

PROGRAM NAME: Culinary Arts and Pastry Arts

ACADEMIC YEAR: 2013-2014

INSTRUCTIONAL PROGRAM REVIEW

The timeframe of program review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. Questions regarding forms, calendars & due dates should be addressed to the I.E. Department.

I. PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN

- A. Describe how the program supports the college [mission](#) and [core values](#).
1. Collin College Mission Statement : "Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect." IHCE Mission Statement: "The Institute of Hospitality & Culinary Education prepares students for the demands of the fast-paced hospitality and foodservice industry. We are committed to developing skills, strengthening character and work ethic, and challenging the student's intellectual and creative curiosity."
 2. Collin College Core Values We have a passion for Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity and Respect, and Integrity.

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills its statutory charge to provide:

Academic courses in the arts and sciences to transfer to senior institutions.

Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success.

Continuing adult education programs for academic, professional, occupational, and cultural enhancement.

Developmental education and literacy programs designed to improve the basic skills of students.

A program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals.

Workforce, economic, and community development initiatives designed to meet local and statewide needs.

Other purposes as may be directed by the Collin College Board of Trustees and/or the laws of the State of Texas.

In accordance with the Collin College Purpose Statement, the Institute of Hospitality & Culinary Education (IHCE) program provides “technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success.”

- B. Describe how the program supports the college [strategic plan](#).

Strategic Goal #1: Improve academic success by implementing strategies for completion:

1.1 The number of students achieving significant levels of completion as identified by the THECB will be increased

The sequencing of course offerings has been revised in hopes that it will produce more completers. The sequence of course offerings is listed in the Collin College Catalog, listed on the IHCE program website, and posted on CHEF/PSTR full-time faculty doors.

1.3 A culture of student preparedness will be the focus of student success

In October 2012 the American Culinary Federations (ACF) conducted a site visit. In preparing for the site visit the Culinary and Pastry Programs were analyzed through a self-study process. Collin College was able meet all the ACF course competencies. The ACF is a world renowned organization which accredits more than 231 post secondary programs through out the world. Collin College is now an accredited ACF program, which means that students graduating with either an AAS degree in Culinary Arts or Pastry Arts is eligible to apply for their Certified Culinarian or Certified Pastry Culinarian designation.

1.3.1 Develop system that requires orientation prior to course registration.

A mandatory culinary/pastry orientation is required for all incoming students. Students may not enroll in entry level CHEF or PSTR lab classes without attending the culinary/pastry orientation. The culinary/pastry orientation is offered several times per year and is communicated to current and potential students via the Collin College Calendar of Events, IHCE website, Digital Displays on plasma T.V.s at the PRC, emails to high school counselors/educators, and in Banner

Strategic Goal #2: Provide access to innovative higher education programs that prepare students for constantly changing academic, societal and career/workplace opportunities

2.4.2 Prioritize programs, develop curriculum, and propose baccalaureate degrees at Collin College in Health Sciences, Technical and Workforce fields

An outline of a BAS in Hospitality and Foodservice Management was submitted to the the leadership at Collin College in 2012.

2.5 Partnerships with local ISDs will be expanded leading high school students to certificates and associate degrees at Collin

2.5.1 Enhance dual credit options, including specialized magnet programs, with ISDs to increase credit attainment prior to high school graduation

Currently dual credit has been articulated with Allen High Schools for the CHEF 1305 Sanitation & Safety class. Lewisville ISD is offering an articulated HAMG 1321 Introduction to Hospitality class.

II. PROGRAM CURRICULUM

Sections A, B & C apply only to workforce programs.

- A. Attach all course syllabi with SCANS included. *(Workforce Programs only)*
- B. Show evidence that the THECB standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance. *(Workforce Programs only)*
 1. Credit Hour Standard: There are no more than 60 credit hours in the program plan.

Number of semester credit hours (SCH) in the program plan: A.A.S. Culinary Arts is 61 credit hours; A.A.S. Pastry Arts is 61 credit hours. This does not currently meet the state standard due to the required 16 credit hours assigned to the General Education Core. Currently the General Education Core is being evaluated by a committee at Collin College, and it is being recommended that Collin College follow the State of Texas standard of only requiring 15 credit hours for the Workforce Education. The program chair, Karen Musa, is serving on this Workforce Education committee.

