

Instructional Program Review for **Culinary Arts**

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Section 1: Statement of Purpose

The four goals of the Culinary Arts' program mission are as follows:

To educate

The Austin Community College Program of Culinary Arts is committed to the facilitation of student learning in undergraduate and continuing education programs. The program will continue to provide an educational environment that leads students to independent thought, creativity, mastery of the fundamentals, and knowledge of the applications essential to a productive professional and personal life in the hospitality industry.

To actively seek out those who may benefit from a community college education

The Austin Community College Program of Culinary Arts will be distinguished by the quality of scholarship produced by its faculty and students. This scholarship will enhance the reputation and visibility of the program, while enhancing the students' educational experience and advancing the hospitality industry.

To Revitalize the Relationship with the Community at large

The Austin Community College Program of Culinary Arts values the promotion of hospitality industry in the Austin area. The program is committed to preserving this value of the hospitality industry as well as serving the industry and the Austin Community College community by being a leader in the promotion of the culture of hospitality that is inherit in Austin.

Grow Selectively to Achieve Distinction

The Austin Community College Program of Culinary Arts recognize the challenges of today's evolution in higher education. The program is dedicated to a continued organizational evaluation, which will maintain its positive impact on the students, the college, community, and industry it serves.

These objectives are met through a wide ranging culinary-centered group of courses. The educational objectives in this area are applied through the use of lecture and practical kitchen experiences that meet the student's need to be well versed in not only food and techniques knowledge, but in business-oriented training as well.

Section 2: Vision Summary

The program's vision will be to increase our present success rate in achieving the above program mission goals. Even though we have met with success through accreditation with the American Culinary Federation, the program still will need to grow to serve the community and implement new methods of teaching. The department plans to do this through the implementation of some of the following objectives:

1. Increasing our present Culinary Arts program enrollment
2. The addition of a Pastry Arts Kitchen to further increase our students skill level and to allow us to create a specific baking program to serve the central Texas area
3. Possible growth at the Eastview campus through adoption of some of the acreage of free land on the campus to create and operate our own garden site for the production of fresh fruits, vegetables and herbs to use in the program to lower costs
4. Creation of a beverage certificate covering classes related to beverage management such as wines, beers, spirits and bar operations
5. Creation of a Continuing education class series to allow the public specialized training in our facilities
6. Continued unification with the American Culinary Federation, our accreditation institution, to increase the skill level and knowledge of our students and to aid us in curriculum changes to stay modern with our teaching practices.

In order to perform the above goals, we will have to continually adopt and modify our teaching practices. The department is examining new ways to present information through use of the internet and video production for visual communication. We will adopt new modes of technology as they become available (such as remote hands on ordering using palm pilots for our Bistro series) for use to constantly update our students.

Our vision in five years is to be the dominant Culinary Arts program in the region by providing:

- A quality, affordable education that both combines a thorough yet flexible program that will meet the needs of our students,
- An outstanding program that drives the quality of education offered in the state of Texas by offering outstanding instructors that are well versed in new delivery methods, and
- A unique program that allows for a 2+2+2 system that will take students from high school and provide them with a quality education that is transferable across the United States to fulfill a Bachelor's degree in Hospitality.

Section 3: Identification of Strengths, Weaknesses, Opportunities and Threats

From the attached SWOT analysis exercise held this last year, the department has identified a number of both strengths and weaknesses.

SWOT Exercise Culinary Arts

November 12, 2002

Attendees

Brian Hay
Edward Lindemann
Brian McCormick
R. J. Smith

Program Coordinator
Adjunct Faculty
Adjunct Faculty
Faculty

Strengths

Good faculty Faculty Faculty team Faculty commitment	4 dots
Well equipped facilities Facilities state of art Good facilities	3 dots
Overlap between courses Exploring instructional techniques Leading the state in curriculum development Good basic curriculum Curriculum sound	3 dots
ACF support ACF backing Accredited program	2 dots
Industry support Local support from industry	2 dots

Classes offered	1 dot
Flexibility of program for students (degree plans)	
Good faculty to student ratio	
Accessibility	
Good faculty development	1 dot
Availability of classes (types and times)	
Board associations (TRA, HEAT)	
Links with high schools and universities	
Transferability of classes	
Better student diversity (incoming)	
Community support	
Technology use in class and outside	

