

Annual
Program
Of
Culinary Arts and
Hospitality
Management
For
2018-2019

Prepared by
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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:

Number of Faculty:

1 full time (DeGeorge)

0 part time

Enrollment & Student credit hours by Faculty type:

Full time: 28 total credit hours taught, with 57 total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

Average Class size:

7.13 students in Face-to-Face classes

0 students in online classes

7.13 students across all courses

Completion rates:

100% face-to-face

0% online

100% all courses

Pass ('D' or better) rates:

100% face-to-face

0% online

100% all courses

Pass ('C' or better) rates:

98.25% face-to-face

0% online

98.25% all courses

Number of Majors: 7 (0 returned in Fall 2018)

Degrees Awarded: 7 Cert CUL

3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

The program faculty 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 Section 3.2 in the Program Review Handbook 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.

Certificate Culinary Arts/Hospitality Mgmt 2
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 Constituency 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.

4.1: Program Advisory Committee:

Narrative: ***Created fall 2017, most recent minutes included below:***

- 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 and attach in the appendices section (10.0).

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

Certificate Culinary Arts/Hospitality Mgmt 4

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:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

This program falls under the normal HLC accreditation for the college.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

Based on the student's ability to complete the courses, the following changes were made to the curriculum:

1. Culinary Math was added as a new course.
2. Garde Manger had a name change to International Foods and went from 4 credit hours to 3.
3. Patisserie was removed from the program.
4. Culinary Nutrition was added to the program.

Overall the program went from 28 credit hours to 27 credit hours. A copy of the new program is below:

Culinary Arts and Hospitality Management (CUL)

Degree: 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 to the program.

Suggested Semester Plan

First Semester:

<i>Course Title</i>	<i>Credit Hours</i>
Sanitation and Safety (CUL 2042)	2
Introduction to Hospitality (CUL1113)	3
Introduction to Culinary Arts (CUL1004)	3
Introduction to Baking (CUL1014)	3
Culinary Math (CUL1033)	3
Term Total	14

Second Semester:

<i>Course Title</i>	<i>Credit Hours</i>
International Foods (CUL1024)	3
Managing Customer Service (CUL1143)	3
Culinary Nutrition (CUL10430)	3
Culinary Arts & Hospitality Practicum (CUL1044)	4 Term
Total	13

TOTAL: 27

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

This program is a certificate only.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment

- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment

- Other, as applicable

- Accreditation Fee Request

- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

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

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative: This program review was completed by Tonda Lawrence- Division Chair of Tech Ed based on the previous year's review.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

I agree with the findings in this Annual Program Review Culinary Arts.

Tonda Lawrence Division Chair of Technical Education

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.