



American Culinary Federation
Education Foundation
Accrediting Commission



SELF-STUDY, PART 2 OF 2

POSTSECONDARY AND SECONDARY ACCREDITATION

AMERICAN CULINARY FEDERATION EDUCATION FOUNDATION INC., ACCREDITING COMMISSION
180 CENTER PLACE WAY ST. AUGUSTINE, FL 32095
www.acfchefs.org 800-624-9458



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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iMIS #	School	Program Coordinator	Site-Visit Date
	The Culinary & Hospitality Institute at Jefferson State Community College	Joseph D. Mitchell, CEC, CEPC, CCE, CHE, CCS, Ph.D.	04-12/14 2021

Change Control Documentation			
Revisions Completed	Revisions Completed By	Revisions Approved By	Approval Date
11/14/2019	K. Shugart and S. Taylor	ACFEF AC	
11/18/2019	S. Taylor	ACFEF AC	
11/27/19	K. Roberts and S. Taylor	ACFEF AC	
12/2/2019	S. Taylor	ACFEF AC	
12/10/2019	S. Taylor	ACFEF AC	
12/12/2019	K. Roberts	ACFEF AC	



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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Table of Contents

(Actual page position will change as Self-Study is filled out)

Section	Page(s)
Institution and Program Information	Refer to Self-Study Part 1 of 2
Table of Contents	2
Timeline Quick Glance	3
Self-Study Task Timeline	4-8
Exhibit Checklist	9
Instructions	10
Examples	10
Section 1.0 Standards - Program Eligibility Criteria	11-12
Section 2.0 Standards - Program Mission and Goals	13
Section 3.0 – Organization and Administration	14-17
Section 4.0 Standards - Faculty and Staff	17-19
Section 5.0 Standards – Curriculum	21-28
Section 6.0 Standards – Facilities	29-30
Section 7.0 Standards – Student Services	30-33
Section 8.0 – Standards - Program Assessment	34-36
Section 9.0 – Standards – Bachelor Degree ONLY	37-39
Section 10.0 - Self-Study Summary	40



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Timeline Quick Glance

Use the comprehensive ACFEF AC Timeline on the following pages to ensure tasks for your program’s Postsecondary and Secondary Accreditation (i.e. Self-Study, Site Visit, etc.) will be completed in a timely fashion. The ACFEF AC Timeline will assist you with organizing the resources needed to successfully complete the process required to become a Postsecondary and Secondary Accredited Program.

Quick Glance key dates and tasks to be aware of:

Time Prior to Site Visit	Task
12-18 months	Submit application.
12 months	Determine and schedule Site Visit date.
10-12 months	Complete Self Study and corresponding Exhibits.
120 Days Before Site-Visit	An Invoice for Site-Visit Fees (see Fee Schedule) will be sent to the school from National Office 120 Days prior to site-visit.
60 Days Before Site-Visit	The invoice must be paid in full, no later than 60 Days prior to school’s scheduled site-visit.
60 days Before Site-Visit	Send completed Self Study and corresponding Exhibits to ACFEF AC National Office and Evaluators.
60 days Before Site-Visit	Send Site Visit Data Sheet details (hotel confirmations, transportation and reception information, etc.) to ACFEF AC National Office.
Site Visit Day(s)	Refer to attached Timeline for Site Visit Flexible Schedule.
2 Weeks After Site Visit	Written Team Report Summary Sent to program to review. Any non-compliance areas that are cited must be responded to in writing to the ACFEF AC by the specified date.
30 Days After the Site Visit	Pay invoice for Site Visit Evaluator expenses incurred during the Site Visit.
30 Days After the Commission Decision in January or July	ACFEF Commission Letter / Certificate sent within 30 days after the Commission meeting.



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Self-Study Task Timeline Use this **Timeline** to manage the progress of your self-study and site-visit.

Time Prior to Site Visit	Date Completed	Self-Study Tasks
12-18 months		ACFEF-AC Application submitted to ACFEF National office.
12 months		Determine Site-Visit date by submitting the Date Selection Sheet to ACFEF Accreditation Department at the national office. You will be sent the self-study documents.
12 months		<p>Establish a Steering Committee composed of administrative and instructional staff, students, program graduates and employers. The Steering Committee has the responsibility of planning and leading the in-depth analysis of each aspect of the program, as it relates to the ACFEF Standards.</p> <p>Select a chair of the Steering Committee who will:</p> <ol style="list-style-type: none"> 1. Facilitate the progress and ensure deadlines are met. 2. Conduct an in-depth analysis of each ACFEF Standard as it relates to your program. 3. Conduct meetings, lead in-depth discussions and disseminate copies of the Self-Study. 4. Guide the Steering Committee in review of the initial drafts for the following: <ol style="list-style-type: none"> a. Does the response accurately address the standard? b. Is supporting documentation available to support the response? c. Is the response complete, clear and concise? 5. Assign the task of reviewing a final draft of each Self-Study section. <p>The Steering Committee will:</p> <ul style="list-style-type: none"> - Plan the work, make assignments, suggest new approaches and finalize the Self-Study - Review each section of the Self-Study. Note: The Steering Committee may form sub-committees to focus on specific areas within a section of the Self-Study.
8-12 months		Review Self-Study template and Exhibit files provided on the thumb drives mailed to you by the ACFEF Accreditation Department. The Exhibit files are to be used for filing the documents as indicated within the Self-Study.
10-12 months		<p>Complete each section of the Self-Study using the Self-Study Template. In addition to the narrative responses required in this Self-Study template, all required Exhibits must be included at the time of submission. Use the Exhibit Checklist in the next section to help verify that you have included all of the required Exhibits.</p> <p>Please be sure Exhibits:</p> <ol style="list-style-type: none"> 1. Are printed and filed in the appropriate sections of your hard copy of the Self-Study.



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

		<p>2. Exhibits are named and filed in the appropriate file labeled on the ACFEF provided thumb drive.</p> <p>3. Exhibits which answer specific questions are clearly identified and referenced within the narrative.</p> <p>4. Exhibits do not have any student identification information on them (<i>please remove names, student identification numbers, social security numbers, etc.</i>)</p>
Time Prior to Site Visit	Date Completed	Self-Study Tasks
60 days		<p>Mail copies of your completed Self-Study and Exhibits on Thumb drives as follows:</p> <p>a. Mail one thumb drive to each evaluator (two evaluators for Secondary programs and three evaluators for Post-Secondary programs).</p> <p>b. Mail one thumb drive to:</p> <p>American Culinary Federation Attn: Post-Secondary and Secondary Accreditation Department 180 Center Place Way St. Augustine, FL 32095</p>
60 days		<p>The ACFEF Accreditation Department will send you the ACFEF Site Visit Data Sheet containing evaluator information (two evaluators for Secondary programs and three evaluators for Post-Secondary programs). Once you receive the ACFEF Site Visit Data Sheet please provide the following information:</p> <p><u>Program Contact Information:</u></p> <ul style="list-style-type: none"> - Name: - Email address: - Work phone: <p><u>Hotel Information:</u> Note: The Program is responsible for making hotel reservations and prepaying for a hotel room for each Site Visit Evaluator.</p> <ul style="list-style-type: none"> - Hotel Name: - Hotel Website Address: - Hotel Address: - Hotel Phone #: <p><u>Tour and Reception and/or Dinner Information:</u> Note: If you are having a reception or a dinner for the Site Visit Evaluators, please provide the date, time and location.</p> <ul style="list-style-type: none"> - Tour and Reception and or/Dinner Date: - Tour and Reception and/or Dinner Time:



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

		- Tour and Reception and/or Dinner Location:
Time Prior to Site Visit	Date Completed	Self-Study Tasks
14 days		Alert Advisory Committee members, program graduates, and student employers of the date the Site Visit Team is coming and that they may be contacted prior to or during the Site Visit. Note: Interviews can be accomplished though hosting a reception, dinner or lunch during the Site Visit.
14 Days		Inform instructors that they will be interviewed and observed during the Site Visit. They will be asked to produce their course curriculum, the text books and resources (on and off-line) used and their grade books (or on-line grading system). They will also be asked to discuss their role in policy development and/or implementation, outside professional activities, annual technical updating of skill sets, in-service training, formal course work, duties outside teaching, etc.
7 days		Re-confirm all information on the ACFEF Site Visit Data Sheet is correct. If any information has changed, please contact the ACFEF Accreditation Department at (800) 624-9458.
1 day		<p>Arrange for a conference room or private office large enough for the ACFEF Site Visit Team to use as a workroom during their time on campus. The following items should be available for the ACFEF Site Visit Team in the workroom during their visit.</p> <ol style="list-style-type: none"> 1. Minimum 2-6' tables and 4 chairs. 2. Laptop or desktop computer with internet access and access to a printer. 3. Refreshments including: coffee (regular and decaf), tea, bottled water, juice, soft drinks and healthy snacks (fruits, nuts, granola bars, etc.) 4. Self-Study support documents including: <ul style="list-style-type: none"> <input type="checkbox"/> <u>Hard copy</u> of the completed Self-Study and all required Exhibits. <input type="checkbox"/> Current class schedules indicating date, time, course name and number, classroom/lab number of students and instructor name. <input type="checkbox"/> Student files (5 per group). Include active students and graduates. <input type="checkbox"/> Program budgets. <input type="checkbox"/> Faculty and Department Meeting minutes. <input type="checkbox"/> Advisory Committee minutes (history file) <input type="checkbox"/> Documentation of in-service training attended. <input type="checkbox"/> Course Syllabi (Syllabi should reflect the required knowledge competencies). <input type="checkbox"/> Complete lesson plans for all courses. <input type="checkbox"/> Guest speaker and field trip documentation. <input type="checkbox"/> Completed Student Equipment Safety Checklists. <input type="checkbox"/> Program textbooks and online resources use in classes. <input type="checkbox"/> Program catalogs.



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

		<ul style="list-style-type: none"> <input type="checkbox"/> Publications and media that describe the program (i.e. videos, newspaper ads, brochures). <input type="checkbox"/> Inventory or resource list of program periodicals, reference materials, AV equipment, etc. <input type="checkbox"/> Externship files and documentation (if applicable). <input type="checkbox"/> Programmatic Assessments (i.e. instructor peer reviews, student evaluations, etc.).
Time Prior to Site Visit	Date Completed	Self-Study Tasks
Site Visit Day 1 Flexible Itinerary		<p>Postsecondary - 2:00pm Secondary - 1:00pm</p> <ul style="list-style-type: none"> - Evaluators arrive (flying or driving) and check into hotel. <p>Postsecondary - 3:00pm Secondary -2:30pm</p> <ul style="list-style-type: none"> - Evaluators and Program Coordinator or Lead Instructor take tour of culinary facility and work room. - Brief overview of full day visit. - Evaluators begin review of documentation provided in the work room. <p>5:30pm – 6:30pm</p> <ul style="list-style-type: none"> - Reception: Evaluators meet Advisory Board members, graduates, employers, parents. <p>Note: A welcome reception is not mandatory, but many programs choose this venue to have the evaluating team meet and talk with the Advisory Committee, school administration, employers, and graduates. In lieu of a welcome reception, you may choose to have a luncheon on Day 2 (the full day) of your Site Visit.</p>
Site Visit Day 2 Flexible Itinerary		<p><u>Beginning of the school day – 12:00pm</u></p> <ul style="list-style-type: none"> - Observation lecture and lab classes. - Instructor interviews. - Student interviews. - Tour / interviews Resource Center, Student Services Department, Admissions and Tutoring Lab. - Review student records, course syllabi, lesson plans, assignments, quizzes. <p><u>12:00pm-1:00pm</u></p> <ul style="list-style-type: none"> - On-site Lunch (Note: Student prepared and served lunch is ideal. If any of the team has special dietary needs, they have been advised to inform the Program Coordinator as appropriate. <p><u>1:00pm – End of school day</u></p> <ul style="list-style-type: none"> - Observation of afternoon classroom lecture. <p>Note: The team will divide to observe classroom and lab activities. Advise your instructors not to disrupt class when a team member enters the classroom. The team member should sit or stand in the back of the room for observation – not participation</p> <ul style="list-style-type: none"> - Observation of afternoon Lab instruction - Student interviews - Evaluating team convenes to begin Team Report. <p><u>End of School Day – Approximately 30-45 min (Secondary Only)</u></p>



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

		- Exit meeting – Verbal Team Report summary (May include Program Coordinator, Lead Instructor, Principal, CTE Director).
Site Visit Day 3 Flexible Itinerary (Post- Secondary Only)		8:00am – 9:00am (Postsecondary Only) - Exit meeting – Verbal Team Report summary (May include Program Coordinator, Lead Instructor, Principal, CTE Director).
Time Prior to Site Visit	Date Completed	Self-Study Tasks
2 Weeks After the Site Visit		The written Team Report Summary will be sent to the program contact for review. Any non-compliance areas that are cited must be responded to in writing to the ACFEF Accreditation Department by the date specified. Note: You should have no further contact with the evaluator(s) regarding the visit. All follow-up questions should be addressed to the ACFEF Accreditation Department.
30 Days After the ACFEF Commission Decision in January or July		The ACFEF Commission meets twice per year to review the Site Visit results including the Team Reports and Program Responses. - If your program’s Site Visit is scheduled in the spring, January-May, the ACFEF Commission will review your program in July. - If your program’s Site Visit is scheduled in the fall, September-December, the ACFEF Commission will review your program in January. You will receive an ACFEF Commission Letter / Certificate within 30 days after the Commission Meeting.



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Exhibit Checklist

1. Use the following Exhibit Checklist to ensure all necessary supporting documentation is included with your Self Study.
2. Save corresponding documents to the appropriate file name on the thumb drive provided by the ACFEF.
3. A divider tab is listed between section. When printing the Exhibits, place the printed hard copy behind the appropriate Tab.

1.0 Program Eligibility
<input type="checkbox"/> Exhibit 1A (Standard 1.01) Copy of legal licensure to operate and a state certificate of approval provided for secondary or post-secondary education by the Department of Education or a comparable government agency. Copy of certification of institutional accreditation. Submit with Application.
<input type="checkbox"/> Exhibit 1B (Standard 1.02) Copy of Post-Secondary Accreditation / Secondary Accreditation Application.
<input type="checkbox"/> Exhibit 1C (Standard 1.03) List 5 recent graduates and their places of employment. Include name, address, email and phone number of the Graduates and employers. Note: Recent graduates must have graduated within the last 5 years.
2.0 Mission and Goals
<input type="checkbox"/> Exhibit 2A (Standard 2.1) Copy of the program’s mission and goals.
3.0 Organization and Administration
<input type="checkbox"/> Exhibit 3A (Standard 3.02) Organizational chart for the administrative structure of the program.
<input type="checkbox"/> Exhibit 3B (Standard 3.03) Financial Statement for the program for the last fiscal year (department budget - audited or unaudited).
<input type="checkbox"/> Exhibit 3C (Standard 3.05) Advisory Committee minutes for past year
<input type="checkbox"/> Exhibit 3D (Standard 3.06) Roster of Advisory Committee Members including contact information
4.0 Faculty and Staff
<input type="checkbox"/> Exhibit 4A (Standard 4.01) Program Coordinator Job Description and Resume or Professional Development Report.
<input type="checkbox"/> Exhibit 4B (Standard 4.02) Job descriptions for program related staff and faculty.
<input type="checkbox"/> Exhibit 4C, 4D (Standard 4.03) Copies of instructor certifications showing expiration dates and Professional Development Report
<input type="checkbox"/> Exhibit 4D (Standard 4.07) Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.
<input type="checkbox"/> Exhibit 4E (Standard 4.08) Faculty Meeting Minutes.
5.0 Curriculum
<input type="checkbox"/> Exhibit 5A (Standard 5.02) 3 current samples of syllabi and lesson plans from your program
<input type="checkbox"/> Exhibit 1D (Standard 5.07) Completed Required Knowledge and Skill Competencies Template for each program to be reviewed.
<input type="checkbox"/> Exhibit 5B (Standard 5.08) Lab Evaluation Form.
<input type="checkbox"/> Exhibit 5C (Standard 5.14) Copy of completed student Equipment Safety Check Sheet
<input type="checkbox"/> Exhibit 5D (Standard 5.17) Sample of required documents used in the supervised work experience portion of the curriculum, if applicable.
6.0 Facilities
<input type="checkbox"/> Exhibit 6A and 6B (Standard 6.01) 6A-List of major lab equipment. 6B-Diagram of floor plan
<input type="checkbox"/> Exhibit 6C (Standard 6.04) Current sanitation report, if required by federal, state or local code.
7.0 Students Services
<input type="checkbox"/> Exhibit 7A (Standard 7.01) Copy of program catalog (hardcopy and/or online).
<input type="checkbox"/> Exhibit 7B (Standard 7.04) Student Handbook.
8.0 Program Assessment
<input type="checkbox"/> Exhibit 8A (Standard 8.01) - Evaluations and Surveys: Provide dates, sample forms, and results from the most recent: Secondary



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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Only

- Current student evaluations of courses and faculty
- Graduate surveys
- Graduate follow-up surveys

- Exhibit 8B (Standard 8.02) - URL Link for each Program outcomes data on programs website landing page: **Postsecondary Only**
- Student graduation rates.
- Job placement rates.
- ACF Certification Rate is the percentage of students who receive ACF Certification within 1 year of program completion.