Weaknesses

Amount of cook time in some classes	6 dots
Outdated curriculum	
Cook by product vs. cook by menu	
Amount of hands on cooking time vs. lecture classes	
Difference between classical vs. modern thinking	
Lack of purchasing class	
Time constraints to develop new classes and upgrade	
Budget concerns	4 dots
Travel money issues for faculty development	
Hourly money for students labor (work-study)	
Loss of catering opportunities	
Capital outlay money	
Budget issues	
More faculty needed	
Under funded	
Lack of strong time line for program start to finish	2 dots
Poor classroom for lecture	1 dot
Lacking pastry kitchen	
Parking	
Student run faculty "coffee shop"	
No good baking equipment/kitchen	
Student retention	1 dot
Poor retention	
Graduation rates	
Job placement	

Poor student retention Tracking student outcomes	
Lack of knowledge of program by ACC – administration and counselors Low community involvement Community knowledge of program Marketing to prospects and community	1 dot
Continuing education for people in industry and public	1 dot
Student involvement in activities	
Need more diverse faculty Classes taught in Spanish (don't have)	
Room availability on campus (scheduling) Lack of options in class times day vs. night Lack of number of sections offered	
Costs for textbooks per student	

Opportunities

Industry specific courses More electives Dietetics culinary degree Nutrition/dietetics courses Class scheduling More industry speakers Distance learning – Web/TV Bake/pastry program New curriculum to be offered – WECM	4 dots
OJT with local industry – contract training Handicap training placement Prison training Continuing education for industry professionals Continuing education Continuing education for community Continuing educational classes Apprenticeship opportunities Recreational cooking classes	4 dots
Library (reference) Library More kitchens Land for garden space Storage room Fine dining restaurant	3 dots

Marketing articulation agreements upward/downward 1 dot
More contact with all local high schools

More advertising degree and college accreditation
Hispanic marketing

Faculty research in areas of interests
Links with other schools (in-district and out)
Faculty and student school exchanges

Bilingual instructors

Community involvement
Fund raising

Grant money

Local and outside state trips for students

Threats

Competition from other local culinary programs 7 dots
Competition (other schools)
TCA
Competition from other schools

Facilities need to be modern 4 dots
Facilities upgrading and expansion

Negative student retention 2 dots
Stagnant curriculum
Declining registration

Thinking we are the best 2 dots

National economy 1 dot
Local industry and economy declining

Increasing program costs due to expansion
Increasing enrollment
Lack of funding

Administrators apathy to the culinary program

Diversity – students and faculty

Faculty recruitment

Awareness of business opportunity – other industry

Lack of marketing and funding
Lack of job placement

Section 4: Summary Analysis of Core Indicators of Effectiveness

Need

Does the program address a verifiable need for the student, community and/or society?

The department believes that the Culinary Arts program does address a verifiable need for students and the community at large. Please refer to the individual sections below to see the department's justification.

Community Need

As taken from ACC's mission statement:

"Austin Community College offers the following types of programs, services, and instruction to fulfill its mission and to satisfy state law for public junior and community colleges:

Vocational and technical programs of varying lengths leading to certificates or degrees....Accredited preparation shall be provided for as many career areas and university transfer options within the college of the mission of the college as is feasible."

Through recent accreditation through the American Culinary Federation in the summer of 2002, the department believes that we are meeting the above required mission of the college.

Enrollment Trends

Student Enrollment in courses and Section Counts

Over three years (FY99 to FY 2001), our enrollments in the program have remained steady, and our section count has increased to reflect demand for our courses (refer to Exhibit #1).

Number of declared majors

One problem that we have faced over the last few years is to ensure that all of our students declare their major upon entering the program. We have had numerous students transfer from other programs at ACC who have not changed their major to reflect their entry into Culinary Arts. We now ensure through mandatory advising with a full time faculty member every semester that all students have declared their major.

Outcomes

Number of degrees conferred (THECB, LBB)

Number of graduates meets standards for number of graduates (15 graduates/3years)

According to information provided in Exhibit #2, the Culinary Arts program has not met the standards for the required number of graduates. Within the department, we know of another 4 previous graduates who are not being documented on this report. In addition, the department also recognizes that a number of students will graduate during this year (spring of 2003). We feel that this has occurred since most of our students have completed their degree requirements over a 3 year period instead of the normal two year fro most associate degree plans.

Percent of graduates who are employed within one year of graduation

Percent of employed graduates who indicate employment is related to training

Approximately 80% of our students are presently working in the Culinary Arts field while pursuing their degree plans. These students have indicated that they will be working in the field after they graduate and that they have received successful training that will help them in their employment in the future.

