Resource B* for more information and other examples of external constituencies that may apply to both career and transfer programs.) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk(*). Upload meeting minutes from the previous spring and fall semesters.

Narrative:

Created fall 2017, most recent minutes included below:

ICC Culinary Arts Advisory Board Meeting Agenda

Tuesday, October 10, 2017 (Joint meeting with Nursing, Vet Tech, and EMS)

ICC West Culinary Arts Center 6:00pm

Members Present: Patricia DeGeorge, Director of Culinary Arts Independence Community College, Jean Wason, Culinary Arts Instructor, Independence High School, Terry Trout, Owner, Ane Mae's

Call to Order

1. Discussion on program and current status

a. Program is running with seven total students, will have 8 total students for second half of fall semester, more enrolled for Spring 2018. Attending every event possible to make community aware that culinary arts in running. Article in the paper every week, Diva Day, Pioneer Day, Health Fair, Community Cooking Classes.

2. Discussion on Curriculum

a. Having difficulty with students not having the ability to comprehend what they read. Taking observations from their Canvas assignments, they cannot spell and do not know the difference between certain words (the difference between which and witch and when to use it). Because they cannot read well, they are not reading the book or taking notes in class. Cannot force them to take notes. Jean blames the K-12 system, suggested active note taking. Must take notes or cannot ask for help from me during class. Will try this suggestion. Also, cutting back on lecture time and focusing more on hands on application and skill work. Took students on active learning tour of the Little House to discuss tourism, and will be touring the new hotel Comfort Inn and suites next week.

3. Community Courses

a. Community courses are running as scheduled. Held 2 private courses, plus courses for the group Weight Watchers and Diva Day. Hired an adjunct instructor

25

for non-credit who is currently teaching cake decorating and candy making in W107. Running extra courses when time allows.

4. High School and Culinary

a. Discussed the possibility of having Jean's high school's students come in for a tour when the college students are at work in their class. Then the high school students will have a firsthand look at what college culinary courses are like. There needs to be a link between high school and college so administration can see how important skill based learning is. She is receiving no money support for culinary arts at the high school level. Trying to see how I can intervene.

5. Jobs

a. Terry has hired one of my students, Student X, and she is doing great! Ree Drummond's place in OK has hired a culinary student, Student Y, and the cafeteria at ICC has hired Student Z.

6. Misc.

a. Discussed with Terry the possibility of bringing his employees through the culinary arts kitchen-welcome at any time.

b. Terry discussed inviting Principal McAfee to be a part of the Culinary Advisory Board. Meeting concluded at 7:00pm

4.2: SPECIALIZED ACCREDITATION

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

No accreditation necessary for program. We are not required to have a health inspection per the state of Kansas because we are an educational institution.

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

No additional documents as culinary does not currently require any.

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (See *Resource C*)

Narrative:

Bureau of Labor Statistics

Chefs and Head Cooks

National median annual wages, May 2016

Chefs and head cooks

\$43,180

Total, all occupations

\$37,000

Supervisors of food preparation and serving workers

\$32,790

Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

The median annual wage for chefs and head cooks was \$43,180 in May 2016. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$23,630, and the highest 10 percent earned more than \$76,280.

In May 2016, the median annual wages for chefs and head cooks in the top industries in which they worked were as follows:

Traveler accommodation	\$52,440
Amusement, gambling, and recreation industries	\$51,240
Special food services	\$44,830
Restaurants and other eating places	\$39,550

The level of pay for chefs and head cooks varies greatly by region and employer. Pay is usually highest in upscale restaurants and hotels, where many executive chefs work, as well as in major metropolitan and resort areas.

Most chefs and head cooks work full time and often work early mornings, late evenings, weekends, and holidays. Many chefs and head cooks work more than 40 hours a week.

Employment of chefs and head cooks is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Most job opportunities for chefs and head cooks are expected to be in food services, including restaurants. Job opportunities will result from the need to replace workers who leave the occupation.

According to the National Restaurant Association, Kansas was expected to bring in \$4.7 billion in sales from restaurants in 2016. Restaurant and food service establishments play a significant role in the overall economy of the state. Currently, there are 134,800 jobs in the industry with an expected growth of 14,700 additional jobs in Kansas by 2026. The demand

for highly educated and trained culinary professionals will be increasing and earning a certificate or degree in culinary arts is a great way to get in on this exciting career.