If there are more than 60 SCH in the plan, show revision of curriculum. Work with the program's curriculum coordinator to bring the revised program plan to the Curriculum Advisory Board (CAB).

A.A.S. Culinary Arts has received approval from the C.A.B. to eliminate three 3-credit courses (CHEF 1302 Principles of Health Cuisine, CHEF 2302 Saucier, and an Elective) from the curriculum. A.A.S. Pastry Arts has received approval from the C.A.B. to eliminate three 3-credit courses (PSTR 1340 Plated Dessert, PSTR 1312 Laminated Dough, Pate a Choux, & Donuts, and an Elective). In both cases consideration was given to the required American Culinary Federation required Competencies in order to retain the ACF accreditation.

2. Completers Standard: Average 25 completers over the last five years or five completers per year.

Number of completers: 2009: 2, 2010: 18, 2011: 44, 2012: 38, 2013: 53 = a total of 155. See Appendix B for statistics on program completers.

3. Enter Average Number of Completers: 31 per year.

If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of student enrolled in the program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)

Implementing a lower A.A.S credit requirement for Culinary Arts and Pastry Arts should increase the number of completers overall.

4. Licensure Standard: 90 % of first time test takers pass the Licensure exam.

If applicable, include the licensure pass rate: Not applicable

For any pass rate below state standard, attach a plan for raising the pass rate.
Not applicable.

C. Current Curriculum (*Workforce Programs only*)

1. Is the program curriculum up-to-date? Please review Collin College's program curriculum at the following levels:

- a. Compared to similar programs at peer schools,
- b. Compared to the first two years of baccalaureate requirements in related fields at Collin College's top ten transfer institutions or existing articulation agreements, and
- c. Any professional association standards or guidelines that may exist relevant to the program.

If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.

The A.A.S. in Culinary Arts and the A.A.S. in Pastry Arts are up to date and meet all industry standards as recently certified by the program's ACF site visit and accreditation.

Currently, the degrees are being adjusted to meet the state mandated 60 credits for an associate of applied science degree. In making changes to the curriculum for both programs we needed to be cognizant of the competency requirements for the American Culinary Federation program accreditation.

2. Advisory Committee

- a. How many employers does your Advisory Committee have? The IHCE Advisory Board is made up of 25 members. IHCE Advisory Board Meetings start with all members from the hospitality and culinary side. The IHCE Advisory Board breaks out into two groups, one for Hospitality, and the other for Culinary and Pastry. There are 11 employers total on the Culinary/Pastry Side of the IHCE Advisory Board.

How many attended the last two meetings? 6 employers on 3/22/13 and 4 employers on 9/27/13. We are currently recruiting with the mission of adding additional members who will represent the food production "back-of-the-house" side of the hospitality and foodservice industry.

11 total (employers and faculty/staff) attended on 3/22/13 and 9 total (employers and faculty/staff) attended on 9/27/13.

Have they contributed any resources to the program (time, equipment, supplies, money, co-op spots)?

Yes No If Yes, briefly describe contributions in Table V.

- b. Status of Advisory Committee curriculum recommendations:

Briefly summarize the curriculum recommendations made by the Advisory Committee over the last five years. In the last program assessment the IHCE Advisory Board vocalized a need for a commercial kitchen(s) on a college campus that would allow the program to continue to grow. The current culinary facility, located at PRC, was opened in fall 2009.

Since the last program assessment the IHCE Advisory Board has recommended reducing the A.A.S. Culinary Arts

and A.A.S. Pastry Arts to 61 credit hours. Recommended prerequisites on certain CHEF and PSTR classes. Recommended resequencing of the courses to allow for suggested prerequisite requirements. Recommended and identified the capstone courses for the A.A.S. Culinary Arts, A.A.S Pastry Arts, Certificate in Culinary Arts, and Certificate in Pastry Arts. Recommended changes have been incorporated into the curriculum.

Briefly explain why any Advisory Committee recommendations were not followed (budget limitations, prohibited by accrediting bodies or regulations, not feasible, not appropriate for college mission, lack of qualified faculty, etc.).

In the last two IHCE Advisory Board Meetings there has been a push to launch a student culinary/pastry team. Currently there is no room for courses such as culinary competition in the curriculum. If we were permitted to launch a culinary/pastry competition team, the students would need to participate on a volunteer basis. In addition, funding may be a challenge as well as finding an enthusiastic faculty member dedicated to take on this endeavor.