9.0 BA Domains Only

- Exhibit BA1 (Standard 9.01) Completed Bachelor Degree Domains template.
- Exhibit BA2 (Standard 9.03) Copy of Bachelor Degree Course Requirements.
- Exhibit BA3 (Standard 9.05) Sample of required documents used in the experiential learning component, if applicable.

10.0 other

- Exhibit 10A (Standard n/a) Teaching schedule in effect during the time of the Site Visit

Instructions

Included in the following pages of the Self-Study are a series of questions that pertain to your program in relation to the ACFEF Standards and Required Knowledge and Skills Competencies.

Please read each question carefully and provide narrative answers below each Standard listed. Please try to keep your answers as brief and concise as possible. In addition to your narrative response, Exhibit document(s) may be required. If an Exhibit is required insert a Hyperlink for Exhibit as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Note: All Exhibits must be saved to the master thumb drive (ACFEF copy), prior to creating Hyperlinks in the Self-Study and making copies of the thumb drive files for the evaluators.

Please see the examples below detailing how each standard will appear in the Self Study.

Examples

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>1.02 The program's application for accreditation must be authorized by the institutional chief executive or designee.</i>	1. Exhibit 1B - Copy of Postsecondary and Secondary Application.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Test Hyperlink on thumb drive.doc	



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Narrative Response: n/a

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.04 Guest speakers and field trips are utilized to provide program enrichment.</i></p>	<p>1. Write narrative response describing how the program uses community resources, including field trips and guest speakers. List specifics from the previous year.</p>
<p>Narrative Response:</p> <p>Guest Speakers:</p> <ol style="list-style-type: none"> College Representatives from The Art Institute, Le Cordon Bleu, Johnson and Wales University. <ul style="list-style-type: none"> Students/employees of these post-secondary schools visit our program to share information about their school and the culinary curriculum. Local Chefs and Business Owners from Carrabba’s, Downtown Bar-B-Que and The Bakery. <ul style="list-style-type: none"> Spoke to students about their experiences in industry and also instructed them in lab experiences. <p>Field Trips:</p> <ol style="list-style-type: none"> Hospitality Education Foundation of Georgia’s annual Hospitality and Career Expo <ul style="list-style-type: none"> Students are exposed to multiple careers in the Hospitality Industry. The expo provides over 100 companies showcasing their products, services and education. 	



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Section 1.0 - Program Eligibility Criteria

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>1.01 The program must be offered at an institution which is legally authorized under applicable state law to provide Secondary or Postsecondary education and is institutionally accredited by an agency recognized by the U.S. Department of Education or approved by a comparable National or International government agency responsible for the oversight of the Institution.</i></p>	<p>1. Exhibit 1A - Copy of legal licensure to operate and a state certificate of approval to provide Secondary or Postsecondary education by the Department of Education or a comparable National or International government agency.</p> <p>2. Write a narrative response to provide the contact information (name, address, phone number, email address / website) of the Department of Education or a comparable National or International government agency. If a recognized agency has denied accreditation, placed the program on public probationary status, or has revoked the accreditation, provide an account of such action(s).</p> <p>Note: The ACFEF will use this information to conduct due diligence to confirm governmental authority and accreditation status with institutional accreditors through verification on a governmental website or accreditor's website or by telephone calls as needed.</p>

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Hyperlink: [1.0 Program Eligibility\Exhibit 1A \(Standard 1.01\) copy of certification of institution accreditation.pdf](#)

Narrative Response: 1.0 PROGRAM ELIGIBILITY

Response:

Jefferson State Community College, as a comprehensive, public, two-year community college, exists to provide an educational environment in which the needs of the individual student, the community and other target audiences can be met. Within this educational environment, Jefferson State endeavors to make collegiate education accessible to all who seek it and, in a manner, consistent with the vision, mission, goals, and objectives of the Alabama Community College System.

The college is dedicated to offering program and activities which reflect those characteristics that help define an educated person. These characteristics include a level of general education that enables the individual to understand his or her culture and environment; the development of skills in analysis, communication, quantification, and synthesis necessary for further growth as a lifelong learner and a productive member of society; the identification of a system of personal values based on accepted ethics that lead to civic and social responsibility; and the attainment of skills that enhance the development of leisure activities and a healthful lifestyle. These characteristics are attained not only through organized courses and programs, but also through the intellectual and social climate of the college and through a variety of social, cultural, civic and other educational activities that are offered based on the needs of the community.

Jefferson State is fully accredited by the ~~Commission on Colleges of the Southern Association of Colleges and Schools~~ **Commission on Colleges**. The college received initial accreditation on December 4, 1968. The Commission re-affirmed the college's



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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accreditation in 2014. As a comprehensive, public, community college, Jefferson State serves approximately **10,000???** credit students each fall (IRIR fall data). The college has four campuses, Jefferson, Shelby-Hoover, St. Clair-Pell City and Moody. The college offers a wide array of academic and career programs that lead to the Associate in Science, Associate in Arts, and the Associate in Applied Science degrees, as well as certificates and other short-term training that are designed to complete in less than two years.

The program under the hospitality umbrella offers 4-degree tracks, Culinary/Nutrition Management Option (AAS C252), Culinary Apprentice Option (AAS C062), Baking/Pastry Option (AAS C030), and **Hotel/Motel Restaurant Management Option** (AAS C236). The program is offered at two of Jefferson State’s four campuses, the Jefferson campus, and the Shelby campus. The Shelby campus serves as the department’s main campus due to the enrollment demand and state-of-the-art kitchen facilities completed in 2008.

Jefferson State is accredited by the **Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges** to award the Associate Degree. **The Culinary & Hospitality Institute is accredited by the American Culinary Federation Education Foundation.** The institute is required to comply with specific regulations. All Health Department and city permits are current.

questions@sacscoc.org Pull from front page of catalog

Write statement to send to Joseph

**Alabama Commission on Higher Education
 100 North Union Street, Suite 782
 Montgomery, AL 36104-3758**

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>1.02 The program’s application for accreditation must be authorized by the institutional chief executive or designee.</i>	1. Exhibit 1B - Copy of Postsecondary and Secondary Application.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: 1.0 Program Eligibility\Exhibit 1B (Standard 1.02) ACFEF Application 2020.pdf	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>1.03 The program must have a minimum of 1 year’s graduates and a graduation rate that is</i>	1. Exhibit 1C - List 5 recent graduates and their places of employment. Include name, address, email and phone number of the graduates and employers. Note: Recent graduates must have graduated within the last 5 years.



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

acceptable by the institution or accrediting body.

2. Write a narrative response describing the institution's graduation rate goals.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Hyperlink

[1.0 Program Eligibility\Exhibit 1C \(Standard 1.03\) list of five graduates within past 5 years.docx](#)

Narrative Response:

The 2019 National Restaurant Association Restaurant Industry Outlook showed a gradually improving economy helping restaurant-industry sales to continue to advance in 2019 and forward. ; However, with COVID-19 Pandemic in Spring 2020, the restaurant and hospitality industry closed a great number of properties which drastically reduced employment opportunities. Yet, even as restaurant operators face continued margin pressures and lingering consumer uncertainty related to COVID-19, the Birmingham/Alabama area continues to grow and the need for culinary and hospitality professionals continue to be in demand. Jeff State continues to see a strong graduation rate despite the pandemic.

As a result of COVID-19, moving forward, when the economy suffers the community colleges generally see their enrollment numbers increase. ; JSCC-CHI numbers have remained steady while other programs in local and national markets have declined. One contributing factor, as a result of the federal government tightening the lending requirements for for-profit culinary schools, a local culinary school, Culinar, closed its campus in Birmingham in 2019, as part of closing all of its campuses nationally. Additionally, All Cordon Bleu, and Art Institutes have closed their doors nationally. We believe this will allow the community college systems offering culinary programs a chance to capture these students. It is the goal and mission of JSCC-CHI to continue to focus on quality programming at a fair value to ensure we have a stake in this market.

Analysis of data from the Student Profile Data Report by CIP code provided by the college's office of Institutional Research (IRIR) demonstrates the Hospitality Management/Culinary Apprenticeship program is maintaining steady enrollment numbers with a slight decrease in enrollment numbers. Enrollment continues to drop across the country due to several factors: (1) a strong economy, (2) competition in the job market, and (3) And now 2020's COVID-19 pandemic. Some programs across the USA are at half the size they were 10 years ago. Despite the slight decline in enrollment as noted above, the culinary and hospitality program continues to have strong enrollment numbers, program completers, and placement in the industry.



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

Headcount Enrollment by Current Umbrella CIP program and Award Sought show the following:

52.0901	Year Ave	AAS	Year		CER	STC	Total
Hospitality Services Management							
	Su2016-Sp2017	92					92
	Su2017-Sp2018	100					100
	Su2018-Sp2019	98					98
	Su2019-Sp2020	102					102

Number of Awards/Degrees Conferred: IPEDS Year *Summer, Fall and Spring

CIP Program		Summer 2016-Spring 2017 Enrollment 92				Summer 2017-Spring 2018 Enrollment 100				Summer 2018-Spring 2019 Enrollment 98			
		STC	CER	Degree	Total	STC	CER	Degree	Total	STC	CER	Degree	Total
52.0901	AAS Degree	23	24	27	74	19	20	17	56	21	20	15	56
Summer 2019-Spring 2020													



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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Enrollment 102			
STC	CER	Degree	Total
28	27	23	78

The program has 4-year average of 67.25% for rate of graduation.

Employment within (1) year of Graduation- 2-year AAS Degree, Hospitality Certificate and Advanced Certificate-Hospitality/Culinary Management

Year	#Grads AAS Degree	% Graduated	#Employed	%
Su2016-Sp2017	27	29%	21	81%
Su2017-Sp2018	17	17%	15	88%
Su2018-Sp2019	15	15%	15	100%
Year	#Grads STC	% Graduated	#Employed	%
Su2016-Sp2017	23	25%	18	78%
Su2017-Sp2018	19	19%	19	100%
Su2018-Sp2019	21	21%	20	95%
Year	#Grads CER	% Graduated	#Employed	%
Su2016-Sp2017	24	26%	18	75%
Su2017-Sp2018	20	20%	19	95%
Su2018-Sp2019	20	20%	20	100%



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>International ONLY: Standard 1.04 The Program Coordinator (or main contact) must speak English in order to communicate with the ACFEF AC and Site Visit Team. If necessary the Institution would be responsible, at the Institution's expense, to provide a translator to speak with the advisory committee and other pertinent staff.</i></p>	<p>1. Write a narrative response listing: a. The personnel the ACFEF AC ad Site Visit Team will be working with during the process and the languages they speak. b. If a translator is to be used on-site, please list their name as well.</p>
<p>Narrative Response: ACFEF Site visiting team members will be working with Program Director Joseph Mitchell, Office Manager Debby Jackson, Faculty members to include Kenneth Moore, Jason Bierley, Todd Jackson, and Glen Rinsky, Lab Techs to include Merissa Deloach and one vacancy that is in progress to be filled. Caitlyn Lewis. All Faculty/staff members use English as their primary language.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>International ONLY: Standard 1.05 All Institution / instructor educational information in catalogs, student handbooks and on website and food, health and safety reports must be submitted in English or must be accompanied by a notarized English translation.</i></p>	<p>1. All Self Study and supporting Exhibits provided to ACFEF AC must be in English or by a notarized English translation for ACFEF confirmation of Standards.</p>

Section 2.0 - Program Mission and Goals



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>2.01 The mission and goals of the program are consistent with the philosophy of the institution as well as industry standards.</i></p>	<p>1. Exhibit 2A - Copy of the program’s mission and goals.</p> <p>2. Write a narrative response describing the mission and goals of the program and how they coincide with the philosophy of the institution as well as industry standards.</p>
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.</p> <p>Hyperlink: 2.0 Mission and Goals\Exhibit 2A\Exhibit 2A (Standard 2.1) Copy of program's mission and goals.pdf 2.0 Mission and Goals\Exhibit 2A\Strategic Plan Document - January 31 2019.pdf</p>	
<p>Narrative Response: The mission and goals of the program are consistent with the philosophy of the institution as well as industry standards. Jefferson State Community College’s current Statement of Philosophy and Purpose, as published in the catalog, states in part: “Jefferson State Community College, as a comprehensive, public, community college, exists to provide an educational environment in which the needs of the individual students, the community, and other target audiences can be met. Within this educational environment, Jefferson State endeavors to make collegiate education accessible to all who seek it and, in a manner, consistent with the vision, mission, goals and objectives of the Alabama College System.” The complete statement can be found in Exhibits (2.0 Mission and goals Exhibit 2A Standard 2.1)</p>	

Section 3.0 – Organization and Administration

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>3.01 There are clearly defined administrative channels for the program, which allow it to operate effectively.</i></p>	<p>1. Write a narrative response describing:</p> <ul style="list-style-type: none"> a. The administrative and teaching responsibilities of the person responsible for the oversight of the program (i.e. Program Coordinator, Lead Instructor, etc.). b. To whom this person reports on matters such as finance, policies, admission and curriculum. c. Their role in assessing, planning, evaluating and implementing changes to the program.
<p>Narrative Response: 1.a. The Hospitality/Culinary Program Director works closely with program faculty/staff to assess the program to ensure program effectiveness. The program director is responsible for the overall management of the program to include, but not limited to, class offering, class scheduling, curriculum development/revision, and establishing leadership in all areas of administration for the Hospitality/Culinary program. Program Directors are given a one-course release time each term for handling program administration. The College established guidelines teaching load for program directors/coordinators and full-time instructors. Directors are expected to teach 12 to 13 8-9 semester hours during the fall and spring terms and 9 to 10 5-6 semester hours during the summer. Exceptions can be requested</p>	



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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but must be submitted in writing for approval (JSCC Policy 4.11 and 4.10).

/

1.b. The Program Director reports directly to Mrs. Norma Bell, Dean of Career and Technical Education, Jefferson State Community College.