National employment estimate and mean wage estimates for this occupation:

Employment	Employment RSE	Mean hourly wage	Mean annual wage	Wage RSE
134,190	2.3 %	\$22.79	\$47,390	0.9 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$11.36	\$15.50	\$20.76	\$28.40	\$36.67
Annual Wage	\$23,630	\$32,230	\$43,180	\$59,080	\$76,280

Industry profile for this occupation:

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Restaurants and Other Eating Places	76,740	0.75	\$21.03	\$43,750
Special Food Services	15,360	2.24	\$23.36	\$48,590
Traveler Accommodation	14,070	0.73	\$27.10	\$56,380
Other Amusement and Recreation Industries	6,850	0.56	\$28.29	\$58,840
Grocery Stores	3,090	0.11	\$20.11	\$41,830

Industries with the highest concentration of employment in this occupation:

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Special Food Services	15,360	2.24	\$23.36	\$48,590
Rooming and Boarding Houses	120	0.98	\$20.33	\$42,290
Restaurants and Other Eating Places	76,740	0.75	\$21.03	\$43,750
Traveler Accommodation	14,070	0.73	\$27.10	\$56,380
Other Amusement and Recreation Industries	6,850	0.56	\$28.29	\$58,840

Top paying industries for this occupation:

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Performing Arts Companies	60	0.05	\$33.25	\$69,150
Federal Executive Branch (OES Designation)	1,560	0.08	\$32.30	\$67,180
Management of Companies and Enterprises	920	0.04	\$31.33	\$65,170
Travel Arrangement and Reservation Services	40	0.02	\$30.30	\$63,030
Specialty (except Psychiatric and Substance Abuse) Hospitals	60	0.02	\$30.24	\$62,900

Chefs and Head Cooks

State median annual wages, 2016

Projected Employment:

Kansas	United States
1,100 2014 Employment	127,500 2014 Employment
1,200 2016 Employment	138,800 2016 Employment
9% Change	9% Change
30 Annual projected job openings	3,040 Annual projected job openings

The data shows a need for trained industry employees in the culinary/hospitality field. There is potential for culinary students graduation from the program to have a successful career in this industry as they gain further work experience.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See *Resource D* for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use

S.M.A.R.T. goal setting for this purpose. (See *Resource E* on S.M.A.R.T. goal setting; *Resource F* on Action Plans for Student Success; and *Resource C-* for more information.)

Narrative:

Vitality Reflection

1. Potential Enhancement:

- A. Not enough data collected in order to adequately compare programs state-wide.
- B. No trending data to support an upward trend.
- C. Student retention data on one semester shows little or no attrition rate for graduating students in the certificate program for 2017-2018.
- D. Qualitative indicators to date suggests high program quality and student outcome success.
- E. Program is well aligned with ICC mission and strategic plan.
- F. Cost is low compared to national averages: However, we are the highest tuition in the state of Kansas for culinary.

State:

Independence Community College: \$3,416 for the 28 credit Culinary Certificate

Culinary Arts/Hospitality Certificate: Culinary Arts and Hospitality is one of the fastest growing sectors of the workforce today. If you're considering a profession as a Chef, or a career within the hotel and restaurant industry, please join us and put your creativity to the test. We will provide you with all of the essential skills you need to get started in this career field with hands on experience and supportive instructors in our 2- semester program. Interview with Culinary Instructor is required before being admitted into the program.

Johnson County Community College: \$3,162 for 34 credit Pastry Certificate

Johnson County Community College is a top accredited culinary school offering students the opportunity to pursue careers as a chef, baker, or food and beverage manager. The Chef Apprenticeship program is an ideal training program for students who want to obtain training from some of the best chefs in the country. Students learn both in a classroom setting as well as in state-of-the-art kitchens. This program was one of the first in the country to receive accreditation by the American Culinary Federation. The Baking and Pastry program features specialized training and the opportunity for students to gain work experience in the school's pastry shop. This certificate can be completed in just one year of full time study.

Butler County Community College: \$6,076 for the 62 credit Culinary AAS degree

Butler Community College teaches students how to be successful in the high-pressure field of culinary arts. The AAS Degree in Culinary Arts features a hands-on learning environment, allowing students to master their skills in an environment similar to what they will find in the workforce. Students are taught how to prepare a variety of dishes from different cultures in a professional manner. Graduates of the program are prepared for positions such as chef, line cook, prep cook, or catering chef.