How might these barriers to implementation be overcome, if appropriate?

Make the culinary/pastry team voluntary. Find funding for the team, training, travel, etc. Hire a dedicated faculty member to champion this endeavor.

3. Provide the program-level SCANS matrix or a curriculum map that shows every program outcome is supported by at least two courses and every course supports at least one program outcome to demonstrate that the program curriculum sufficiently addresses the acquisition of the foundational skills and knowledge required for students to achieve competency in the program outcomes? SCANS Crosswalk AAS Culinary and Pastry; SCANS Crosswalk Certificate Culinary and Pastry . See appendix A Syllabi & Crosswalk
- D. What are the completion barriers in the program curriculum? *(All instructional programs)*
- Go to the Program Review page on CougarWeb and select the program course history for each of the program awards. Links to the Program Review page are found on both the Institutional Effectiveness and Teaching & Learning pages.
1. Review the course retention rate, course success rate, course enrollment and periodic scheduling to identify barriers to program completion.

- a. Program course retention rate: Attach print out and identify any courses that have a retention rate below the state standard.
- b. Is there sufficient course enrollment to support a stable cycle of required course offerings?
 Yes No

Show course enrollment for technical or field of study courses.

Enter course enrollment for Technical or FOS courses: See Appendix B. Since fall 2008 unduplicated enrollment in the culinary and pastry programs has gradually increased: 2008/2009 = 399, 2009/2010 = 635, 2010/2011 = 754, 2011/2012 = 786, and 2012/2013 = 806. The statistics obtained from Collin IRO are questionable, as it shows more students enrolled in the pastry program than the culinary program: 2008/2009 = 490, 2009/2010 = 795, 2010/2011 = 878, 2011/2012 = 894, and 2012/2013 = 916.

For any required program courses with enrollment below 15, explain a plan to grow enrollment or revise the curriculum.

The maximum class size for culinary and pastry lab classes is 16 students. The lab A 153 was originally designed to accommodate only 14 students. Some of the more advanced classes fall below the required number of 15 students. In some cases, exceptions to run culinary and pastry lab classes are issued. Unfortunately, classes have been canceled with 12 or less students. When culinary and pastry lab classes are canceled, students often have no other options (sections) to switch to because either the class is already full or there is no other section being offered. Canceling classes has slowed down the ability of some students to graduate with either a certificate or A.A.S. degree. In addition to the recruiting conducted by the program chair, one chef has been given an extra service contract to go out and visit with high schools during the fall 2013 semester. In addition, more advertising and promotion of the program could garner an increase in students entering into CHEF 1301 and PSTR 1301. Other possible solutions: curriculum resequencing on the CHEF side of the program, and reevaluating the content of the CHEF lab classes, should produce a better progression rate with CHEF students. Please see Appendix B Course Completion and Success.

- c. Are the required courses in the program offered at intervals appropriate to enable students to complete “on time” if a student was enrolled full-time and followed the degree plan? Yes No

- d. Identify any required program courses which frequently require course substitutions to enable students to complete an award.

HAMG 1319 Computers in Hospitality. The class is a required course for all four disciplines under the IHCE umbrella. The class size is limited and finding faculty to teach the class is often a challenge.

CHEF 1314 (capstone)/RSTO 1304 Learning Community Class (The Red Room Dining Experience). This class has been cancelled two times in the past four years. The Red Room Dining Experience does need a minimum of 12 students to run the front-of-the-house and back-of-the-house effectively. The cancellation of any CHEF or PSTR class inhibits the ability of the students to progress in the program and complete an award. Other pastry or hospitality management classes are sometimes substituted for the The Red Room Dining Experience.

2. Considering the course retention information gathered from step 1 above, explain program changes planned to remove or mitigate any observed barriers.

It is suggested that Collin College allow the IHCE to manage its course on a capacity percentage rather than a class size number as the maximum number allowed in the culinary and pastry course is 16, so all lab classes need to be either full or canceled, whereas the lecture type courses can be at 50% capacity and still run. Recommend classes scheduled in the kitchens (16 capacity) be allowed to run (without the need for an exception) at either 75% or 81% capacity.

III. PROGRAM INFORMATION: ARE THE PROGRAM LITERATURE AND ELECTRONIC SITES CURRENT AND DO THEY PROVIDE AN ACCURATE REPRESENTATION?