1.c. Mrs. Norma Bell, Dean of Career and Technical Education, Jefferson State Community College oversees and approves, **under the direction of the Vice President of Academic Affairs/Dean of Instruction and the President of the College**, all matters related to finance, policies, admissions and curriculum.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
3.02 <i>There is an organizational chart showing the structure of the program.</i>	1. Exhibit 3A - Organizational chart for the administrative structure of the program.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Hyperlink: [3.0 Organization and Administration\Exhibit 3A\Exhibit 3a1 Organization Chart for Hospitality Culinary Program-Exhibit 1.docx](#)

[3.0 Organization and Administration\Exhibit 3A\Exhibit 3a.2 JSCC President Org Chart 2020 pdf.pdf](#)

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
3.03 <i>There is evidence of continuing financial support commensurate with the resources of the institution and appropriate to the needs of the program.</i>	1. Exhibit 3B - Financial Statement for the program for the last fiscal year (department budget - audited or unaudited). 2. Write a narrative response describing: a. If you receive any outside funding (i.e. government or private industry grants). b. At what point you believe the program will be self sufficient. c. If program will be able to continue if outside funding expires. d. If the program operates an income producing business (i.e. catering, cafeteria, restaurant and vending) and how those funds relate to the program's operations and provides for capital expenditures?

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Hyperlink: [3.0 Organization and Administration\Exhibit 3B\2019-20 Invoices, Budgeted Amounts & Revenue.xlsx](#)

[3.0 Organization and Administration\Exhibit 3B\Strategic Plan CUA 2019-2021-Final Revised 5-8-2020.docx](#)

Narrative Response:

2.a. None

2.b. The program will continue to depend on tuition and State Department of Education funding.

2.c. The program does not rely on outside funding beyond tuition and State Department of Education funding. **The program is primarily supported by institutional funds.**



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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2.d. The program is unique in the fact that food supplies needed for culinary lab classes requires a fairly large allocation of the budget; however, with the operation of the Bistro Provare (school restaurant/lab), community events, and advisory luncheons, the program is able to recoup some of the food cost through the service of these events. The uniqueness of this allows students to get firsthand experience in the preparation of food and service, tied to curriculum, while recouping a percentage of the food cost supplied for lab classes. Capital expenditures **is are budgeted and funded through JSCC annual budget proposals and in part through community partnership program contributions.**

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>3.04 Instructors have a balance of teaching, lab coordination, and administrative responsibilities to result in an effective educational program.</i>	1. Write a narrative response describing how the instructors are able to maintain a balance of teaching, lab coordination, and administrative responsibilities.

Narrative Response:

The Hospitality/Culinary program has 4 full-time faculty, 1 faculty/catering coordinator, two full-time support lab technicians, one part-time work study, and a full-time office manager, serving approximately 110 students that are currently enrolled in the program. The program director has both teaching and administrative duties and is responsible for the day-to-day management of the program. The college provides release time to program directors, coordinators, and department chairs to allow enough time to perform administrative duties. Each full-time instructor teaches 15-16 credit hours per term. Given the current enrollment, the program has an adequate number of faculty members to meet **the** needs of the program and student needs. However, as the **Hospitality/Culinary** program expands its offerings, the college is prepared to increase resources as necessary. The **Hospitality/Culinary** program participates in a number of community events throughout the year to include: The Iron Chef Competition, Hydrangeas Under the Stars event, Hoover’s Giant Pie Bake-off, and an Annual Apprentice Dinner. These are only a few of the events that the program participates in **on** an ongoing basis. These events give the students and faculty an opportunity to play an active role in support of community charitable contributions, while giving students valuable hands-on experience and the program exposure in the community. Faculty members post office hours each semester and provide time freely to meet with and advise students accordingly. These schedules can be found posted on each faculty member’s door, on the JSCC-CHI website, and is shared in each course taught by faculty members. The program operates with an open-door policy and encourages students to seek instructors for advising when needed.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>3.05 The program will have an Advisory Committee that meets twice per year to advise the program and respond to the employment needs of the industry.</i>	1. Exhibit 3C - Advisory Committee minutes for past year which include: <ol style="list-style-type: none"> Minimum of two written meeting minutes. Meeting minutes include: list of Advisory Committee members in attendance (with their titles). Meeting minutes include agenda topics: <ul style="list-style-type: none"> - curriculum - facility equipment - student recruitment



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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	<ul style="list-style-type: none"> - graduate placement - externships - funding sources - scholarships - industry needs - ACFEF standards and Required Knowledge and Skills Competencies - examples of major suggestions and results <p>2. Write a narrative response summarizing the Advisory Committee’s meetings, members and objectives.</p>
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Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Hyperlink: [3.0 Organization and Administration\Exhibit 3C](#)

Narrative Response:

The cornerstone of the Hospitality/Culinary program’s success is based on the make-up of its advisory board and its members’ commitment to the College, and the success of the student body. Our advisory board is made up of Industry professionals, students, graduates, administration, and faculty. The advisory board meets formally a minimum of twice a year; however, informally the program and its members work closely together throughout the year.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>3.06 The Advisory Committee assists to ensure the program responds to the needs of the industry, including job skills, equipment and continues to meet the ACFEF Standards. The Advisory Committee membership consists of representatives from a variety from hospitality industry representatives and must include a current student or recent graduate of the program.</i></p>	<ol style="list-style-type: none"> 1. Exhibit 3D- Roster of Advisory Committee Members including contact information (phone #, email), company name, and title. Note: Recent graduates must have completed the program within the last (5) years. 2. Write a narrative response describing: <ol style="list-style-type: none"> a. Design of Advisory Committee and reason for its composition. b. Criteria and requirements for Advisory Committee members. c. Frequency of meetings. d. Functions and responsibilities. e. Examples of major suggestions and results. 3. Write a narrative response describing: <ol style="list-style-type: none"> a. How the Advisory Committee assists the instructors and faculty to ensure the program responds to the needs of the industry including job skills and equipment. b. How the Advisory Committee ensures the program continues to meet ACFEF standards. c. The programs student outcomes, mission, and learning objectives are reviewed annually and reflected in the minutes.



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Hyperlink: [3.0 Organization and Administration\Exhibit 3D](#)

Narrative Response:

2.a. Design of Advisory Committee and reason for its composition:

Jefferson State Community College has established Guidelines for Academic and Career Advisory Committees. **These guidelines list: purpose, expected activities, description of membership, officers, and expected number of meetings ???**. Members are selected based on industry/community expertise **and affiliation**. **They are** utilized to guide and offer recommendations to the program and **to enhance** students' success. These guidelines are reviewed on a regular basis with the advisory board and updated as needed. **(ARE YOU USING THE ONES SENT BY DANIELLE???) which ones are you using?) Do you have your own program advisory committee guidelines, if so, lets look at them to make sure that they are consistent with the ones that were recently sent out by Danielle.**

2.b. Criteria and requirement of Advisory Committee members:

On a regular basis, the advisory board meets to discuss and review the objectives of the program to ensure that they correlate with practices in the community. These activities are not limited to but do include the following activities of an advisory committee member:

- To assist in program review or evaluation in order to achieve approval or accreditation.
- To offer recommendations for change to improve program operation.
- To examine the need for program expansion and make recommendations regarding request from the community.
- To publicize the program to community groups, organizations, or the public.
- To participate in program surveys.
- To assist in the need for and make recommendations regarding equipment and facilities.
- To assist in the recruitment of competent faculty and potentially capable students.
- To promote the professional development of program faculty.
- To periodically review the state purposes and activities of advisory committees and recommend changes as appropriate.

2.c. The Advisory Committee for the Culinary/Hospitality program meets a minimum of two times per year. Copies of minutes of the Advisory Committee meetings can be found in Exhibit (3C)



2.d. Functions and responsibilities:

- To assist in program review or evaluation in order to achieve approval or accreditation.
- To offer recommendations for change to improve program operation.
- To examine the need for program expansion and make recommendations regarding requests from the community.
- To publicize the program to community groups, organizations, or the public.
- To participate in program surveys.
- To assist in the need for and make recommendation regarding equipment and facilities.
- To assist in the recruitment of competent faculty and potentially capable students.
- To promote the professional development of program faculty.
- To periodically review the state purposes and activities of advisory committees and recommend changes as appropriate.

2.e. Examples of Recommendations:

- Recommendation to add virtual job interview procedures to reach the community and place graduate students.
- Recommendations for Job Fair speakers.
- Recommendations for Scholarships.
- Recommendations for High School outreach.

3.a. How the Advisory Committee assists the instructors and faculty to ensure the program responds to the needs of the industry including job skills and equipment.

- To periodically review the objectives of the program to insure that they correlate with practices in the community.
- To offer recommendations for change to improve program operation.
- To examine the need for program expansion and make recommendations regarding requests from the community.
- To publicize the program to community groups, organizations, or the public.



- **To participate in program surveys.**
- **To assist in identifying or obtaining financial or material resources for the program.**
- **To examine the need for and make recommendations regarding equipment and facilities.**
- **To assist in the recruitment of competent faculty and potentially capable students.**
- **To promote the professional development of the program faculty.**
- **To periodically review the stated purposes and activities of advisory committees and recommend changes as appropriate.**

3.b. How the Advisory Committee ensures the program continues to meet ACFEF standards

- **To assist in program review or evaluation in order to achieve approval or accreditation.**
- **To assist in identifying or obtaining financial or material resources for the program.**
- **To examine the need for and make recommendations regarding equipment and facilities.**
- **To periodically review the stated purposes and activities of advisory committees and recommend changes as appropriate.**

3.c. The program’s student outcomes, mission, and learning objectives are reviewed annually and reflected in the minutes.

- **Advisory members periodically review the stated purposes and activities of advisory committees and recommend changes as appropriate.**

Section 4.0 - Faculty and Staff

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>4.01 The Program Coordinator must satisfy the requirements of the institutional job description.</i>	1. Exhibit 4A – Program Coordinator Job Description, Resume and Professional Development Report (PDR).

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: [4.0 Faculty and Staff Exhibit 4A](#)



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>4.02 There are written job descriptions for program staff.</i>	1. Exhibit 4B - Job descriptions for program related staff and faculty including: <ol style="list-style-type: none"> Instructors Person responsible for matters such as finance, policies, admission and curriculum (i.e. CTE Director, Principal, Dean, etc.). Faculty and support staff.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: 4.0 Faculty and Staff\Exhibit 4B\Exhibit 4B-a\Culinary Instructor.doc 4.0 Faculty and Staff\Exhibit 4B\Exhibit 4B-b\Director Hospitality Management Culinary- Mitchell.doc 4.0 Faculty and Staff\Exhibit 4B\Exhibit 4B-c Faculty and support staff	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>4.03 The faculty has professional preparation relevant to their areas of responsibility, and has demonstrated and documented professional participation in those areas.</i>	1. Exhibit 4C - Copies of instructor certifications (i.e. ServSafe) showing expiration dates. 2. Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors. 3. Write a narrative response describing: <ol style="list-style-type: none"> Each faculty member's background strengths and how they relate to the courses for which they are responsible. The faculty workload, including counseling, teaching, and extracurricular activities involving students. Indicate whether faculty contractual obligations or requirements are different from any other faculty within the institution.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: 4.0 Faculty and Staff\Exhibit 4C Hyperlink: 4.0 Faculty and Staff\Exhibit 4D	
Narrative Response: 3.a. Each faculty member’s background strengths and how they relate to the courses for which they are responsible: Chef Jason Bierley, Restaurant Chef/Lab Instructor: Chef Jason teaches for CUA 115 Advanced Food Preparation, and he is responsible for the operation of the student-run restaurant, Bistro Provare. Chef Jason has worked in some of the top country clubs in the city of Birmingham area, i.e. Vestavia County Club, Mountain Brook Country Club, running the high-end restaurants at these properties. Chef Jason enters and wins many culinary competitions. Chef Jason also works catering events for VIP customers located in the Birmingham area. Additionally, Chef Jason has earned a certification level of CEC from the ACF. Chef Jason completes all ACF continuing educational classes online to keep current and is prepared to pass along this knowledge to his students. Chef Jason is also participating participates in professional development and continuing educational opportunities offered by Jefferson State Community College. Chef Jason excels in his teaching abilities as reflected in student comments and evaluations. Chef Kenneth Moore, Purchasing/Catering Chef and Coordinator/Instructor: Chef Moore has held the title of local ACF	



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

Chapter President for several years. Chef Moore graduated May 2020, with a BS in Education. He oversees all purchasing/catering for the program, reflecting on skills gained from working at one of Birmingham's top country clubs, Vestavia County Club, **where he served** serving in a managerial capacity. Chef Moore teaches the CUA 213 **Food Purchasing and Cost Control Purchasing** class using all of his purchasing/catering skillsets. Students complete a rotation in the kitchen with Chef Moore to further their learning experience. Chef Moore is certified as CEC from the ACF, is currently seeking certification for CCE, and is also currently working on earning an MS in Education.

Chef Todd Jackson, Department Chair/Instructor: Chef Jackson teaches savory classes, i.e. CUA 110/120 **Basic Food Preparation/Lab Foundations of Cooking**, CUA 205 **Introduction to Garde Manger**, CUA 201 **Meat Preparation and Processing Fabrication**, and some entry level classes that include CUA 101 Orientation to **the Hospitality Profession**, and CUA 180 **Special Topics in Commercial Food Service Customer Service**. Chef Jackson's experience comes from working in various country clubs, banks, and restaurants in the **city of Birmingham area**. Chef Jackson is an avid game hunter and competitor in various BBQ competitions, winning most of his entries. Chef Jackson stays current through continuing education supported by the college and ACF online continuing education opportunities. He is currently seeking a BS in Technical Education, as well as CCE certification from the ACF.

Chef Glenn Rinsky, Chef/Instructor: Chef Rinsky teaches predominantly pastry classes that include CUA 130 Chocolate and Truffles, CUA 165 Cake Decorating and Design, CUA 216 Plated Dessert Design, and several management classes such as HMM 105s **Principles of Hospitality Management Supervision**, and HMM 183 Business **Plan Development Planning** for Hospitality. Chef Rinsky owned his own Pastry/Wedding Cake shop for 10 plus years; this experience and expertise have proved valuable in the classroom. Chef Rinsky enters and competes on a regular basis in cake competitions, and travels to include visits to culinary programs, food shows, and competitions to keep current. Chef Rinsky is supported annually in educational opportunities that allow his skillset to keep current. Chef Rinsky holds a Ph.D. in Education, and holds certification from the ACF including CEC, CEPC, and CCE.

Chef Joseph Mitchell, Program Director/Instructor: Chef Mitchell teaches savory and pastry classes including CUA 208 **Advanced Baking and Pastry**, and has taken the lead in enhancing and teaching the nutrition curriculum for the program. Nutrition classes include CUA 111 Foundations in Nutrition, and CUA 163 Foundations of Healthy Cooking. Additionally, Chef Mitchell oversees student internship placement and progress. Chef Mitchell holds a Ph.D. in Nutrition and Hospitality Management, with a dissertation titled "The Integration of Nutrition into Post-Secondary Curriculum" producing several peer-reviewed articles on the subject. Chef Mitchell is supported by the college in continuing educational opportunities that include recent certificates in Research Chefs Association, T. Colin Campbell, Cornell, Plant based Nutrition. Chef Mitchell holds certifications from the ACF that include CEC, CEPC, CCE, and CHE from the American Hotel Association, and CCS, Certified Culinary Scientist, from the Research Chefs Association.

3.b. The faculty workload, including counseling, teaching...