Other options for students in the Service Delivery Area

Students interested in pursuing a degree in Culinary Arts have two other options within ACC's service area. The students may go to one of two proprietary schools in Austin. Both of these since they are not state supported are very expensive to attend (ranging from \$12,000 to approximately \$34,000 for their degree)

Cost

Within the context of the College's mission, is the cost of the program justified?

The department feels that the program's cost is justified for what we offer to the students and the community. Please refer to the individual breakdown of this area.

Budget analysis

Analysis of actual budge expenditure related to program compared to budget.

Referring to exhibit #3, both the Hospitality Management department and Culinary Arts department were combined under one budget since the program's existence. According to the Revenues versus Costs summary, both programs ran a deficit of approximately \$200,000 for FY01. For the FY02-03 year, the programs have be separated and are running individual budgets to gain a better understanding of program costs.

One issue that has been discussed among all of the community colleges teaching Culinary Arts in the State of Texas is to raise the amount of reimbursement received from the state.

Cost Study Report

Upon reviewing the budgets for previous years, the department realizes that there is a large amount of cost (related to food for use in lab) related to the program. The department has worked intensively over the last year to reuse these products in numerous ways. For example, CULA 1301 Basic Food Preparation performs numerous functions by creating stocks to use in all classes and to provide some production work for our Bistro 3158 dinner Series. It is thought that further intertwining of classes will aid us in better utilization of food products among the classes, thus reducing costs and showing the students more efficient ways of product utilization.

The department feels that the creation of additional fees for the students would increase our program price, thus charging the students more fees.

Comparison of program price with that of alternative suppliers

Upon comparing our program with other local proprietary schools, our program is much more affordable for students to enroll in. As mentioned earlier in the report, the other schools fees range from approximately \$12,000 to 34,000 to attend to obtain the same degree. Our department considers this to be very expensive and also will create financial hardship for students in the future trying to pay off these loans.

Program Effectiveness

Are the teaching, learning, course, program, student and support outcomes of this program of the best possible quality?

The department believes that we are offering the best possible quality in teaching methods, learning, course offering and development, student and support outcomes. More must be done in obtaining information from graduating students and employer feedback.. Please refer to the information below for greater detail.

Student Achievement

Course completion rates

A-B-C-D rates for courses within college norms

Withdrawal rates for courses; D-F grade rates within college norms

Upon reviewing the report entitled Analysis of Non-transfer grade and withdrawal rates, it appears that for the year of 1998, the college's average non-transfer rate was 8.99%.

Referring to Exhibit #4, the Course Completion report shows the breakdown of non-transfer grades per semester. Averaged out from the Fall 99 to the Spring 02 semesters, The department had an average rate of 23.58. This number includes a high number of withdrawals per semester.

We believe that the rates for 'D' and 'F' grades are within college norms but recognize that we have a high number of withdrawals per semester. The department understands that part of this is reflected by the student's life concerns (family, full time job, etc) and that the student may have difficulty in finishing a class. This needs to be addressed to determine a solution to lower this number to acceptable levels.

Number of students completing degree/certificate requirements

Upon reviewing Exhibit #5 that shows the 2001 Program profile for the Culinary Arts Department, it shows only 3 awards being given by the year 2000. These numbers are not accurate. The department knows that this number should be increased to 7 for the May 2002 graduation date. In addition, through the implementation of another certificate (Culinarian Certificate of 22 hours), the department feels that we will increase the number of students completing awards substantially over the next few years.

Student Retention

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

At the moment, the department does not have accurate numbers on the number of declared majors for Culinary Arts. However, upon examination of the data found in Exhibit #6, the department feels that a high number of these students either have completed or will complete some type of award with the six year time frame. The department has found on average, a certificate student will take 3 semesters to complete the certificate and an A.A.S. degree student will take approximately 2.5 years to complete the program.

Upon examination of Exhibit #7, we are maintaining a high number of our students from semester to semester.

Student Outcomes

Rate of program completion for student seeking a degree

The department has found on average, a certificate student will take 3 semesters to complete the certificate and an A.A.S. degree student will take approximately 2.5 years to complete the program. The numbers of completes are low but will substantially increase this year (May 2003) with the adoption of properly declared majors and completion of more certificates.

Job placement rates from follow-up

The department does not have accurate job placement rates. However, through informal sources, the department knows that a high number of our students upon graduation either find work or continue to work in this field.