National:

Johnson & Wales University: \$54,312-\$108,624

Located in Providence, Rhode Island, Johnson and Wales offers undergraduates the option of a two-year associate degree or a four-year bachelor of science degree. For the 2013-2014 academic year, tuition is set at \$27,156 per year, or \$502 per credit. At the associate degree level, students can select either culinary arts or baking & pastry arts, while the bachelor degree level offers five different programs (not all of which are available at the university's satellite campuses in Miami, Denver and Charlotte).

Kendall College: \$53,772-\$89,667

Among its culinary offerings, Chicago's Kendall College offers an associate of applied science in culinary arts degree that spans six quarters for a tuition rate of \$53,772, a program which includes general education courses. Kendall also offers a bachelor's degree in culinary arts, which is a traditional four-year program with a tuition rate of \$89,667. Notable alumni include Michael White, Mindy Segal, and José Garces.

Culinary Institute of America at Hyde Park: \$52,920-\$105,840

The Culinary Institute of America's main campus in Hyde Park, New York offers both an associate degree in culinary arts and bachelor's degree programs in either culinary arts or culinary science. A student must complete the associate degree before continuing onto a bachelor's degree program. For the 2013-2014 school year, each semester costs \$13,230 in tuition, so the four semesters of the associate program totals \$52,920 while the full eight semesters (four years) of the bachelor's programs total \$105,840.

2017-2018 Action Plan

Action Item 1-Continue to Improve Student Learning Outcomes- “What do I want the students to learn?”

Activity	KPI's	Responsibility	Completion Date
1.1 Faculty will improve student learning by assessing SLOs at the end of each semester.	Data in TK20, when TK20 is available, currently in Word documents.	Director	Sp 18, F 18
1.2 Develop and list SLOs in each course description.	Listed and available in course descriptions.	Director	Completed
1.3 Develop and list SLOs in each syllabus description.	Listed and available in syllabus.	Director	Completed
1.4 Identify appropriate assessment tools for SLOs in each course.	Data in TK20, when TK20 is available, currently in Word documents.	Director	Sp 18, F 18

Action Item 2-Increase enrollment from industry members and high schools.

Activity	KPI's	Responsibility	Completion Date
2.1 Director will visit with 4 high schools per year or schools will visit ICC to provide more awareness of the program.	Enrollment increase.	Director	Completed
2.2 Director will promote culinary school through community events, fundraisers, public speaking, tours, community classes-at least 2 events per semester	Enrollment increase.	Director	Completed
2.3 Director will work with marketing department to further advertise the culinary program.	Enrollment increase.	Director	F 18
2.4 Director will work with admissions to further recruit high school students by giving them access to culinary center for more tours	Enrollment increase.	Director	F 18

Action Item 3-Explore community opportunities and partnerships

Activity	KPI's	Responsibility	Completion Date
3.1 Continue to support and participate in the local community through hospitality and culinary related events.	Donations from the culinary department, gift baskets, cooking classes, time	Director	On going
3.2 Explore partnership opportunities to place students in the workforce upon or before graduation	Increase in contacts from the workforce.	Director	On going

Action Item 4-Enhance curriculum and instruction.

Activity	KPI's	Responsibility	Completion Date
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4.1 Articulate with other culinary/hospitality programs to offer transfer agreements or possible joint opportunities.	Number of joint programs/articulations will increase.	Director	On going
4.2 Explore possible AAS program opportunities.	Creating AAS program.	Director	On going
4.3 Explore internship opportunities for students locally and nationally.	All students will have placement.	Director	Completed

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. (*See Resource G for more details on possible items to include.*)

Narrative:

No data for budget available-new program, first year.
At this time I am not requesting any additional funds for the budget.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

Culinary Director collected and provided all data for program review.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division Chair: (Patty addressed concerns below in the revised program review)

I feel there are missing from this program review.

1.2 Budget data not included. I realize the program was being built in the Fall of 2016, but students were enrolled in class in the Spring of 2017 so there should be budget information. 3.2 There is a typo "Fall 2018" should be changed to "Fall 2017"

4.3 Explain how this program aligns with HLC. Evidence is stated, but not visible.

7.2 Need budget information. No clear goals stated.

8.1 Lacking budget information from 16-17