The Hospitality/Culinary program has 5 full-time faculty, two full-time support lab technicians, one part-time work study, and a full-time office manager, who serve approximately 110 students who are currently enrolled in the program. The program director has both teaching and administrative duties and is responsible for the day-to-day management of the program. The college provides release time to program directors, coordinators, and department chairs to allow enough time to perform administrative duties. Each full-time instructor teaches 15-16 credit hours per term, and the Program Director teaches **12 to 13 8-9** credit hours per term, with reduced hour requirements during summer terms. Given the current enrollment, the program has an adequate number of faculty members to meet the program and student needs. However, as the Hospitality/Culinary program expands its



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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offerings, the college is prepared to increase resources as necessary.

The college does not have a policy regarding student/faculty ratio but recognizes the need to base class size and ratios on the specific needs of the program. Class size in Hospitality/Culinary classes is determined by the program **director coordinator**, considering class requirements (lecture only vs. lecture/lab) and complexity. Student-teacher ratio averages 15/1 in the lecture class, and 12/1 in the labs. Training stations exceed all ACF Standards.

Faculty members post office hours each semester and provide time freely to meet with and advise students accordingly. These schedules can be found posted on each faculty members door, on the JSCC-CHI website, and is shared in each course taught by faculty members. The program operates with an open-door policy and encourages students to seek instructor for advising when needed.

Hospitality/Culinary faculty are granted the same status as all other faculty at the institution. All institutional policies affecting faculty, including appointment, academic rank, continuing service/tenure, salary, promotions, recognition of professional competency status, and fair dismissal (due process) are clearly described in the JSCC handbook which is available to all faculty via the college's intranet. Faculty are notified of updates to the JSCC handbook as they occur.

Faculty policies are nondiscriminatory and are applied equitably to all faculty members, including the Hospitality/Culinary faculty. The College has an institutional problem-resolution procedure and grievance procedure for those who believe they have been treated inequitably or otherwise discriminated against. The problem-resolution procedure exists for the purpose of providing a means to resolve legitimated problems at the earliest possible time and at the most immediate level of supervision. These procedures are published in the Compliance Statements, Acts, and Policies section of the JSCC handbook. The grievance procedures are also published in the JSCC Catalog under the General Information section.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>4.04 All program faculty in the technical phase of the program must meet the following qualifications:</i></p> <p><i><u>For Secondary Programs:</u></i></p> <p><i>a. Certifiable at the ACF Certified Sous Chef (CSC) level or Certified Secondary Culinary Education (CSCE) level.</i></p> <p><i>or</i></p> <p><i>b. Has an Associate Degree or higher in a related discipline.</i></p> <p><i><u>For Post-Secondary Programs:</u></i></p> <p><i>a. Certifiable at the ACF Certified</i></p>	<p>1. Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.</p> <p>2. Write a narrative response describing if any of your full-time technical instructors do not meet the ACF certifiable levels, and what actions are being taken to achieve these certifiable levels.</p> <p>Note: Adjunct instructors, whose hours add up to a full time position, are considered to be full time equivalent faculty.</p>



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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<p><i>Sous Chef (CSC) level with 50% of full time faculty certifiable at the Certified Chef de Cuisine (CCC) level. Certified Culinary Educator (CCE) levels are encouraged.</i></p> <p><i>or</i></p> <p><i>b. Has an Associate Degree or higher in a related disciplin.</i></p>	
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Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: [4.0 Faculty and Staff\Exhibit 4D](#)

Narrative Response:

2. All full-time instructors meet ACF certifiable levels.

Chef Joseph Mitchell holds ACF certification levels: CEC, CEPC, CCE

Chef Glenn Rinsky holds ACF certification levels: CEC, CEPC, CCE

Chef Kenneth Moore holds ACF certification level: CEC, currently seeking CCE level certification

Chef Jason Bierley holds certification level: CEC

Chef Todd Jackson holds no certification; however, meets standards to become ACF certified and is currently seeking CCE level certification.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>4.05 The personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution.</i></p>	<p>1. Write a narrative response describing how personnel policies for faculty and equivalent members of the program are the same as those in effect for other faculty members in the institution.</p>

Narrative Response:

1.

Hospitality/Culinary faculty are granted the same status as all other faculty at the institution. All institutional policies affecting faculty, including appointment, academic rank, continuing service/tenure, salary, promotions, recognition of professional competency status, and fair dismissal (due process) are clearly described in the JSCC handbook which is available to all faculty via



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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the college's intranet. Faculty are notified of updates to the JSCC handbook as they occur.

Faculty policies are nondiscriminatory and are applied equitably to all faculty members, including the Hospitality/Culinary faculty. The College has an institutional problem-resolution procedure and grievance procedure for those who believe they have been treated inequitably or otherwise discriminated against. The problem resolution procedure exists for the purpose of providing a means to resolve legitimated problems at the earliest possible time and at the most immediate level of supervision. These procedures are published in the Compliance Statements, Acts, and Policies section of the JSCC handbook. The grievance procedures are also published in the JSCC Catalog under the General Information section.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>4.06 The Program needs to have the faculty adequate in number to implement the instruction and related activities of the program effectively and safely. The number of Faculty is based on the institutional requirements of the student/faculty ratio.</i></p>	<p>1. Write a narrative response describing:</p> <ul style="list-style-type: none"> a. The student to faculty ratio for lecture classes. Student: _____ Faculty: _____ b. The student to faculty ratio for lab classes. Student: _____ Faculty: _____ c. Teaching/Lab assistants and their roles with the program. d. Where in the institution's policies and procedures the student / faculty ratios requirements are documented.
<p>Narrative Response:</p> <p>1.a.b.d. The college does not have a policy regarding student/faculty ratio but recognizes the need to base class size and ratios on the specific needs of the program. Class size in Hospitality/Culinary classes is determined by the program director coordinator, considering class requirements (lecture only vs. lecture/lab) and complexity. The college has added CUA faculty to support the needs of the program as recommended by the program director coordinator. Student-teacher ratio averages 15/1 in the lecture class, and 12/1 in the labs. Training stations exceed all ACF Standards.</p> <p>1.c. The hospitality/culinary program have 2 full-time Culinary Lab Technicians. The Culinary Technicians are responsible for the operation and care of food laboratories, dining room, and all equipment and supplies in the labs/classroom. Lab Techs also supervise work study students and assist with CUA lab class instruction prep.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>4.07 The program faculty must show evidence of professional growth on an annual basis in the area of instructional and technical</i></p>	<p>1. Exhibit 4D - Copy of Professional Development Reports (PDRs) for all full-time and part-time instructors.</p> <p>2. Write a narrative response describing faculty professional development activities and</p>



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

<i>skills.</i>	include budget allocation, release time conditions, and how action plans are developed.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: 4.0 Faculty and Staff Exhibit 4D</p>	
<p>Narrative Response: 2. Each year faculty complete an Individual Action Plan (IAP) to list individual educational goals and a plan of action to accomplish these goals. These goals typically include attending an educational seminar or conference related to the area of teaching. The college is very supportive of these endeavors and demonstrates that by supplying financial support. Additionally, faculty members document professional development by completing the Accrediting Commission Annual Report, Faculty Professional Development. See Exhibit (4D).</p> <p>During the faculty member’s evaluation conference with the program director, progress on the current year’s IAP, as well as the upcoming year’s IAP, is discussed. If the program director determines that professional development activities are needed to promote growth in the teaching area or in instructional skills, this would be discussed with the faculty member during the evaluation conference. Both professional and technical skills are addressed in the IAP directed at technical skills and instructional development as reflected in the IAP’s</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>4.08 There is evidence of participation and attendance at regularly scheduled faculty meetings. Meeting minutes are available for review.</i>	<ol style="list-style-type: none"> 1. Exhibit 4E - Faculty Meeting Minutes. 2. Write a narrative response describing faculty meetings where the faculty actively participate in policy formation, program planning and priority setting.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: 4.0 Faculty and Staff Exhibit 4E</p>	
<p>Narrative Response: 2. The Hospitality/Culinary program meets on a regular basis to discuss program goals and objectives, course outlines, evaluations, strategies, class schedules, and other topics related to the success of our students. JSCC Hospitality/Culinary program has a meeting format established that encourages open discussion and sharing to help keep the program on the right track.</p>	



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

See Exhibit (4E) Faculty Minutes

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>4.9 Support services and personnel are provided to meet the needs of the program and to facilitate the work of the culinary faculty.</i></p>	<p>1. Write a narrative response describing the administrative support services available to the program.</p>
<p>Narrative Response:</p> <p>1. The College’s Hospitality /Culinary Department receives support from college administration to grow and prosper successfully. The program receives daily support through the services provided by the IT Department, Media Relations, Business Offices, Enrollment Services, Accounting Department, Bookstore, Maintenance, and Custodial Services. The program has a full-time office manager to help with management of day-to-day program operations.</p> <p>The college also provides resources to support faculty and staff. The program is provided administrative and clerical support by the Center’s Office Manager and the Administrative Assistant to the Dean of Career and Technical Education.</p> <p>Several other college employees are also available to assist faculty. For example, personnel are employed to provide support in the use and integration of technology into instruction. Instruction support may include:</p> <p>IS THIS CURRENT OR DID YOU COPY AND PASTE FROM YEARS AGO??</p> <ul style="list-style-type: none"> ❖ Assistance in instructional design ❖ Assistance in developing methods of presentation ❖ Assistance in acquiring instructional learning resources, both print and non-print ❖ Assuring that students have access to instructional materials ❖ Assistance in acquiring permission to use copyrighted materials, if necessary <p>Technological support may include:</p> <ul style="list-style-type: none"> ❖ Training faculty and students in the use of appropriate “cyber-classroom” ❖ Assisting in developing specifications for distant sites ❖ Assuring that learning materials are available in the cyber-environment 	



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

- ❖ Duplicating and distributing materials (such as video tape or audiotapes) for traditional delivery via mail or parcel delivery service.
- ❖ Producing Web-based instructional materials as appropriated, i.e. audio, video, and multimedia.
- ❖ Troubleshooting as necessary.

Another area of the college that provides support to the program is the Office of Institutional Research, Information and Records. The institutional research staff provides help with questionnaire design and compilation of data.

The support staff adequately meets the needs of the Hospitality/Culinary program.

The college also supports the Hospitality/Culinary program through student support-services.

Jefferson State provides students support-services which assist in achievement in student learning outcomes and program goals. Jefferson State and the Hospitality/Culinary program are committed to ensuring that students admitted have a viable opportunity to succeed. The following student support-services are available to assist students in successful completion of the program:

- Enrollment Services encompasses the areas of admissions, financial aid, records, articulation, international students, veterans' affairs, evening services, and transfer and undecided advising. **The computer advising software DegreeWorks ONCOURSE is maintained by the area and is used to assist students in tracking their progress toward a degree. ???**
- **The Student Support-Services Program is designed to improve the retention and graduation of qualifying students through tutoring, counseling and other services designed to help students to remain in school and graduate.????? WHAT IS THIS???**
- The New Options Center offers campus referrals to students beginning college for the first time or reentering school after an extended interruption.
- The ADA office assists students with implementation of procedures related to provisions of the Americans with Disabilities Act.
- Instructional Support includes such programs as the Learning Resources Center, Off-Campus Programs, **Use of Blackboard and Instructional Technology, Hybrid/Blended courses, Videoconference courses, Internet Courses, Telecourse Instruction???**, Air Force ROTC and Army ROTC.
- Student Services include: **SEE THE JSCC CATALOG ON PAGE 48-49 FOR CURRENT DESCRIPTIONS. ALSO VISIT THE STUDENT HUB PAGE OF THE COLLEGE'S WEB SITE.**
 - **The Birmingham Educational Technology Center offers tutorials, computers, and other services to Jefferson State students and members of the local community. (I CAN'T FIND THIS IN THE CATALOG NOR ON THE WEB PAGE. IS IT FROM AN OLD DOCUMENT?)**



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

- **The Learning Success Center offers tutorials, computers, and other services to help students achieve their academic, personal, and professional development goals. It also includes computer assisted instruction, writing papers, test-taking and preparation, and identifying learning strengths and weaknesses. Individual programs are developed to address academic concerns. The facility also houses computer and software for student use.**
- **The One-Stop Career Center includes the Career and Job Resource Center, the Birmingham/Jefferson Tech Prep, ??? School-To Career Partnership, and other workforce investment activities.**
- **DegreeWorks combines Jefferson State’s degree requirements and the student’s coursework into an easy-to-read worksheet. This helps students and advisors to see how courses completed count toward degree requirements, and see what courses and requirements are still needed.**
- **Testing Services administers the COMPASS Assessment test for GED testing, as well as English, Reading, and Math placement at the college level, the BIO 103 challenge exam, and the College Level Examination Program (CLEP).**
- **The Financial Aid Office provides information to students regarding available financial assistance, such as grants, loans, and scholarships.**

Although the college does not provide health related services on campus, a fire station with medical support are located in close proximity to both campuses, and paramedics and other personnel trained in emergency care will respond within minutes to a call for assistance from the college. Jefferson State does not offer therapeutic counseling services but makes provision for assisting students in locating appropriate services through the Office of Recruiting/Student Activities or Enrollment Services.

Section 5.0 – Curriculum

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.01 The curriculum implements the program mission, goals and objectives.</i></p>	<p>1. Write a narrative response describing how the program fulfills the stated mission and goals and objectives of the program.</p>
<p>Narrative Response:</p> <p>1. The curriculum implements the program mission, goals, and objectives. The primary mission of the Hospitality/Culinary Apprenticeship Program is to enable the students in Hospitality Management to obtain skills for employment and advance in careers within the Hospitality Industry. The curriculum is developed following ACFEF guidelines and State post-secondary the Alabama Community College System requirements to allow graduates to achieve the program’s mission and goals.</p>	



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Program/Course objectives and goals to specific course/program are listed in course syllabi, and course descriptions are in support of this standard. Supporting materials will be provided on site.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.02 Course description and units of instruction follow syllabi and lesson plans which clearly state measurable objectives, student activities, learning resources, time allotment, grading criteria and student evaluation methods.</i></p>	<ol style="list-style-type: none"> 1. Exhibit 5A – 3 current samples of syllabi and lesson plans from your program 2. Write a narrative response describing how syllabi and and lesson plans are developed to contain the following information: <ol style="list-style-type: none"> a. goals and objectives of the course. b. text and reference materials required. c. evaluation methods d. laboratory or classroom policies e. schedule of materials to be covered. 3. At Site-Visit, have all course syllabi and lesson plans available for the evaluation team to review.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Hyperlink: [5.0 Curriculum\Exhibit 5A\Exhibit 5A-Std 5.02](#)

Narrative Response:

2.a.b.c.d.e.

The curriculum implements the program mission, goals, and objectives. The primary mission of the Hospitality/Culinary Apprenticeship Program is to enable the students in Hospitality Management to obtain skills for employment and advance in careers within the Hospitality Industry. The curriculum is developed following ACFEF guidelines and **State post-secondary the Alabama Community College System** requirements to allow graduates to achieve the program’s mission and goals.

Program/Course objectives and goals to specific course/program are listed in course syllabi, and course descriptions are in support of this standard. Supporting materials will be provided on site.

Throughout the curriculum, opportunities are provided to strengthen the student’s competence in communications, critical thinking, problem-solving, leadership, and humanity skills. Program administration and faculty meet on a regular basis to discuss and review the curriculum to ensure that our students are being challenged and that they are achieving the mission, goals, and objectives of the Hospitality/Culinary program.