- A. Provide program website url: <http://www.collin.edu/hospitality>
- B. List all program literature (course descriptions, degree plans, catalog entries, etc.) in the table III below.
- C. Provide the review date (within the last three months) in Table III below that shows the elements of information listed on the website and in brochures were checked and updated for accuracy (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) are accurate and available to the public.

Table III-Program Literature Review

Title	Type	Date Last Reviewed and Updated
Catalog Program Descriptions	Collin College Catalog Collin College Website	January 2014
Course Descriptions	WECM Workshop	Summer 2013 Implementation Fall 2014
Program Brochures	IHCE Brochure	Summer 2013

IV. EMPLOYMENT FOR PROGRAM GRADUATES

Some relevant data is available on [Career Coach](#).

- A. Provide evidence of local demand for program graduates.

Culinary and Pastry Chef: See Appendix D. According to Career Coach the demand for Chefs and Head Cooks will increase by 7.7% over the next four years in the Dallas/Fort Worth Market. The Bureau of Labor Statistics predicts a 5% increase in employment opportunities nationally through 2022. The National Restaurant Association forecasts an additional 1.3 million jobs added over the next decade. The Texas Restaurant Association forecasts a 15.9% job growth from 2013 through 2023.

If there is low current demand, as evidenced by few AAS-level job postings, explain why and show evidence that near-term future demand will improve local demand for graduates of this program.

Based on statistics from Career Coach, the Bureau of Labor Statistics, the National Restaurant Association, and the Texas Restaurant Association growth in the number of foodservice jobs is expected to keep growing through 2023.

- B. What percent of graduates secure employment in the field. See Appendix D. 2008/2009 and also in 2009/2010 IRO reported that 100% of graduates were gainfully employed in the foodservice industry.

If the employment rate is below 75% within 12 months of graduation, explain the plan to increase employment of the program's graduates through relationship building.

N/A

- C. Average salary of program graduates. According to Career Coach the starting salary (10th percentile) is \$13.15 per hour, median salary (50th percentile) is \$20.82 per hour, and high range (90th percentile) is \$32.37 per hour. The Bureau of Labor Statistics estimates that the median pay is \$20.42 per hour or \$42,480 per year.

If average salary is at or below minimum wage plus 15%, explain how the program will be modified to add economic value for graduates.

The average salary is not below the current minimum wage of \$7.25 per hour.

- D. Average number of months to employment. Students are usually employed prior to graduation due to the Cooperative Workforce Education requirement for A.A.S. degrees.

If the average time to employment exceeds six months after graduation, describe the plan to support employment searches for upcoming (and recent) graduates.

N/A

- E. What actions do the program personnel take to assist the college in obtaining the information required by Title IV and Gainful Employment so that students enrolled in this program are able, if otherwise eligible, to receive federal financial aid? The program chair maintains a database of over 1,100 students, information on job and career opportunities is disseminated in a timely manner. In other words, as soon as a job posting arrives via email it is forwarded on to the students. It is then up to the students to follow up if interested in the position.

- F. What additional actions, if any, are needed to improve the quality of this programs' information needed for college federal reporting requirements?
No additional actions are necessary.

Program Data:

Unduplicated, actual, annual enrollment data;

Definitions of data elements can be found on CougarWeb under Teaching & Learning/Program Review/Institutional Research Files for Program Review

- Student/Faculty Ratios
- Average Class Size
- Course Enrollment History for all program courses (workforce programs may exclude reporting core course enrollments)
- Grade Distributions
- Contact Hours Taught by Full-Time and Part-Time Faculty

V. PROGRAM RESOURCES SINCE LAST PROGRAM REVIEW

A. Partnerships and Relationship Building: List all university/business and industry partnerships. Include co-op or internship sites, visiting class presenters, tours of facilities' use, equipment donors, dedicated program scholarship donors, mentors.

Table V-A: Partnership Resources

University/Business & Industry	Partnership Type	Estimated Market Value, if any
Texas Women's University	BAS Culinary Science & Foodservice Management	n/a
University of Houston ~ Conrad N. Hilton School of Hotel/Restaurant Management	B.S. Hospitality Management	n/a
University of North Texas ~ School of Hospitality & Merchandising	B.S Hospitality	n/a

IHCE Advisory Board	Support: time, equipment, supplies, and cooperative work experience	Priceless!
2014 Hospitality & Culinary Career Fair	Estimate: 25 Hospitality and foodservice companies	\$100 per vendor, 34 vendors = \$3,400
2013 Multicultural Foodservice & Hospitality Alliance	Showcase of the Stars. Cultural Intelligence	\$3,000
	Field Trips	Priceless!
	Guest Speakers/demos	Priceless!
	High School visit to the PRC	Priceless!