Meets THECB standards for number of graduates

According to information provided in Exhibit #2, the Culinary Arts program has not met the standards for the required number of graduates. Within the department, we know of another 4 previous graduates who are not being documented on this report. In addition, the department also recognizes that a number of students will graduate during this year (spring of 2003). We feel that this has occurred since most of our students have completed their degree requirements over a 3 year period instead of the normal two year fro most associate degree plans.

Access

Average number of semesters it takes for a student to gain degree/credential

The department has found on average, a certificate student will take 3 semesters to complete the certificate and an A.A.S. degree student will take approximately 2.5 years to complete the program.

Analysis of when and where courses are offered by campus, time of day, mode of delivery

Number of sections taught by location

All Culinary Arts classes are taught only at the Eastview Campus at ACC. Upon review of the data, the number of sections taught presently are adequate for the needs of the program. The scheduling of classes during the different day parts has been successful in meeting students needs to obtain classes. The department is constantly examining new ways to ensure that all students are able to obtain the classes that they need in order to graduate on time.

Number of sections closed/cancelled by course

Upon examination of the data in Exhibit #8, the department feels that the number of cancelled sections is still within reasonable guidelines for the department. The majority of these classes consist of upper level classes needed for completion of the A.A.S. degree. These classes are still being offered on a regular basis to allow students to graduate on time.

High demand course analysis
Identification of barriers to students

The major barrier for the Culinary Arts program is related to the number of sections allowed to be offered per semester. Since both the Culinary Arts program and the Hospitality Management program must take two classes (IWFA 1213 and FDNS 1301), this creates a bottleneck for students to enroll in the program and get started with their particular degree plan. Both of these classes are high demand classes and fill up very quickly during registration. Even though the department will add extra spaces for students to register, it still would help if additional sections could be added in this area to increase the number of students in the program and well as creating a pipeline for completers.

Curriculum

Date of most recent program revision
Course and program listings in ACC catalog up-to-date

The latest program revision occurred in the Spring of 2002 at the request of the American Culinary Federation's review of the program. This change brings the ACC catalog up to date with the most recent version of the Department's degrees awarded.

Course texts up to date

All textbooks used in the program are the latest editions published with Cd-Rom inserts for the students use.

Learning outcomes for courses and programs defined
All courses have up-to-date syllabi on the file
Number of courses with departmental syllabi
Evidence of SCANS competency integration into course syllabi and programs

All learning outcomes have been defined through the use of the American Culinary Federation's standards for teaching as well as WECM guidelines created by the state. In doing so, the department has created departmental syllabi for all of our classes which are on file. SCANS competencies are integrated into all of our classes.

Evaluation of the use of instructional resources including those in the LRS

Students are encouraged through research papers to use the library for a reference as well as downloading class notes placed upon the web and checking e-mail sent out by faculty. The department will be working more with the LRS to provide more interaction with their services.

Number of courses taught through alternative delivery methods

At this time, no Culinary Arts classes are taught using alternative delivery methods. A pilot program is underway to use both class notes and video available on the web for the students to use.

Number of courses taught in 8 week session/one night a week/paired with another course

All Culinary Arts classes are taught on a one night a week basis due to lab work requirements. We have offered a few classes in the 8 week semester and are examining this to see its feasibility in the future.

Advisory committee meets regularly to discuss curriculum issues
Advisory committee minutes maintained and posted

Our advisory committee meets on a regular basis (twice a year if feasible) to discuss industry needs and to give advice to the program. These minutes are maintained and posted on the web.

Evidence of recent review of curriculum by external advisory committee
Advisory committee validation of entry level skills

The Culinary Arts department is accredited by the American Culinary Federation, based out of Florida. They recently reviewed the Culinary Arts department and granted us accreditation for 3 years in June of 2002. A copy of the self study report and the committee's findings can be made available upon request.

Technology

Extent to which technology impacts modes of instruction.
Number of courses/sections taught via distance learning
Number of courses/sections that incorporate multimedia

Approximately 80% of our classes are taught using multimedia sources (predominately PowerPoint). These are available on the web for the students to download and study before class. The use of in-house made videos will be becoming more widespread throughout the program as time for creation becomes available. None of the department's classes at this time are taught via distance learning.

Faculty

All faculty meet SACS standards

All faculty meets SACS standards.

Percent of sections taught by full time faculty
Percent of contact hours taught by full time faculty

Upon examination of Exhibit #8, approximately 75% of the classes in Culinary Arts are taught by full-time faculty members. This number is also reflected in the contact hour breakdown. The balance would be approximately 60% taught by full time instructors. This would allow more time for program and curriculum development.