Course syllabi are developed from course descriptions, and course descriptions are developed from standards established by the American Culinary Federation (competencies) and follow the established guidelines from the Alabama **Community College System**. At the beginning of each semester, faculty will establish goals and objectives based on curriculum syllabi, course



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

descriptions, and ACF competencies for assessment purposes. At the end of each semester, a final report for success or shortcomings is documented. Supporting material will be supplied onsite.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.03 Opportunities are offered through the curriculum, to strengthen the student's competence in communications, critical thinking, problem solving, leadership and human relation skills.</i></p>	<p>1. Write a narrative response describing how the curriculum develops competence in communication, problem solving, leadership, and ability to interact with individuals from varying backgrounds.</p>

Narrative Response:

1. Throughout the curriculum, opportunities are provided to strengthen the student's competence in communications, critical thinking, problem-solving, leadership, and humanity skills. Program administration and faculty meet on a regular basis to discuss and review the curriculum to ensure that our students are being challenged and that they are achieving the mission, goals, and objectives of the Hospitality/Culinary program. Supporting material will be provided onsite.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.04 Guest speakers and field trips are utilized to provide program enrichment.</i></p>	<p>1. Write a narrative response describing how the program uses community resources, including field trips and guest speakers. List specifics from the previous year.</p>

Narrative Response:

1. JSCC-CHI has a close relationship with the hospitality community, advisory board, and community partnerships. The faculty and staff believe that in order to provide an educational environment that best meets the needs of our students, it is critical that members of the hospitality community work with us to enrich our students' education. Field trips and guest speakers are frequently utilized to expose students to diverse experiences within the hospitality community. We accomplish this by inviting guest speakers frequently, providing job fairs with members from the hospitality community, and preparing field trips representing all areas of the industry. Documentation of these experiences will be provided onsite.



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.05 There is a rationale for the organization of the curriculum and the course requirements for the program. The course requirements are organized and sequenced so that knowledge and skills are developed progressively throughout the program.</i></p>	<p>1. Write a narrative response describing:</p> <ol style="list-style-type: none"> a. What the rationale is for the organization and sequencing of courses. b. How the course requirements are organized and sequenced.
<p>Narrative Response:</p> <p>1.a. Courses for the curriculum are selected from the Alabama Community College System’s Course Directory, which includes all courses which may be offered in Alabama’s Community College System institutions. These course descriptions include allocation of credit based on established state guidelines. For example, lecture courses include one hour of instruction per week for each credit hour.</p> <p>1.b. Sequencing of courses within the curriculum is determined by program administration and staff, following guidelines established by the American Culinary Federation and the Alabama Community College System. The program director, along with faculty and staff, make decisions regarding how, when, and where a class offering should take place to meet program needs.</p> <p>All courses at the college utilize the following guidelines established to determine credit/contact hour allocation:</p> <p>Lecture: One hour of instruction per week for each credit hour (1:1)</p> <p>Experimental Laboratory: Two hours of instruction per week for each credit hour (2:1).</p> <p>Manipulative/Skills Laboratory or Clinical Practice: Three hours of instruction per week for each credit hour (3:1).</p> <p>Internship: Five hours of internship per week for each credit hour (5:1).</p> <p>This information is published in the Jefferson State Catalog and Student Handbook. (Where is it located??)</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.06 The allocation of credit for lecture and lab hours is consistent with the expectation of the institution.</i></p>	<p>1. Write a narrative response describing how the allocation of lecture and lab hours are determined.</p>



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Narrative Response:

1.

Sequencing of courses within the curriculum is determined by program administration and staff, following guidelines established by the American Culinary Federation and the Alabama Community College System. The program director, along with faculty and staff, make decisions regarding how, when, and where a class offering should take place to meet program needs.

All courses at the college utilize the following guidelines established to determine credit/contact hour allocation:

Lecture: One hour of instruction per week for each credit hour (1:1)

Experimental Laboratory: Two hours of instruction per week for each credit hour (2:1).

Manipulative/Skills Laboratory or Clinical Practice: Three hours of instruction per week for each credit hour (3:1).

Internship: Five hours of internship per week for each credit hour (5:1).

This information is published in the *Jefferson State Catalog and Student Handbook*. (Where is it located in the catalog???)

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.07 The program must exhibit evidence of meeting the competencies as specified in the ACFEF “Required Knowledge and Skill Competencies”, which are designed to include both hands-on and theoretical culinary instruction.</i></p> <p><i>Nutrition, Sanitation and Supervisory Management competency areas must meet the minimum number of contact hours as listed below:</i></p> <p><u>Secondary Programs:</u> <i>Minimum of 15 hours of student effort in a combination of theoretical and applied learning instruction, with a minimum of 7 hours directed by an instructor.</i></p> <p><u>Postsecondary Programs:</u> <i>Minimum of 30 hours of student</i></p>	<ol style="list-style-type: none"> 1. Exhibit 1D - Completed Required Knowledge and Skill Competencies Template for each program to be reviewed. 2. Write a narrative response describing how instructors document student achievement of the Required Knowledge and Skills and Competencies. 3. Have the following supporting documents available during site-visit: <ol style="list-style-type: none"> a. Syllabi b. Lesson plans c. Assignments d. Quizzes e. Tests f. Lab evaluations



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

<p><i>effort in a combination of theoretical and applied learning instruction, with a minimum of 15 hours directed by an instructor.</i></p>	
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: 5.0 Curriculum\Exhibit 1D\Baking Skill Competencies Std 5.07 Exhibit 1D.doc 5.0 Curriculum\Exhibit 1D\Savory Skill Competencies Std 5.07 Exhibit 1D.doc</p>	
<p>Narrative Response: 2. JSCC Hospitality/Culinary faculty meets on a regular basis to ensure that curriculum reflects a variety of instructional techniques that include lectures, practical experiences, various testing methods, class discussions, and online classes to include web-supported classes. Projects are required in each JSCC Hospitality/Culinary class to demonstrate students' knowledge and competency related to subject taught.</p> <p>3. All requested supporting documents will be available during site-visit to include:</p> <ul style="list-style-type: none"> a. Syllabi b. Lesson plans c. Assignments d. Quizzes e. Tests f. Lab evaluations 	
<p>Standard # and Description</p>	<p>Evidence of Compliance – Program to Provide the Following Information</p>
<p><i>5.08 There are well-defined, verifiable, and consistent measurement strategies utilized in the grading procedures in both lecture and lab courses.</i></p>	<ul style="list-style-type: none"> 1. Exhibit 5B - Lab Evaluation Form. 2. Have the following supporting documents available during site-visit: <ul style="list-style-type: none"> a. Syllabi b. Lesson plans c. Assignments d. Quizzes e. Tests f. Lab evaluations g. Grade books and/or access to on-line grading system
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.</p>	



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Hyperlink:

[5.0 Curriculum\Exhibit 5B\Lab Evaluation Form.docx](#)

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.09 Students are kept informed of their performance and progress in both lecture and lab courses.</i>	1. Write a narrative response describing the grading procedures in both lecture and lab courses. Include a description of how students are kept informed of their progress.
<p>Narrative Response:</p> <p>1. Each faculty member keeps a current up-to-date record in both digital format (computer in Blackboard and Excel), and hard copy (master grade charts); this information is documented in each student’s folder. Lab classes are documented with an evaluation sheet administered by the class instructor; at the end of the lab class each student has an opportunity to review and respond to the evaluation sheet. All records/grades are available for students’ review in Blackboard. Supported material will be made available on site.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.10 The curriculum provides for correlation of theoretical and practical learning experiences.</i>	1. Write a narrative response describing how your courses correlate theory and actual practice in the lab.
<p>Narrative Response:</p> <p>1. Most Hospitality/Culinary classes are divided into two sections, theoretical and practical. Lectures (making up the theoretical element) are typically given prior to the practical learning experience. These practical experiences are reinforced throughout the curriculum in lab classes and accumulate in both hands-on practical examinations and intern/extern experiences that reinforce theory and skills taught.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.11 The lab and dining facilities have a uniform policy that reflects high standards of professional appearance by instructors and students to ensure that sanitation</i>	1. Write a narrative response describing: <ul style="list-style-type: none"> a. The program's lab uniform and Dining Room (if applicable) policy. Include where this policy is visible to students. b. If the students are responsible for providing the required uniforms, or if the uniforms are provided by the school.



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

<i>and safety policies are being met per state and/or local food service regulations. The lab uniform policy must include at a minimum requirements: chef coat and pants, protective shoes, head cover with restrained hair, and no jewelry except plain band.</i>	c. How the uniform policies are enforced.
<p>Narrative Response:</p> <p>1.a. Student Dress Code: Students are to be in full uniform when in lab-Jefferson State Chef’s jacket, white/blue/red neckerchief, checkered pants, black professional chef shoes, clean apron with side towel, and a chef’s hat at all times in the kitchen labs. Students are expected to have a professional, clean appearance always. Men are to be clean-shaven; men and women must use hair restraint if needed. Nails are to be clean, free of nail polish, and at the proper length. No jewelry except for a wedding band. Students will be graded accordingly. If a student does not have a class that requires a lab that day, they will be allowed to dress in other clothing provided that the clothes are appropriate</p> <p>CUA 115 Advanced Foods class takes place in our Bistro ProVare. This class provides our students and community with a live restaurant experience. The uniform policy is the same for all our lab classes as listed above.</p> <p>1.b Students are responsible for providing/purchasing their uniforms. The uniforms are ordered by the college’s bookstore and made available to students.</p> <p>1.c The JSCC-CHI uniform policy is strictly enforced. The information is available in the student orientation handbook, program mailings, website, all syllabi, and enforced by instructors through daily lab grade sheets.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.12 The lab experiences reflect high standards to ensure sanitation and safety policies are being met.</i>	1. Write a narrative response describing: a. How safety and sanitation practices are included in the lesson plans. b. How safety and sanitation practices are monitored and enforced in the labs.
<p>Narrative Response:</p> <p>1.a. The highest priority is given to the professional sanitation practices in the kitchens at JSCC. Students must complete/be enrolled in CUA 112S Sanitation and Safety before being allowed to move forward in their program of study. Each class devotes an allotted amount of time to reinforce and review the proper sanitation practices; each lab experience is graded in part on proper professional sanitation practices.</p>	



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

Each of the culinary kitchens within the JSCC Hospitality/Culinary program has Material Safety Data Sheets (MSDS) available and updated on a regular basis. Students are introduced to these in CUA 110 Basic Food Preparation.

1.b.

Each class devotes an allotted amount of time to reinforce and review the proper sanitation practices; each lab experience is graded in part on proper professional sanitation practices. Each class has a student assigned to complete a sanitation lab check form; this form is then presented to a lab assistant to complete a walk-through to ensure all required tasks have been completed. Then the form is presented to the instructor of the class for final review; no student can leave until approved by lab assistant and instructor.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.13 Employees and students are trained in the correct handling and use of hazardous materials, substances, or wastes. Safety Data Sheets (SDS) or Comparable International Guidelines are available in each of the labs and are reflective of current inventory.</i></p>	<p>1. Write a narrative response describing:</p> <ul style="list-style-type: none"> a. How students are trained in the correct handling and use of hazardous materials, substances, and/or wastes. b. Where Safety Data Sheets (SDS) or Comparable International Guidelines are available in each lab. c. The process for keeping the Safety Data Sheets (SDS) or Comparable International Guidelines updated based on corresponding current inventory of chemicals.
<p>Narrative Response:</p> <p>1.a. The highest priority is given to the professional sanitation practices in the kitchens at JSCC. Students have to complete/be enrolled in CUA 112S Sanitation and Safety before being allowed to move forward in their program of study. Each class devotes an allotted amount of time to reinforce and review the proper sanitation practices; each lab experience is graded in part on proper professional sanitation practices.</p> <p>1.b. Each of the culinary kitchens within the JSCC Hospitality/Culinary program has Material Safety Data Sheets (MSDS) available and updated on a regular basis. Students are introduced to these in CUA 110 Basic Food Preparation.</p> <p>1.c. The culinary program has dedicated staff, a purchasing/catering coordinator and 2 lab techs, to ensure (MSDS) are current. This is accomplished through our relationship with the Health Department and through professional services provided by ECOLAB, the program supplier of sanitation equipment and supplies that include updated (MSDS).</p>	



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Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.14 Students are trained on the proper use of all major kitchen equipment to include safety, sanitation and cleaning of each. An Equipment Safety Check Sheet is completed by each student to include student initials/signature, training date and instructor for each piece of major equipment and is retained in student file.</i>	1. Exhibit 5C - Copy of the Equipment Safety Check Sheet.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: 5.0 Curriculum\Exhibit 5C</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.15 The program and curriculum are sufficiently flexible to provide for individual differences among students.</i>	1. Write a narrative response describing how the program provides flexibility to adapt to individual differences among students (i.e. honors programs, remedial instruction, peer tutoring, disabilities, etc.).
<p>Narrative Response: 1. JSCC Hospitality/Culinary provides an environment that is conductive conducive to learning for all our students. Instructors use several methods to include, audio, video, PowerPoint, class discussion, and practical experiences. All instructors are sensitive to possible individual differences. The college will provide reasonable accommodations for documented disabilities.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>5.16 The curriculum provides for a variety of instructional techniques, strategies, and a variety of media with emphasis on student involvement in the teaching / learning process.</i>	1. Write a narrative response describing: a. What instructional techniques and strategies are used in the program. b. How audio-visuals and other resources are used to support the teaching program.



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Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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Narrative Response:

1.a.

JSCC Hospitality/Culinary classrooms are equipped with the most advanced technology available. Instructors use various forms of technology in the classroom to include video, computers, smartboard, and PowerPoint presentations. A percentage of our classes are taught online with most classes supported by the web/blackboard.

1.b.

Students are assigned several projects/activities that require presentations using PowerPoint and audio-visuals to demonstrate content knowledge and ability to use technology.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>5.17 Externship, internship, co-op, or apprenticeship training program must include a written agreement which meets the objectives of the total program. Documentation on file must include documented and signed training agreements, employer evaluations of students, instructor evaluations of students, and students' evaluations of work stations and experience.</i></p>	<p>1. Exhibit 5D - Sample of required documents used in the supervised work experience portion of the curriculum, if applicable.</p> <p>2. Write a narrative response describing how career related employment and/or experience (i.e. on-the-job training, externships, cooperative training) provide the opportunity to practice at the professional level, and how the experience is monitored so as to provide a valuable part of the curriculum.</p>

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Hyperlink:

[5.0 Curriculum\Exhibit 5D](#)

Narrative Response:

2.

Apprenticeships/Internships are integral parts of our educational program. We believe hands-on experiences are vital and cannot be compromised. Students are responsible for documenting their experiences. JSCC acts on the behalf of the student to ensure that the experiences are positive and documented. Each participating/sponsoring property is visited at least once per semester by program administration or faculty to evaluate the progress of students completing internship/apprenticeship training. Agreements, employer evaluations, instructor evaluations, student evaluations are all documented and on file.