B. Employees: List program employees (full-time and part-time), their role, credentials, and known professional development activity since the last program review.

Table V-B: Employee Resources

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
Karen Musa	Program Chair & FT Professor ~ IHCE	Dallas Baptist University M.B.A. 1990-1994 Johnson and Wales University B.S. Hospitality Management 1984-1987 C.H.E. Certified Hospitality Educator ~ American Hotel &	Council of Hospitality & Restaurant Institutional Education Conferences: 2002, 2004, & 2006 (all day event spanning three days) Workforce Education Course Maintenance Workshops: 2002, 2005, 2007, 2009 (all day workshop lasting 1.5 days) Hospitality Financial & Technology Professionals 200, 4 hours International Hotel & Restaurant Show 2006 (all day event spanning three days) Fancy Food Show NY 2007 & 2008 (all day event spanning

		Lodging Association 2002-2017	<p>three days) National Restaurant Show 2004, 2005, 2006, 2010, 2013 (all day event spanning three days) Academic Symposium - Meeting Professionals International 2005 12 - hours Certified Tourism Ambassador workshop 2010 - 5 hours Certified Proctor & Instructor - National Restaurant Association - 4 hours (online) Academic Chair Workshop 2008 - 4 hours Academy for Collegiate Excellence 32 hours - 2008 Year long academy to enhance leadership skills in a higher education setting Officer/Advisory training with Student Life 2011 - 2 hours Tech-prep focus groups 10-19-10 and 03-25-11 - 4 hours Attended annual supervisor training 2009, 2010 & 2011 9 hours Workforce Education Course Maintenance Work Shop – June 2013 Hospitality Management Corporation - Connecting Industry to Education - March 2012 (45 minutes) Student Life - Dining Etiquette - 2 hours each 2004, 2005, 2006, & 2007 Leadership Academy - Business Etiquette - (45 minutes) each semester since 2003 Collin College All College Day - Hospitality and Culinary Arts - (20 minutes) Selected for Leadership Allen/Fairview - class of XXIV - 2012-2013</p>
John Hines	Culinary Lab Coordinator	B.S. Hospitality Management	Started February 2013
Karen Martin	Culinary Lab	B.S. Hospitality	Started November 2012

	Assistant	Management A.A.S. Culinary Arts	
Linda Wee	FT Professor ~ Hospitality & Foodservice Management	M.B.A. Sul Ross State University, Alpine, TX Graduated August 1998 B.B.A. Sul Ross State University, Alpine, TX Graduated August 1996 A.I.S. Ohio University, Athens, OH Graduated May 1995 Diploma in Hotel Management Singapore Hotel Association Training and Education Center/École Hôtelière de la SSH Lausanne (Switzerland) Graduated July 1988	May 19 - 21, 2013 Attended National Restaurant Assn. Show in Chicago including educational sessions. April 2013 Attended and passed exam for Certified Tourism Ambassador (CTA) designation. Dec. 2012 Attended Virtual Conference: Learning Re Imagined: Vision for Student Success sponsored by Center for Digital Education Nov. 2012 Attended Texas Community College Technology Forum January 2012 Attended University of North Texas UNT Teaching Excellence Seminar Aug 2013 Collin College Faculty Development Conference Feb. 2013 Attended "Nuts and Bolts of Service Learning" workshop at Collin College Nov. 2012 Completed eCollin Learning Center's Online Certification Training Course Aug. 2012 Collin College Faculty Development Conference August - September 2012 Collin College New Faculty Training: Groupwise Training; Faculty Development; Council of Excellence; Online Resources.
Michele Brown	FT Professor ~ Pastry Arts	Johnson and Wales University, Pastry Arts AOS 1983-85 Johnson and Wales University, Food Service Management BS 1985- 87	Attended Central Regional ACF Conference, Little Rock, Marketing, Baking, Gluten Free, Competition 2013 Attended Texas Chef Association Conference, Ft. Worth, Festive Cookies, Wine Tasting, Competition 2013 FENI, French Pastry School, Chicago, Pastry Master Classes and Flipping the Classroom 2013 ACF Online Courses (CEH) Nutrition, Management Online Courses 30 hours each 2013 ACF CEPC Written Exam Passed 2013 Attended Faculty Counsel Meeting 2 hrs