Description of professional development activities
Number involved in professional development activities
Types of discipline related professional development activities offered

Please refer to the list of professional development activities that occurred in Exhibit# 9 by our full-time instructors. The department feels that it's very important to stay active in professional development opportunities given both at ACC and outside of the college. Culinary Arts is a very demanding and changing field which requires our instructors to constantly stay up to date with new innovations and techniques. In the Fall of 2002, Culinary Arts and Hospitality Management offered a Student resources day especially created for the students by bring in guests speakers. This was very highly praised and will become an annual event.

Student evaluations of instruction within acceptable range

Upon reviewing the student evaluations, the department feels that the quality of instruction remains high and any negative comments are within acceptable ranges.

Extent to which alternative modes of instruction are incorporated into classes

Approximately 80% of our classes are taught using multimedia sources (predominately PowerPoint). These are available on the web for the students to download and study before class. The use of in-house made videos will becoming more widespread throughout the program as time for creation becomes available. Non of the department's classes at this time are taught via distance learning.

Extent to which focus of instruction is on problem solving, active learning and work based elements.

All of the culinary Arts classes combine all of the above units in each class. The Culinary Arts field demands flexibility and problem solving skills while accomplishing various tasks. The department attempts to create this in all of our teaching methods and lab experiences.

Diversity

Demographics of students taking courses

Upon reviewing the data in Exhibit # 10, the department feels that the gender diversity has remained consistent over the program's existence (It appears that there is a 60% gender rate for males). The department's ethnicity division also remains consistent over the program's existence.

Demographics of students indication intent to complete program

The department feels that the ethnicity breakdown will carry over to our students attempting to complete the program.

Demographics of graduates

There is not enough information available to determine the ethnicity breakdown at this time.

Student Satisfaction

Student course evaluations demonstrate course satisfaction

Upon reviewing the student evaluations, the department feels that the quality of instruction remains high and demonstrates course satisfaction.

ACC graduate survey data

There is not enough data at this time to give an accurate response.

Employer Satisfaction

Percent of graduates employed within one year

Percent of employers indicating satisfaction with graduates

There is not enough data at this time to give an accurate response.

Section 5: Institutional Effectiveness Measures

Summarize institutional effectiveness measures and results for past 3 years and how they reflect required learning outcomes

Recommend modifications

Identify 3 new measures that will be used

Section 6: Recommendations

Develop 5-10 recommendations designed to improve the quality of the program based upon findings during the program review process.

- Develop a marketing program to increase our present Culinary Arts program enrollment
- The addition of a Pastry Arts Kitchen to further increase our students skill level and to allow us to create a specific baking program to serve the central Texas area
- Implementation at the Eastview campus of some of the acreage of free land on the campus to create and operate our own garden site for the production of fresh fruits, vegetables and herbs to use in the program to lower costs
- Development of a beverage certificate covering classes related to beverage management such as wines, beers, spirits and bar operations
- Development of a Continuing education class series to allow the public specialized training in our facilities
- Continued unification with the American Culinary Federation, our accreditation institution, to increase the skill level and knowledge of our students and to aid us in curriculum changes to stay modern with our teaching practices.
- Increased use of new technology (computer applications, software packages, DVD creation for the students, etc.)
- Increased examination of scheduling issues to ensure that enough sections are available for students to enroll in and to reduce the bottleneck addressed earlier with the beginning classes. In addition, the department wishes to examine new teaching methods such as instruction in other languages.
- Increase the number of faculty and support staff to allow for more staff and curriculum development time

Section 7: Action Plans

Recommendation #1

- Develop a marketing program to increase our present Culinary Arts program enrollment

This can be found under the Self Study for Hospitality Management created by Virginia Lawrence

Recommendation #2

- The addition of a Pastry Arts Kitchen to further increase our students skill level and to allow us to create a specific baking program to serve the central Texas area

<u>Year</u>	<u>Actions</u>	<u>Target Date</u>	<u>Responsible</u>
1	Development of kitchen design and equipment needs (cost – none)	Fall 03	Dean, PC and faculty
2	Construction of facilities (cost - \$100,000)	Completed by Fall 04	ACC
2	Implementation of a Pastry certificate (cost – none)	Completed by Fall 04	Dean, PC and Faculty
3	Review of program (cost – none)	Summer 05	PC and Faculty

Recommendation #3

- Implementation at the Eastview campus of some of the acreage of free land on the campus to create and operate our own garden site for the production of fresh fruits, vegetables and herbs to use in the program to lower costs