Section 6.0 – Facilities



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Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>6.01 The facilities and equipment of the institution are adequate for the needs of the program.</i></p>	<ol style="list-style-type: none"> 1. Exhibit 6A - List of major lab equipment. 2. Exhibit 6B - Diagram or floor plan of the labs, lecture class rooms and dining space, if applicable. 3. Write a narrative response describing procedures for the maintenance and replacement of equipment.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: 6.0 Facilities\Exhibit 6A\Major Lab Equipment Jefferson and Shelby campus.xlsx Hyperlink: 6.0 Facilities\Exhibit 6B</p>	
<p>Narrative Response:</p> <p>3. The program closely monitors all lab equipment to ensure that equipment is operating properly. In the event a piece of equipment is not operational, the piece of equipment is identified and signage is placed on the equipment, a work order is submitted to the JSCC building engineers, and from that point the decision is made to repair or seek outside service. This method of keeping equipment in repair and operational has proven successful for the program. In the event equipment needs to be replaced due to wear and tear, or the need arises for newer technologies, the needed equipment is included in the annual budget. The college has support from local partnerships in securing equipment for its kitchen labs as well as institutional funding made available for this purpose.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>6.02 Classroom space is available to support the program objectives.</i></p>	<ol style="list-style-type: none"> 1. Write a narrative response describing if available classroom space is adequate to support the objectives of the program.
<p>Narrative Response:</p> <p>1. JSCC-CHI has over 7500 square feet on the Jefferson Campus and 10,000 square feet on the Shelby Campus of instructional space dedicated to Hospitality/Culinary education. Equipment, small wares, instructional tools are all available and in good working order meeting the needs of our faculty and student body.</p> <p style="padding-left: 40px;">a. equipment</p> <p style="padding-left: 80px;">The program’s equipment meets and exceeds industry standards. Kitchen equipment includes manufacturer brand</p>	



names such as Blodgett, Frymaster, Groen Hobart, Master-Bilt, Palouse, Randell, Rational, Southbend, and Vollrath. Please see Exhibit (6.1.1)

b. classroom space

Shelby Campus has a dedicated, state-of-the-art tiered demo kitchen classroom, seating up to 50 students. Technology includes mounted projector, smart board, computer, and ability to record classes live. Academic classes are dispersed on an approximately 60-acre campus with three multi-purpose buildings that contain a combined total of 211,000 square feet.

Jefferson Campus has a dedicated classroom for hospitality/culinary education including a new classroom projector and computer (2013)What does 2013 represent? Academic classes are dispersed on 274 acres and comprised of thirteen buildings that contain 500,000 square feet of classroom, office, and related space.

c. lab space (Is this for all labs general ed and CTE total?)

Shelby campus has over 5000 square feet of dedicated lab space. Jefferson campus has over 4000 square feet of dedicated lab space.

d. resources (including the library)

Jefferson State's Learning Resources Centers provide the most up-to-date and current materials for our student body. The LRC on each campus includes a large collection of books, periodicals, and audiovisual materials to meet student and faculty needs. In addition, online resources are available. Program faculty and staff regularly submit requests for books, periodicals, and audiovisual materials to be purchased to support the curriculum. In addition, some resource materials, such as books and periodicals, are available to students within the department.

Shelby campus library is in the General Studies building and has an online public access catalog listing both campus's libraries. There is also an open student computer lab with Internet access, and access to Alabama Virtual Library. The library has a dedicated area for Hospitality/Culinary books.

Jefferson campus's library is in the James B. Allen building. It is a media center furnishing bibliographies, books, journals, newspapers, and audiovisual materials. There is a designated section housing Hospitality and Culinary related books and magazines for students use.

e. faculty offices

The program ~~coordinator~~ director, faculty members, and staff all have adequate, private office space.

f. cafeteria/dining room

The Shelby campus has vending and soda machines available to students at all hours. The student operated bistro is



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Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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available to the public, faculty, and student body.

g. other

None

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>6.03 Office space is provided for the program coordinator, faculty members and staff to adequately meet the progra’s needs and there is access to office space that provides privacy for student advisment.</i>	1. Write a narrative response describing: <ol style="list-style-type: none"> The office space available to program coordinator, faculty and staff. The office space available to program coordinator and other faculty that allow privacy when needed (i.e. counselling students).
Narrative Response: 1.a.b. The program coordinator, faculty members, and staff all have adequate, private office space.	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>6.04 ACFEF Accredited Programs meet safety and sanitation guidelines as established through federal, state, and local codes. International programs meet their country, province and/or local food safety and sanitation policies and guidelines.</i>	1. Exhibit 6C - Current sanitation report, if required by federal, state or local code. 2. Write a narrative response describing: <ol style="list-style-type: none"> How the lab facilities meet or exceed safety and sanitation guidelines as established through the United States Department of Labor’s Occupational Health and Safety Administration (OSHA) and United States FDA Food Code and / or guidelines established by International Government Agencies to monitor safety and sanitation. List any issues that may require consultation regarding, and resolution of conflicts between, accreditation standards and state or local laws governing the institution or program seeking accreditation.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: 6.0 Facilities\Exhibit 6C\Current Sanitation Report.pdf	



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Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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Narrative Response:

2.a.

JSCC Hospitality/Culinary program takes great pride in the educational efforts to prepare its student body to properly care for the kitchen laboratories. In addition, the department has two fulltime culinary lab techs, work-study students, and an exceptional custodial staff to ensure the cleanliness and safety of the kitchen laboratories, in addition to the integration of safety and cleanliness in the curriculum.

2.b.

None

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>6.05 There is access to a Resource Center with adequate and accessible materials, in print or online, which supports the objectives of the program.</i></p>	<p>1. Write a narrative response describing the resources available at the Resource Center and methods used to encourage students to utilize the resources available to them regarding the objectives of the program.</p>

Narrative Response:

1.

Jefferson State’s Learning Resources Centers (LRC) provide the most up-to-date and current materials for our student body. The LRC on each campus includes a large collection of books, periodicals, and audiovisual materials to meet student and faculty needs. In addition, online resources are available. Program faculty and staff regularly submit requests for books, periodicals, and audiovisual materials to be purchased to support the curriculum. In addition, some resource materials, such as books and periodicals, are available to students within the department.

Shelby campus library is in the General Studies building and has an online public access catalog listing both campus’s libraries. There is also an open student computer lab with Internet access, and access to Alabama Virtual Library. The library has dedicated area for Hospitality/Culinary books.

Jefferson campus’s library is in the James B. Allen building. It is a media center furnishing bibliographies, books, journals, newspapers, and audiovisual materials. There is a designated section housing Hospitality and Culinary related books and magazines for students use.

Students are assigned research projects, papers, activities to encourage the use of these resources.



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>6.06 There is a written institutional policy for first aid, emergency services and student and faculty safety and security. The faculty, staff and students are trained in the institutional policy for first aid and emergency services.</i></p>	<p>1. Write a narrative response describing:</p> <ul style="list-style-type: none"> a. The institution's policy for first aid and emergency services. b. Emergency policies and procedures training for faculty, staff and students. c. Consistent postings of emergency procedures are available throughout the facility.
<p>Narrative Response:</p> <p>1.a.</p> <p>It is the policy of Jefferson State Community College that any criminal act or threat of violence, injury, destruction of college or personal property, traffic accident, or other situation that occurs on college property and that may constitute an emergency, a danger to the health, safety, or property of any person, or a threat to public order, must be reported immediately. An emergency is hereby defined as any event that is disruptive to the normal affairs of the college. Members of the campus community should be alert to emergency situations and make immediate reports as outlined below. In reporting an emergency, the caller must: (a) state name; (b) state type of emergency; (c) state location of emergency; and (d) remain in the area until assistance arrives.</p> <ol style="list-style-type: none"> 1. Reporting of Emergencies - On Campus <ul style="list-style-type: none"> A. Medical Emergencies: In the case of major injury or serious illness, call the paramedics at 911; (b) call the Campus Police at (205) 856-6093. B. Fire/Explosion/Hazardous Material Spill: In the case of fire, explosion or hazardous material spill, (a) activate the fire alarm or otherwise notify occupants to vacate the building; (b) call the fire department at 911; (c) call the Campus Police at (205) 856-6093; call maintenance at (205) 856-7998. C. Bomb Threat: In case of a bomb threat, call the Campus Police at (205) 856-6093. D. Criminal Acts: In case of criminal acts including murder, rape, robbery, aggravated assault, burglary or motor vehicle theft, call the Campus Police at (205) 856-6093. E. Maintenance Emergencies: In case of maintenance emergencies, call maintenance at (205) 856-7998; (b) call the Campus Police at (205) 856-6093. 2. Reporting of Emergencies - Off Campus (Participation at College Functions) <p>In the case of a major injury, serious illness or other emergency involving faculty, staff or students at a college function, (a) call local medical assistance and local law enforcement personnel, if applicable; (b) call Jefferson State's incoming watts number 1-800-239-5900 and notify the appropriate administrator of the injury or illness and the location of the injured party. In the event such occurrence is after normal operating hours, call Campus Police at (205) 856-6093. Campus Police will in turn notify the appropriate administrator.</p> 3. Reporting of Emergencies - Off Campus Instructional Sites <p>In the case of a major injury, serious illness or other emergency involving faculty, staff or students at an off-campus instructional site, (a) call 911; (b) call the Campus Police at (205) 856-6093. The Campus Police will notify the appropriate administrator.</p> 4. Emergency Procedures - Building Evacuation <p>In the event it becomes necessary to evacuate a building, all occupants are expected to vacate the facility as directed by the signage located in each building.</p> 5. Emergency Procedures - Tornado Watch 	

- A. Campus Police will notify each building representative and maintenance when a tornado watch is issued.
- B. Building representatives must from that point monitor weather radios until the watch is canceled.
- C. Classes are not interrupted for a tornado watch.
6. Emergency Procedures - Tornado Warning
- A. Campus Police will notify each building representative and maintenance when a tornado warning is issued.
- B. Building representatives inform building occupants a tornado warning has been issued.
- C. Building representatives must from that point monitor weather radios and telephones until the warning is canceled.
- D. Campus Police will determine if building occupants should move to the bottom floor of the building in which they are located and advise the building representatives accordingly.
- E. All occupants should avoid glass areas.
- F. When the tornado threat is over, the all-clear will be given by the Campus Police and normal activities will resume.
- G. Do not send people home during a tornado watch or warning.
- 1.b.
- Educational Programs**
- Educational programs aimed at making the Jefferson State community free from sex offenses are administered by the Campus Police and the Office of Recruiting/Student Activities on the Jefferson Campus and on the Shelby-Hoover Campus. These programs include but are not limited to:
- A. Presentations at orientation by Campus Police.
- B. Presentations by Campus Police as requested.
- C. Brochures available in the offices of Campus Police and Office of Recruiting/Student Activities on the Jefferson Campus and on the Shelby-Hoover Campus which describe the prevention of sexual assault.
- D. Posters throughout the campus community to heighten awareness of sexual assault.
- E. Online training is available at <http://el.lawroom.com/SHIB/jsc>.
2. Sanctions
- Upon determination that a student or employee has committed rape, acquaintance rape or another sexual offense, the following sanctions are available:
- Criminal charges
 - Probation
 - Suspension from college and/or employment
 - Expulsion from college
 - Termination of employment
 - Ban from college property
- 1.c.
- The Campus Police regularly send safety and security bulletins on the protection of personal property and current crime statistics. Officers regularly conduct safety and maintenance surveys that have led to such improvements as the upgrading of lighting, parking facilities, etc. The foregoing activities are further strengthened by a highly visible police force that is easily accessible to anyone on campus. In addition to their normal police duties, police officers serve as security personnel at on-campus activities such as **athletic?** events and meetings of off-campus groups using the college's facilities. While some of these activities are only indirectly related to crime prevention, they all speak to the issue of visibility and accessibility of police services. This visibility and accessibility are the principal keys to crime prevention. The scope and function of the campus police is published at Jefferson State in the Catalog and Student Handbook.



Section 7.0 – Student Services

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.01 The following program information is accurate and publicly available: mission, goals, requirement for entrance, advancement requirements, descriptions of course, kitchen/lab experiences, withdrawal and refund of fees.</i></p>	<p>1. Exhibit 7A - Copy of Program Catalog (hardcopy and/or online).</p> <p>2. Write a narrative response describing:</p> <ul style="list-style-type: none"> a. How the program goals and objectives are kept current with the industry’s requirements. Include the frequency and methods of your review in your answer. b. Where the program information is made evident to students and prospective students. c. What objectives and measures are used to achieve the goals within the program. d. What other hospitality or foodservice programs are available at the institution, that are not being reviewed during this site visit.

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.

Hyperlink: [7.0 Student Services\Exhibit 7A](#)

Narrative Response:

2.a.

On an annual basis each program/department at Jefferson State Community College submits Unit Goals and Objectives to keep program(s) funded and to keep the program(s) current and competitive. These goals and objectives are established through advisory board members to include industry professionals, faculty input, student surveys, and guidance from our accrediting body, ACFEF. Below is a current goals and objective submission to administration for support.

Unit Goals for 2019-2020

2019-2020

Unit Goals	Objectives	Method of Assessment	Additional Funding Requests
<p>Goal 1: Request stainless steel to be</p>	<p>1. Request quote and submit for installation of stainless steel to</p>	<p>1. Evaluate student’s</p>	<p>1. Submit work orders for the following</p>



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

<p>installed on back line, main kitchen, dish room, and areas in bistro at the Shelby Campus Culinary Kitchen to reflect professional standards required by Jefferson County Health Department, Industry, American Culinary Federation Education Foundation (ACFEF) Accrediting Body, and JSCC-CHI Quality Standards.</p> <p><u>Program Outcome #2:</u></p> <p>Employers and graduates returning surveys will report 90% satisfaction with educational preparation.</p>	<p>ensure (Shelby campus) JSCC-CHI kitchen labs are professional and exceeds ACF and health department standards (Request is made due to problems with Mold growing on the walls due to humidity problem).</p> <p>2. Requisition/submit proper work orders to ensure (Shelby campus) following health department and ACFEF accrediting body requirements</p>	<p>surveys with 80% approval rating</p> <p>2. Health department rating of 95% or better (or qualify)</p> <p>3. ACFEF Accrediting Compliance</p>	<p>improvements:</p> <p>2. Funding for stainless steel approximately \$6000.00 to \$7000.00</p>
<p>Goal 2: Maintain the student culinary labs to ensure labs (Jefferson & Shelby campuses) have up-to-date technology, industrial equipment, proper attire, small wares to properly deliver</p>	<p>1. Purchase industrial ice cream freezer, flex pan molds, bus tubs, pots, pans, smoke gun, tea/water pitchers and general utensils.</p> <p>2. Ensure kitchen labs meet and exceed industry standards, and to promote learning in an environment</p>	<p>1. Student evaluations with overall satisfaction of course</p> <p>2. Positive Health Department scores</p> <p>3. Positive ACFEF accreditation compliance</p>	<p>Purchase the following items:</p> <p>1. Industrial ice cream freezer, \$4000.00</p> <p>2.. Miscellaneous and small wares including flex pan molds, bus tubs, pots, pans, smoke gun, food</p>



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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<p>curriculum successfully.</p> <p>Program Outcome #2:</p> <p>Employers and graduates returning surveys will report 90% satisfaction with educational preparation.</p>	<p>that reflects industry standards.</p>	<p>4. Success will be measured by chef's report of satisfaction</p> <p>5. Outward positive comments from students, community partners; measurement will be reflected in positive comments from students on instructor evaluations and program satisfaction rating satisfaction 80% or greater.</p>	<p>carts upgrade as needed, and small wares in need of replacement @ est. cost of \$1500.00</p>
<p>Goal 3: Support professional membership and professional certification and continuing educational opportunities for faculty and college adhering to the American Culinary Federation standards.</p> <p>Program Outcome #3:</p> <p>Students will be able to exemplify the term professionalism and demonstrate this philosophy throughout the hospitality industry reflected in 85% of</p>	<p>1. Comply with ACFF and have all program dues paid on time</p> <p>2. Keep all ACF membership dues for faculty members paid on time and remain in good standing (ACF professional/property/ institutional)</p> <p>3. Keep local (Cahaba-Central Alabama Hospitality Attraction and Business Association) and state restaurant and hotel membership (Alabama Restaurant & Hospitality Alliance) dues paid on time and remain in good standing (Property/Institutional memberships)</p>	<p>1. Continuance in meeting and exceeding all ACFCF compliance requirements and retaining "Exemplary" Status</p> <p>2. Student survey of satisfaction (80% or greater) of preparation for the industry</p>	<p>Request is made to pay accreditation fee, membership dues, chef certification fees for program faculty, institutional memberships, and continuing educational experiences @ estimated total cost of \$7,555 to include:</p> <ul style="list-style-type: none"> • ACF membership dues for CHI faculty/staff (property membership) @ \$140 per faculty x7 faculty/staff = \$980.00 • ACF apprentice annual report fee