			<p>Seminars: Rubrics, Successful Public Speaking, SOBI, ACCESS, Community Service, 6 hrs</p> <p>Search Committees for both Associate and Full Time Employee 25 hours</p> <p>Distinguished Speakers Series Committee 4 hours PRC</p> <p>Library Lib Guides, 1 hour</p> <p>Texas Regional IKA Culinary Olympic Team, Pastry Chef – Bronze Medal 2012</p> <p>ACF Central Regional Pastry Chef of the Year Competition Bronze Medal 2013</p> <p>Presentation, Modern Chocolate Desserts, Chocolate Conference, 2013</p> <p>Judge Chocolate Fest, Grapevine, 2013</p>
Thomas Nixon	FT Professor ~ Culinary Arts	El Centro College, Dallas, Texas A.A.S Food and Hospitality Services September 1997 - May 1999	<p>Webinar - What's Ahead: Gauging the Drought's Impact into 2013, Latest Outlooks for Agriculture, Food Retailing, and restaurant/Foodservice. November 2012</p> <p>Collin College Faculty Development Conference, January, 2013</p> <p>Collin College Faculty Development Conference, August, 2013</p> <p>ACF continuing education courses: Pro Start, Pairing of Cheese and Beer, Meat Fabrication and Cost Control, Sourcing Sustainable Foods, June 2013</p> <p>United States Coast Guard, Certified Food Service Specialist Course, May 2013</p>
Tom Severs	FT Professor ~ Culinary Arts	<p>Culinary Institute of America, Certificate with Honors 1971</p> <p>Culinary Institute of America, Associates</p>	<p>Instructional Specialist workshop reviewing Workforce Educational Course Manuals 2012-2013 for the state of Texas, 19.5 hours.</p>

		Occupational Studies 1974	
Brenda Macarty	PT Professor ~ Hospitality & Foodservice Management	B.S. Hotel and Restaurant Management M.B.A. Concentration in Accounting	Basic of H.R. Law. (National Seminar) 7 hours Seminar Payroll Law (National Seminar) 7 hours Seminar Legal Implication of Social Media (SMU) 1.5 hours Meeting Excellence by IHG course (online) 2 hours Seminar FMLA Laws (National Seminar) 7 hours Intercontinental Group (IHG): 12/3/12 Promises Kept (Crowne Plaza) 4/8/13 Manager on Duty Implications (CP) 3/25/13 Con Artist Schemes (CP) 6/2013 Food Handlers Certificate 9/2013 T.A.BC. Certificate
Cynthia Kleckner	PT Professor ~ Culinary & Pastry Arts	B.S. Indiana University of Pennsylvania 1974 1978 Nutrition and Dietetics and Nutrition Education Presbyterian Hospital of Dallas General Dietetic Internship 12 month internship 1979	March 2013 Healthy Kitchen Healthy Lives Harvard School of Public Health and Culinary Institute of America at Greystone 4 day workshop CIA Napa Valley 23 hours CEU Plan to attend October 2013 Academy of Nutrition & Dietetics Food & Nutrition Conference & Exhibition Houston 23 hours CEU
Ernest Horton	PT Professor ~ Hospitality & Foodservice Management, Culinary & Pastry Arts	B.S. Stephen F. Austin State College, Nacogdoches, Texas, May 1969, (5/65-5/69), Majors Biology and Chemistry. Washington University, St. Louis, Missouri, Masters in Health Care	Attended the following numerous Texas Environmental Health Association's continuing education classes: Annual TEHA conference, Austin, Texas, 24 hours CEU's on current Environmental Health Issues. Quarterly TEHA seminars, Various venues in DFW metroplex, for North Texas Chapter, 6 hours of CEU's for each quarterly meeting, a full day of classes on current events for Environmental Health issues. Numerous workshops for the City of Grand Prairie and my