<u>Year</u>	<u>Actions</u>	<u>Target Date</u>	<u>Responsible</u>
1	Development of site plan with available acreage defined and land modifications needed (cost – \$1,000)	Fall 03	Dean, PC
1	Explore linkages with Sustainable Food center (cost – none)	Fall 03	PC
2	Explore grant possibilities for land development and greenhouse setup	Spring 04	PC
2	Construction/ excavation of site and greenhouse (Cost needs to be determined)	Summer 04	PC
2	Planting and growth of food (cost – \$5,000)	Fall 04	PC, faculty and students

Recommendation #4

- Development of a beverage certificate covering classes related to beverage management such as wines, beers, spirits and bar operations

This can be found under the Self Study for Hospitality Management created by Virginia Lawrence

Recommendation #5

- Development of a Continuing education class series to allow the public specialized training in our facilities

<u>Year</u>	<u>Actions</u>	<u>Target Date</u>	<u>Responsible</u>
1	Development of class series, including topics, mode of instruction, times of delivery and instructors (cost – none)	Summer 03	PC
1	Implementation of the series (cost -\$2,500 for teaching assistants, instructors and food purchases)	Fall 03	PC and faculty
2	Continuation of the series (cost -\$2,500 for teaching assistants, instructors and food purchases)	Spring 04	PC and Faculty

Recommendation #6

- Continued unification with the American Culinary Federation (ACF), our accreditation institution, to increase the skill level and knowledge of our students and to aid us in curriculum changes to stay modern with our teaching practices.

Year	Actions	Target Date	Responsible
	Action plan to be determined as changes or new developments occur with the ACF		PC and Faculty

Recommendation #7

- Increased use of new technology (computer applications, software packages, DVD creation for the students, etc.)

<u>Year</u>	<u>Actions</u>	<u>Target Date</u>	<u>Responsible</u>
1	Increased use of technology in the classroom through the use of in-house created videos for FDNS 1301 Introduction to Foods (cost \$500)	Fall 03	PC
2	Creation of a DVD for student instruction to aid in learning principles for FDNS 1301 (cost - \$1,500 for software and materials)	Spring 04	PC
2	Implementation of the above for other classes within the department (cost - \$1,000)	Summer 04	PC and faculty

Recommendation #8

- Increased examination of scheduling issues to ensure that enough sections are available for students to enroll in and to reduce the bottleneck addressed earlier with the beginning classes. In addition, the department wishes to examine new teaching methods such as instruction in other languages.

<u>Year</u>	<u>Actions</u>	<u>Target Date</u>	<u>Responsible</u>
1	Examine scheduling of classes and instruction in other languages (cost – none)	Fall 03	PC and faculty
2	Hire adjunct instructor capable of teaching in Spanish (cost - \$6,000)	Fall 04	PC
	Review and examine feasible and quality of instruction(cost – none)	Spring 05	PC

Recommendation #9

- Increase the number of faculty and support staff to allow for more staff and curriculum development time

<u>Year</u>	<u>Actions</u>	<u>Target Date</u>	<u>Responsible</u>
1	Ensure that need for an additional full time faculty member is known and documented (cost – none)	Fall 03	Dean/PC
2	Actively seek and hire an additional full time instructor (cost – \$40,000)	Fall 04	Dean/PC

Exhibit Listing

Exhibit #1

Combined Sections, Enrollments, Credits and Contact Hours by discipline for 5 year period FY 1997-FY2001

Exhibit #2

Awards/Degrees Conferred between July 1, 2000 and June 30, 2001

Exhibit #3

Fund 10: Education and General Fund, Instructional Disciplines – Revenues vs. Costs for FY01

Exhibit #4

Course Completion Report by Discipline by Semester by Course: Fall 1999 – Spring 2002

Exhibit #5

Texas Higher Education Coordinating Board – 2001 Program Profile 12.05 Culinary Arts and Related Services

Exhibit #6

Texas Higher Education Coordinating Board – 2001 Annual Data Profile – Access by Gender 1999-2000

Exhibit #7

Texas Higher Education Coordinating Board – 2001 Annual Data profile – Retention and Remediation Fall 1999 First Time in College (FTIC) Cohort to Spring 2000

Exhibit #8

Budget Planning Board for FY 2003 – Combined Sections, Enrollments, Credit and Contact Hours by Discipline and Faculty Type for 5-year Period FY 1997-FY 2001

Exhibit #9

Faculty Professional Development Examples – For the year 2001

Exhibit #10

Table 8 – Age, Ethnicity and Gender of Students by Term, and Course Fall 1999 – Spring 2002