Self-Study (Part 2 of 2)

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<p>employer's surveys.</p>	<p>4. Keep chef certifications current and in good standing to include the following certifications CEC, CEPC, CCE, CSC, CHE, CC and ServSafe certifications.</p> <p>5. Provide funding for continuing educational opportunities for faculty and staff in supporting the mission of the college while promoting educational experiences that advance the program and college. Funding would be used to supplement IAP funding of instructors.</p>		<p>\$125.00</p> <ul style="list-style-type: none"> • ACF program accreditation dues/fee @ \$1500.00 • Cahaba-Central Alabama Hospitality Attraction and Business Association (Property) membership @ \$250.00 • Alabama Restaurant Association (Property) membership @ \$200.00 • Chef industry certification/ServSafe certifications, approximately \$500.00 • Industry certification for plant-based nutrition to support the new proposed Nutritional certification at \$2000.00 • Funding for continuing educational opportunities for faculty and staff net met by IAP
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Self-Study (Part 2 of 2)

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			funding at \$2000.00
<p>Goal 4: Continue to expand program enrollment and support community outreach initiatives.</p> <p>Program Level Student Learning Outcomes #1: Demonstrate an understanding of the hospitality industry and career opportunities in the field and articulate the duties of hospitality management</p>	<p>1. Continue to support community outreach to include: Boy Scout Explorers, High School Summer Academy, and Culinary Competition.</p> <p>2. Continue to offer community cooking outreach classes through JSCC Community Education</p> <p>3. Work with area High School providing field trips, demos, and site visits opportunities</p>	<p>1. Success will be measured by the number of HS students that attend Explorers culinary post and number of summer academy attendees rating 80% satisfaction or greater with programming.</p> <p>2. Community Class members rating 80% or better with satisfaction with community programming.</p>	<p>Items needed include:</p> <p>1. To cover food lab supplies (demos, snacks, community outreach efforts and selected meals served to visiting students and teachers, advisory members @ est. cost of \$3000.00</p> <p>2. \$500 to cover cost of food supplies (fee will be recouped for teaching community classes)</p>
<p>Goal 5: Support professional student hospitality/culinary competition through SkillUSA team participation.</p> <p>Program Level Student Learning Outcomes #5: Demonstrate skills in knife, tool and equipment handling</p>	<p>1. Continue development of SkillsUSA Hospitality/Culinary competition team to compete at the state and national levels-2020; withholding the program has well qualified and dedicated student competitors</p>	<p>1. Students will place no lower than 3rd ranking at the state level.</p> <p>2. Students will place no lower than 8th at the national level.</p>	<p>Request funding to cover development of team \$5200</p> <p>1. \$200 Request made to purchase SkillsUSA required s and Student Chef shirts, etc., for competition.</p> <p>2. \$1000 to cover food supplies for practice sessions</p> <p>3. \$4000 to cover travel cost to National</p>



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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and apply principles of food preparation to produce a variety of food products.			Competition- 2021
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Submission date: 9-13-2019	Submitted by: Joseph Mitchell, Program Director
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Unit Goals for 2020-2021

2020-2021

Unit Goals	Objectives	Method of Assessment	Additional Funding Requests
<p>Goal 1: Continue to expand program enrollment and support community outreach initiatives.</p> <p>Program Level Student Learning Outcomes #1: Demonstrate an understanding of the hospitality industry and career opportunities in the field and articulate the duties of hospitality</p>	<p>1. Continue to support community outreach to include: Boy Scout Explorers, High School Summer Academy, Support HS Advisory meetings</p> <p>2. Work with area High Schools providing field trips, demo, site visits opportunities</p>	<p>1. Success will be measured by the number of High School students that attend Explorers culinary post and number of summer academy attendees rating 80% satisfaction or greater with programming.</p>	<p>Items needed include:</p> <p>1. To cover food lab supplies (demos, snacks, community outreach efforts and selected meal served to visiting student and teachers, advisory members @ est. cost of \$3000.00</p>



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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management			
<p>Goal 2: Support professional membership and professional certification for faculty and college adhering to the American Culinary Federation standards.</p> <p>Program Outcome #3: Students will be able to exemplify the term professionalism and demonstrate this philosophy throughout the hospitality industry reflected in 85% of employer's surveys.</p>	<ol style="list-style-type: none"> 1. Comply with ACFEF and have all program dues paid on time 2. Keep all ACF membership dues for faculty members paid on time and remain in good standing (ACF professional/property/ institutional) 3. Keep local (Cahaba-Central Alabama Hospitality Attraction and Business Association) and state restaurant and hotel membership (Alabama Restaurant & Hospitality Alliance) dues paid on time and remain in good standing (Property/Institutional memberships) 	<ol style="list-style-type: none"> 1. Continuance in meeting and exceeding all ACFCF compliance requirements and retaining "Exemplary" Status 2. Student survey of satisfaction (80% or greater) of preparation for the industry 3. The culinary and hospitality program will have an accreditation site visit scheduled for 2021 	<p>Request is made to pay accreditation fee, membership dues, chef certification fees for program faculty, institutional memberships @ estimated total cost of \$4,700 to include:</p> <ul style="list-style-type: none"> • ACF membership dues for CHI faculty/staff (property membership) @ \$140 per faculty x7 faculty/staff = \$980.00 • ACF apprentice annual report fee \$125.00 • ACF program accreditation dues/fee @ \$1500.00 • Cahaba-Central Alabama Hospitality Attraction and Business Association (Property) membership @ \$250.00 • Alabama Restaurant Association



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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			<p>(Property) membership @ \$200.00</p> <ul style="list-style-type: none"> ACFEF site visit for reaccreditation @\$2000.
<p>Goal 3: Support professional student hospitality/culinary competition through SkillUSA team participation.</p> <p>Program Level Student Learning Outcomes #5:</p> <p>Demonstrate skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.</p>	<p>1.Continue support of SkillsUSA Hospitality/Culinary competition team to compete at the state and national levels-2020-2021 adding a baking and pastry, and customer service component</p>	<p>1. Students will place no lower than 3rd ranking at the state level.</p> <p>2. Students will place no lower than 8th at the national level.</p>	<p>Request funding to cover development of team \$6000</p> <p>1.\$1000 to cover food supplies for practice sessions</p> <p>2.\$4000 to cover travel cost to National Competition- 2021</p> <p>3.\$1000.00 Request made to purchase SkillsUSA required Blazers and Chef Jackets for competition</p>
<p>Submission date:</p> <p>9-13-2019</p> <p>Revision 5-8-2020</p>	<p>Submitted by: Joseph Mitchell, Program Director</p>		



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

2.b.
 JSCC-Hospitality/Culinary program places all program information on its website: <https://www.jeffersonstate.edu/programs/culinary-and-hospitality/> and in addition, the program promotes events, job openings, and other program related matters on Facebook: <https://www.facebook.com/jsccculinary> . The College lists all program/college information on its webpage: <https://www.jeffersonstate.edu/>

2.c.
 The program submits annually Instructional Program Outcomes & Assessment Plan(s) to determine if the program is meeting the needs of its student body. The program outcomes measure enrollment patterns, achievement data, student learning outcomes, and goal progress. Additionally, faculty members at the start of each semester submit an Instructional Program Student Learning Outcomes & Assessment Plan for each course taught.

2.d.
 Under the umbrella of culinary and hospitality, the program offers an AAS C236 Hotel/Restaurant Management as well as certifications in a long and short certificate, CER C236, STC C236.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.02 Additional costs of the program, beyond the basic fees of the institution, are clearly stated (i.e liability insurance, facility use fees, transportation).</i></p>	<p>1. Write a narrative response describing: a. What additional costs students may incur beyond the basic fees of the institution. b. Where the additional costs, if applicable, are listed and available for public viewing.</p>
<p>Narrative Response: 1.a. Costs includes Tuition, Textbooks, Uniforms, Knives/tools, all fees are listed in JSCC-CHI Student handbook. No other fees are required for the program. 1.b. Program costs are listed in the JSCC catalog, on the JSCC-CHI website, and in orientation booklets handed out in entry level classes at the start of each semester.</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.03 Announcements, advertising, and student recruitment practices</i></p>	<p>1. Write a narrative response describing: a. Student recruitment practices and the advertising practices of the program.</p>



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

<p><i>accurately reflect the program offered.</i></p>	<p>b. Where announcements are listed and available for public viewing.</p>
<p>Narrative Response: 1.a.b. The culinary and hospitality program is committed to working with the community to bring awareness of the program and all that it offers. On an annual basis the program reaches out to the community to include the following activities:</p> <ol style="list-style-type: none"> 1. JSCC-CHI partners with the greater Birmingham area HS- high school (HS) programs hosting 2 Culinary High School advisory meetings per calendar year. Additionally, JSCC-CHI faculty and staff offer guest speakers and hands-on continuing educational opportunities. 2. Annually, JSCC-CHI hosts a 1-week summer HS academy, where HS culinary programs select students to spend 1 week, at no charge, with JSCC-CHI department. The week is filled with kitchen lab activities and guest speakers, all educating these students on what the program/college has to offer. The program ends with a luncheon prepared by the students for their family members, teachers, and administration officials from respective schools. 3. Annually, the JSCC-CHI program hosts a 6-month “Culinary Explorer’s” program made possible by the Boy Scouts. Students spend 1 night a month completing kitchen lab activities that include knife cuts, baking and pastry activities, pizza labs, meat fabrication, etc. This opportunity ends with 2-3 students receiving full scholarships. 4. Annually, the program awards “For the Love of Cooking” scholarship. This opportunity is open to the community and all HS local culinary programs. Requirements are to complete an essay detailing why they love to cook; top two selected essays require recipients to come in complete a mystery basket with the winner being awarded a full scholarship. 5. The JSCC-CHI program annually hosts upwards of 15-20 HS tours and kitchen lab activities. 6. The JSCC-CHI program annually hosts a job fair where partner HS programs send students to participate. 7. The JSCC-CHI program participates in community service projects, charity events, FCCLA, SkillsUSA, and culinary competitions. 8. The JSCC-CHI program keeps active on Facebook, Instagram, and other social media. 9. The college on a regular basis promotes the program and college by running media print, radios, TV ads, commercials, and social media posts. 	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.04 Criteria and procedures for the selection of students for the program are publicly available.</i></p>	<ol style="list-style-type: none"> 1. Exhibit 7A – Copy of Program catalog (hardcopy and/or online). 2. Exhibit 7B – Copy of Student Handbook. 3. Write a narrative response describing: <ol style="list-style-type: none"> a. Where the criteria and procedures for selecting students is publicly located. b. The criteria and procedures for the selection of students.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: 7.0 Student Services\Exhibit 7A Hyperlink: 7.0 Student Services\Exhibit 7B</p>	



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Narrative Response:

3.a.

The criteria and procedures for selecting students is available in the Student catalog/handbook and published on the Jefferson State website: <https://www.jeffersonstate.edu/admissions/eligibility-for-in-state-residency/>

3.b.

For admissions to an Alabama Community College System institution, an applicant must provide:

All students must complete admissions application, submit one primary form of identification, and provide high school transcript and other appropriate documentation prior to beginning the registration process. Examples of primary forms of identification are unexpired Alabama Driver’s License or instruction permit, unexpired Alabama identification card, unexpired U.S. Passport, unexpired U.S. Permanent Resident Card, Resident Alien Card-Pre-1997, unexpired Driver’s License or instruction permit from another state or possession that verifies lawful presence, dated 2000 and beyond, U.S. Alien Registration Receipt Card (Form I-151) prior to 1978, BIA or tribal identification card with photo and I-797 Form with expiration date.

Applicants should submit the identification referenced above in person. Those applicants unable to present identification in person must submit a legible copy by mail or via electronic submission consistent with local institutional policy.

Applicants who fail to satisfy the forms of identification requirement will not be admitted to any ACCS institution.

All international applicants must provide: a VISA acceptable to the United States and an official translated copy of the student’s high school/college transcript: a minimum score on an approved English as a Foreign Language exam as specified in the guidelines: signed, notarized statement verifying adequate financial support: and documentation demonstrating adequate health and life insurance which must be maintained during enrollment.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.05 There are current signed agreements or an institutional policy in place which allows student credits to be awarded and accepted for previous educational experiences.</i></p>	<p>1. Write a narrative response describing the institution’s written policy which allows student credits to be awarded and accepted for previous educational experiences.</p>

Narrative Response:

1.

American Culinary Federation Accredited Institutions or Schools



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Students who have previously completed appropriate course work from the American Culinary Federation and/or ACF accredited culinary institutions or schools may be awarded credit. Official certification indicating completion of courses, must be received by Enrollment Services from the ACF accredited institution or school. Upon completion of twelve hours of approved CUA courses at Jefferson State, students may be awarded credit for the following completed courses:

CUA 110	Basic Food Preparation	3
CUA 111	Nutrition	3
CUA 112S	Sanitation	2
HMM 105S	Principles of Management	3

Prior Learning Assessment (PLA) is a means for a student to receive college level credit for learning that took place in a non-traditional learning environment, such as on-the-job training, military training, professional development seminars, volunteerism, and experience in-field. PLA relies heavily on aligning learning gained through experience with outcomes found in traditional courses of higher education.

A maximum of 25% of non-traditional credit may be awarded and applied toward graduation. Non-traditional credit is not posted to the student’s transcript until the student is enrolled. Non-traditional credit may not count toward the 25% of JSCC work needed to satisfy residency for graduation. Students may not earn credit, through non-traditional academic work, for any course in which a grade has previously been received.

PLA applies only to non-academic transfer courses. Credit awarded through nontraditional means for academic transfer courses may be awarded by examination or nationally recognized guidelines (AP, CLEP, ACT/PEP, DSST, Challenge Exams, ACE PONSI/CREDIT, ACE/MILITARY) or through other statewide programs identified by the Alabama Community College System office.

Applicants must have their test scores sent directly to Enrollment Services from the appropriate testing agency.

Acceptance of non-traditional academic work by Jefferson State does not guarantee that other institutions will accept such work. This determination will be made by the respective transfer institution. Jefferson State considers credit for Non-Traditional Academic Work as transfer work and a grade of “TS” (Satisfactory) will be assigned for the course. For a complete process and how students must apply for PLA credit, visit the school’s website at <http://www.jeffersonstate.edu/prior-learning-assessment/>. For questions and more information about Prior Learning Assessment, contact the Registrar at 205-856-7757.

College-Level Examination Program (CLEP)-- Jefferson State awards credit for CLEP Subject Examinations with a minimum score of 50 or higher earned on each exam. (A score of 54 or higher is required on the Spanish, Level 2 CLEP test.) Students may receive CLEP credit instead of enrolling in the equivalent course by submitting official CLEP scores to Enrollment Services for evaluation. Approved subject examinations and their Jefferson State equivalents.



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Jefferson State students wishing to take courses at another college or university and to receive transfer credit should request a Transient Form from Enrollment Services. Students should first check with the Transfer Credit Coordinator Assistant for transferability of a course to be taken before registering for the course. Approval of transfer credit will be based on the criteria outlined in the “Admission to the College” section of the Catalog and Student Handbook and on applicability to the program of study.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.06 Students and graduates have access to files maintained by the program relating to their performance.</i></p>	<p>1. Write a narrative response describing the policy and procedures of how students and graduates are apprised of their performance throughout the program, including graduation.</p>

Narrative Response:

1.