		Administration , May 1975, (5/73-5/75), Major, Organizational Behavior.	<p>role as Environmental Specialist, over the past three and half years in the areas of health inspection for local restaurants, schools, hospitals, nursing homes, swimming pools, registered family homes and license childcare facilities.</p> <p>The Four Disciplines of Execution, Chris McChesney and Sean Covey, workshop on Achievement of Goals. 2012.</p> <p>Numerous workshops with the City of Grand Prairie from employment date February 1, 2010 on monthly basis to stay current with Cities issues, regulations and ordinances to enforce in my position.</p> <p>Annual Refresher class, 8 hours, HAZMAT/HAZWOPER, hazardous waste site workers, RCRA TSD operations Emergency Responder.</p>
Jordan Swim	PT Professor ~ Culinary & Pastry Arts	<p>M.P.A. University of Texas at Dallas 5/11</p> <p>B.A. Abilene Christian University 12/06</p> <p>Culinary courses El Centro (23 SCH)</p>	<p>Hospitality Educators Association of Texas – Annual Conference</p> <p>Texas Chefs Association - Annual Conference</p> <p>Greater Dallas Restaurant Association - Board Retreat</p>
Nadine Riggs	PT Professor ~ Hospitality & Foodservice Management, Culinary & Pastry Arts	<p>Certificate Hotel/Restaurant Management – Collin College</p> <p>A.A.S. Middlesex County College 1986-1988</p> <p>Legal Assistant (Paralegal)</p> <p>B.S.B.M Le Tourneau University 1996 -1998</p> <p>Business</p>	<p>Social Media & Trade Secrets: A Guide to Protecting Your Company (1 hr)</p> <p>Veterans and Disability Hiring under the New OFCCP (1hr)</p> <p>2011 Labor and Employment Law Conference (3.5 hrs)</p>

		Management	
Natalie Owles	PT Professor ~ Culinary & Pastry Arts	Purdue University, Associates Degree: Hospitality Institutional Management 1983 1985 Culinary Institute of America. Associates Degree: Culinary Arts 1985-1987	Regions 10 Richardson, TX July 2013 -Inventory Management: 6 hours -Financial Management: 6 hours
Sean Jett	PT Professor ~ Culinary & Pastry Arts	El Centro College 2008 2010 AAS Culinary Arts Texas A&M University 1990-1994 No degree completed	Aramark Management and Supervisory Training Jan 2012 Aramark ROFC Management and operations Training, Sept 2010
Sheila Kao	PT Professor ~ Hospitality & Foodservice Management, Culinary & Pastry Arts	Certificate Culinary Arts – Collin College National Taiwan University 1971-1975 BA University of Texas at Dallas 1981-1985 M.S.	Fancy Food Show D.C. June 16-19, 2012 Southwest Food Show Dallas June 25, 2012

Shiva Davanloo	FT Professor ~ Nutrition	Ph.D. Nutrition Science ~ Texas Womens University M.S. Nutrition Science ~ Texas Womens University	

C. Facilities and Resources: Describe any resources acquired in the last five years, including grants, facilities, and equipment.

Table V-C-1: Facilities Resources: Please see ACF Accreditation Report – Appendix F

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any “N” answer in columns 5 or 6.
Pastry Arts Lab	Approx.. 1,000 sq. ft.	Lab	A 153 Full commercial bake shop	No	No	The program gained one fully equipped Bake Shop in 2009. If the pastry program continues to grow, IHCE will only be able to offer

						one class at a time. This kitchen was originally designed to accommodate up to 14 students. Also, there is a challenge with performing the lecture and lab in the same room. The motors for the refrigeration and hood units make too much noise. This makes it difficult for the chef to talk and be heard by all students.
Culinary Arts Lab	Approx.. 1,000 sq. ft.	Lab	A 152 Full commercial kitchen	No	No	The program gained a partially equipped basic skills kitchen in 2009. This kitchen was modified from its original plan due to budget restraints. There really is only enough equipment for a class size of 9 students. Students tend to get frustrated when they have to wait their turn to use one of the ranges. This could be impacting the student's decision to continue on in the culinary program. Currently we have a minimum

						requirement of 15 students in a culinary lab class. We are at full-capacity with 16. Also, there is a challenge with performing the lecture and lab in the same room. The motors for the refrigeration and hood units make too much noise. This makes it difficult for the chef to talk and be heard by all students
Culinary Arts Lab	Approx. 1,200 sq. ft.	Lab	A 151 Full commercial kitchen	No	No	The program gained an advanced skills kitchen in 2009. This kitchen is fully equipped. There is a challenge with performing the lecture and lab in the same room. The motors for the refrigeration and hood units make too much noise. This makes it difficult for the chef to talk and be heard by all students. If the room A 150 is not in use, then the class lecture can take place in that room.
Ingredients	Approx. 300	Classroom	A 158 Ingredients room	No	No	The program gained a

Room	Sq. ft. not including walk-in fridge/freezer	Supplies storage	with dry storage, refrigeration storage and freezer storage			central ingredients room which enables the program to control its food inventory. All ingredients for classes are stored in this space. Food carts for various classes are assembled in this space. The space is maximized from floor to ceiling. For better management and teaching (RSTO 1325 conducts an inventory assignment) an ingredients room of three-times the size of the existing one is recommended.
Catering Storage	Approx. 100 Sq. ft.	Storage	Catering and Restaurant Storage Room	No	No	The program gained a small storage room for smallwares and catering equipment storage. The space is not large enough. The program currently has to store items in locked cages along the main service hallway, which is not ideal as it limits traffic flow. Storage space approximately five times the size is necessary to

						keep the facility organized.
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Table V-C-2: Equipment, Supplies, Maintenance/Repairs *List all equipment required by the program that you do not consider supplies: Please see ACF Accreditation Report – See Appendix F*

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change

Table V-C-3: Financial Resources: *Please see ACF Accreditation Report – See Appendix F*

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
Collin College Department Budget	Y	N		Department budget must continue to increase at the rate of inflation or at a rate commensurate with the increasing cost of the required classroom supplies (primarily cost of food).
Perkins Grants	Y	Y		

VI. PROGRAM PLANNING

A. Link or attach the last two CIPs. See Appendix E: 2011-2012 and 2012-2013

B. Next CIP

1. Attach the next CIP with the data and findings on which it is based. Note: Revisions may be made to the CIP to reflect feedback from the Steering Committee or the Leadership Team. See Appendix E

2. Based on the program data and the results and finding in the past two CIPs, explain how the program action plans logically flow from the data presented.

For the culinary arts program scores in the area of culinary math did appear to go down slightly from 81.85 2011/2012 to 74.89 2012/2013 - more emphasis on culinary math needed during class. Practical exams remain the same relatively the same 2011/2012 grade average was 86.84, 2012/2013 grade average was 86.08. Kitchen and restaurant management cumulative score 2011/2012 was 91.99 and 2012/2013 was 89.5. For the pastry program ingredient identification/utilization and culinary math average score 2011/2012 was 86.42, this was slightly down in 2012/2013 to an average score of 85. The average score on practical exams was down slightly too: 2011/2012 85.25 verses 2012/2013 84.33. All scores still remain higher than the targeted 75 percent overall.

C. Within the program's base budget, what are the plans to do one or more of the following within the next five years? Check all that apply.

Increase and retain enrollment

Increase completes

Develop resources

Update facilities

Expand curricular opportunities

Partner to increase post-graduation employment opportunities

Increase transfers to related baccalaureate institutions

Increase effectiveness and/or efficiency

Improve student performance levels

Expand services

Transform services

Anything else? Briefly describe
Construction: Draft of possible expansion to better meet current needs and near future needs available for Leadership Team consideration.

- D. What continuous improvement plans do you have, if any, that require additional resources beyond the program's base budget? Briefly describe what resources you will develop to secure these funds.

The Career Achievement Portfolio (CAP) was rolled out summer 2011. The goal of the CAP program is to encourage students to capture their achievements and improvements as they progress through each course. The CAP is a representation of the students achievements and hard work as the move through the Culinary or Pastry program. The CAP can be presented to future employers. This is a new program initiative, but it has been received very well by Culinary and Pastry students. CAP requirements are listed on each syllabus and faculty encourage students to complete each course CAP requirements. Provided in separate document (Appendix G)- CAP Introduction letter, CAP Culinary Arts AAS Journal Outline, and CAP Pastry Arts AAS Journal outline.

VII. PROGRAM REVIEW REPORT PATHWAY

Completed Program Review Reports will be evaluated by the appropriate deans and Program Review Steering Committees. Following approval by the Steering Committee, Program Review Reports will be evaluated by the Leadership Team who will approve the reports for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development. Leadership Team members will work with program supervisors to incorporate Program Review findings into program planning and program activity changes during the next five years.