Letter grades are assigned according to the following system for all courses for which students have registered except NUR, PTA, and RAD courses.

A	Excellent (90-100)
B	Good (80-89)
C	Average (70-79)
D	Poor (60-69)
F	Failure (below 60)
W	Withdrawal
WP	Withdrawal Passing
I	Incomplete
AU	Audit

Satisfactory grades are “A”, “B”, and “C”. Senior colleges and universities can refuse to grant credit for a course in which the student has received a grade of “D”.

Courses numbered 0-99 carry institutional credit and are not applicable toward degree or certificate requirements. Satisfactory grades earned in these courses are “A”, “B”, and “C”. Unsatisfactory grades are “D” and “F”. A student is not allowed to progress to the next course in the sequence until he/she has earned a satisfactory grade. Grades earned in courses carrying institutional credit are not computed for graduation purposes; however, all grades earned are computed for all other purposes.

A grade of Incomplete (“I”) may be assigned when the quality of work has been passing but the student has been prevented by illness or other justifiable cause from completing the required work or taking the final examination. The required work must be completed by the



American Culinary Federation Education Foundation Inc., Accrediting Commission

Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

beginning of the twelfth (12th) week of the fall or spring semester or seventh (7th) week of the summer term of the succeeding term for which the “I” was granted or the “I” will be changed to an “F”.

A grade of AU must be declared by the end of the registration period and may not be changed thereafter. Audit (AU) signifies the course is taken on a non-credit basis and the credit hours will not be averaged into the grade point average.

A	4 quality points per hour
B	3 quality points per hour
C	2 quality points per hour
D	1 quality points per hour
F	0 quality points per hour

The student’s academic standing (grade-point average) is obtained by dividing the total number of quality points by the total number of semester hours for which the grades of “A”, “B”, “C”, “D”, and “F” are assigned. A course repeated is counted as many times as grades for it are recorded. A student may request forgiveness for the first time a course was completed and later repeated by completing a “Request for Course Forgiveness” form in Enrollment Services.

A student must earn a total grade-point average of 2.00 (C) on all Jefferson State work to be eligible for graduation.

Grades are issued at the close of each semester. They can be viewed on our web site at www.jeffersonstate.edu. Each semester students should check their final grade report to ensure receipt of appropriate grades. Students are ultimately responsible for reporting potential errors in their final grades. Students who challenge a grade must do so with the course instructor by mid-term of the semester following the grade assignment. No grades may be challenged or changed by an instructor after that time unless there is a recording error or an extenuating circumstance.

If the student is not satisfied with the instructor’s decision, they must complete a Grade Appeal Form and the grade appeal will follow the appropriate chain of command, department chair, associate dean where applicable and dean of Instruction and/or dean of Career and Technical Education. Grade appeals may only be filed if the student has completed the course and the term has ended. Students who withdraw from a course are not eligible for the grade appeal process.

It is the student’s responsibility to update any changes to their student directory information including change of mailing address, telephone number, and name changes.

Transcript Requests

The transcript policy of Jefferson State includes the following items:

1. In compliance with the Family Educational Rights and Privacy Act, the college does not release transcripts of a student’s work except upon the student’s written request. Requests may be directed to Enrollment Services, Jefferson State Community College, 2601 Carson Road, Birmingham, AL 35215-3098 or requests may be faxed to 205-856-8091.



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

2. Official transcripts are sent to institutions, companies, agencies, etc., upon the student’s written request.
3. Official transcripts will not be issued to the individual student. However, the student may request an unofficial transcript that does not bear the college seal and is marked “Issued to Student.”
4. Transcript requests are processed as they are received. Requests should be made at least two weeks prior to need.
5. Enrollment Services does not issue official transcripts from other institutions. Requests for transcripts from other institutions must be directed to the institution concerned.
6. Transcript requests may be denied for students who have a financial obligation to the college. Any hold may be appealed to the College Policies Complaints/Appeals Committee.

Standards of Progress Policy

Required grade point averages for students according to number of hours attempted at Jefferson State are:

1. Students who have attempted 12-21 semester credit hours at the college must maintain a 1.5 cumulative grade point average (GPA).
2. Students who have attempted 22-32 semester credit hours at the college must maintain a 1.75 cumulative GPA.
3. Students who have attempted 33 or more semester credit hours at the college must maintain a 2.0 cumulative GPA.

Exceptions:

1. Programs within the institution which are subject to external licensure, certification, or accreditation or which are fewer than four semesters in length may have higher standards of progress than the institutional standards of progress.
2. Selected transfer students will be placed on academic probation upon admission and must transition to these standards of progress.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>7.07 Services for placement, program and industry advisement, and guidance are available for students.</i>	1. Write a narrative response describing the services available to students regarding placement (if applicable), program and industry advisement, and guidance.

Narrative Response:

1. **WHAT ABOUT THE JOB PLACEMENT OFFICE?**

Jefferson State Community College offers Career Coaching at <https://jeffersonstate.emsicc.com/search/careers?q=Culinary&radius=®ion=Jefferson%20State> This service provides industry-specific job descriptions, resume building, and interview counseling. In addition, the culinary program has a job posting board <https://www.jeffersonstate.edu/programs/culinary-and-hospitality/chijobs/>, and the program posts job opportunities on its Facebook page <https://www.facebook.com/jsccculinary>. The program also hosts an annual job fair to connect students to industry and career opportunities.



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.08 Scholarship information is available to students.</i></p>	<p>1. Write a narrative response describing: a. What scholarship information is available to students. b. Where this information is available for students to view.</p>
<p>Narrative Response:</p> <p>1.a. JSCC scholarships are open to students entering as freshman. JSCC offers numerous scholarships in the form of tuition waivers, and students who qualify for financial aid may participate in the Federal Work Study Program to help pay indirect education expenses. JSCC Hospitality/Culinary Program provides industry scholarship information in the Student Orientation Handbook. Each spring the JSCC Hospitality/Culinary teams up with its industry partners and awards scholarships totaling approximately \$20,000; these scholarships are based on community involvement, academic excellence, or for an essay “For the Love of Cooking” available to incoming graduating HS Seniors. Each year industry scholarship commitment grows, which allows JSCC to continue to award and help our student body.</p> <p>1.b. JSCC-Hospitality/Culinary program places all program information on its website https://www.jeffersonstate.edu/programs/culinary-and-hospitality/ and in addition the program promotes events, job openings, and other program related matters on Facebook https://www.facebook.com/jsccculinary. Student Handbook 7.0 Student Services\Exhibit 7B</p>	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>7.09 There is a published grievance procedure that students may use to address concerns and needs.</i></p>	<p>1. Write a narrative response describing the published student grievance policy and procedures. Include how students have access to the grievance policy and procedures.</p>
<p>The program follows the grievance procedures established by the college and published in the College Catalog and Student Handbook available in various locations on campus and on the college’s web page. Copies of these procedures may be found with the exhibits for this section. See Exhibits 7A, 7B Hyperlink: 7.0 Student Services\Exhibit 7A Hyperlink: 7.0 Student Services\Exhibit 7B</p>	



Section 8.0 - Program Assessment

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p>8.01 – Secondary only <i>There is a process for collecting programmatic assessment data from a variety of sources, which is verifiable, available for review, and supports the program’s need from local funding sources (i.e. Perkins). Program assessment data includes:</i></p> <ul style="list-style-type: none"> - Graduate surveys and/or follow-up surveys: identifying student satisfaction with skills learned in the program. - Employer or advisory surveys: identifying employer or advisory satisfaction with skills learned in the program. - Student Completion/Concentrator Rate: Percent of students completing the program. Note: Concentrator is specifically called for in Perkins, it is not completers. - Graduate Placement Rates: Percentage of students who proceed to one of the following after graduation; college, apprenticeship program, military, or workforce related to the industry. - ACF certification rates: Percent of students who received ACF Certification upon graduation. 	<ol style="list-style-type: none"> 1. Exhibit 8A - Evaluations and Surveys: Provide dates, sample forms, and results from the most recent: <ol style="list-style-type: none"> a. Current student evaluations of courses and faculty b. Graduate surveys c. Graduate follow-up surveys <p>Note: Remove all student identification information from documentation submitted in exhibits.</p> 2. Write a narrative response describing: <ol style="list-style-type: none"> a. The system used, and provide dates, sample forms and results for assessment of program's: <ul style="list-style-type: none"> - Completion/Concentrator Rates - Certification Rates - Job placement rates <p>Note: Have supporting documentation available for the evaluators at the Site Visit.</p> b. The most recent overall evaluation of the program. c. What changes were effected as a result of the evaluation. d. How this date is made publicly available.
<p>Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: 8.0 Program Assessment\Exhibit 8A\student evaluations of instructors 8.0 Program Assessment\Exhibit 8A\grad surveys 8.0 Program Assessment\Exhibit 8A\grad follow-up surveys</p>	
<p>Narrative Response: 2.a. The program assesses its effectiveness in several different ways. The Hospitality/Culinary program faculty meet ion a regular basis</p>	



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

to review and discuss faculty and program effectiveness on an on-going basis. The program also holds Advisory Committee meetings a minimum of twice a year to review and discuss the effectiveness of the program. Program students complete a survey at the beginning and end of each semester that address student satisfaction with their preparation for employment. At the end of Fall and Spring semesters faculty also have students complete course evaluations, which are used to determine student's satisfaction with the course and instruction within the course. Faculty is also evaluated on a regular basis.

The program submits annually an Instructional Program Outcomes & Assessment Plan to determine if the program is meeting the needs of its student body. The program outcomes measure enrollment patterns, achievement data, student learning outcomes and goal progress. Additionally, faculty members at the start of each semester submit an Instructional Program Student Learning Outcomes & Assessment Plan for each course taught. Another means of follow-up is through surveys of graduates, employers, and students who leave the program without graduating. Directed by the Office of Institutional Research, Information and Records (I

RIR), annual telephone surveys are conducted to determine graduates satisfaction with the program, and employer's satisfaction with the preparation of graduation for industry practice and, with leavers, whether the student accomplished their goal for enrollment . Samples of the surveys are included in the exhibits of the section, with all surveys made available on site. Below is current Unit Strategic Plan 2019-2021 to include Completion Concentrator Rates and Job Placement Rates, Certification Rates are a new data entry and will be reported preceding the Data report from the Unit Strategic Plan.

Category	Term	ACF Certifications Rates:
ACF Certified Culinarian (CC) (CPC)	Spring 2020	9/9 graduates -100%
ACF Certified Sous Chef (CSC)	Spring 2020	1/1 graduates -100%
ACF Certified Culinarian (CC) (CPC)	Fall 2020	4/4 graduates-100%
ACF Certified Sous Chef (CSC)	Fall 2020	0/0

Unit Strategic Plan
2019 – 2021

Name of Program/Department: Hospitality Management/Culinary Apprenticeship



Mission Statement:

The Culinary Nutrition & Hospitality Institute is committed to offering high quality programs and services that supports the mission of the college. We strive to promote professionalism and leadership through quality educational learning experiences and hands-on experience that produces graduates that can grow into the hospitality profession successfully. We advocate sustainability in food preparation practices and strive to educate our students both personally and professionally of an understanding of how healthy food choices and food preparations affects both themselves and society. Students leave the program equipped with the skills, knowledge and appreciation of service to others that allow them to become future leaders in the culinary and hospitality community.

Summary of Access, Productivity and Effectiveness (Including, but not limited to, program load, success rate, retention rate, completion rate, employer surveys, student surveys and community projected growth):

Analysis of data from the Student Profile Data Report by CIP code provided by the college's office of Institutional Research (IRIR) demonstrates the Hospitality Management/Culinary Apprenticeship program is maintaining steady enrollment numbers with a slight decrease in enrollment numbers. Enrollment continues to drop across the country due to several factors, 1. a strong economy, 2. Competition in the job market. Some programs across the USA at ½ the size they were 10 years ago. However, the demand for graduates continues to grow.

Hospitality/culinary program offerings to the community.

The program under the hospitality umbrella offers 4-degree tracts, Foodservice/Culinary Management Option (AAS CO92), Culinary Apprentice Option (AAS C062), Baking/Pastry Option (AAS C030, and Hotel/Restaurant Management Option (AAS C115). Our program is offered at two of Jefferson State's four campuses, Jefferson campus, and the Shelby campus. The program also offers a certificate in each of these areas as well. The Shelby campus serves as the main campus due to the enrollment demand and state of the art kitchen facilities. Currently the Hotel/Restaurant Management Option (AAS C115) option is under review to either discontinue or modify offering due to low enrollment numbers.

The Culinary and Hospitality program works with many well-respected organizations in the community to help raise money for scholarships and other charitable causes including: IRON CHEF Competition (annually raises around \$25,000) 11 years running; and Aldridge Gardens (Hydras under the Stars) (annually raises \$30,000) 14 years running. These events offer students an opportunity to get hands-on experience and each event sponsor provides scholarship to JSCC-Culinary Hospitality Institute students. Additionally, the program offers Boy Scout Culinary Explorer program where students come in and spend 1 night a month working with our culinary instructors learning everything from how to handle a knife, baking cookies to fabricating a chicken. The program host High School summer culinary academies annually, as well as hosting State SkillsUSA culinary competition, in 2019



produced 2, 1st place Gold Medalist winners and 1, 2nd Silver Medalist and place 8th and 10th Nationally.

Projected Growth

2019 National Restaurant Association Restaurant Industry Outlook

A gradually improving economy will help restaurant-industry sales continue to advance in 2019 and forward, even as restaurant operators face continued margin pressures, a tightening labor market and some lingering consumer uncertainty the industry continues to grow and the need for culinary and hospitality professionals will continue to be in demand. Highlights:

- The National Restaurant Association projects that restaurant-industry sales will reach \$863 billion in 2019, a 4 percent gain over the industry's estimated sales of \$798.7 billion in 2017
- The restaurant industry is projected to employ 15.3 million people in 2019, about one in 10 working Americans.
- In Alabama 199,600 Restaurant and foodservice jobs equaling 10% of employment in the state, \$9.0 billion estimated sales in Alabama's restaurant in 2018. And by 2029, that number is projected to grow by 10.8%, equaling 21,200 additional jobs, for a total of 221,200. Source National Restaurant Association.

The local Birmingham job growth market is projected to continue to grow and expand as the city and state gain in national exposure and more food related businesses move to the area. The reputation Birmingham has as a food city continues to grow and currently is faced with shortage of culinary and hospitality workers. The growth is validation for Birmingham and job opportunities for JSCC-CHI students.

Areas of concern related to enrollment include as the economy improves, community colleges generally see their enrollment numbers drop; One contributing factor, as a result of the federal government tightening the lending requirements for for-profit culinary schools and as a result local culinary school(s) Culinar closing its campus in Birmingham 2019 as well as nationally closing of all campuses. Additionally, All Cordon Bleu, and Art Institutes have closed their doors nationally. This will allow the community college systems offering culinary programs a chance to capture these students. It is the goal and mission of JSCC-CHI to continue to focus on quality programming to ensure we have a stake in this market.

Headcount Enrollment by Current Umbrella CIP program and Award Sought show the following:



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Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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52.0901 Hospitality Services Management	Year Ave	AAS	Year		CER	STC	Total
	Su2016-Sp2017	92					92
	Su2017-Sp2018	100					100
	Su2018-Sp2019	98					98

Number of Awards/Degrees Conferred: IPEDS Year *Summer, Fall and Spring

CIP Program		Summer 2016-Spring 2017 Enrollment 92				Summer 2017-Spring 2018 Enrollment 100				Summer 2018-Spring 2019 Enrollment 98			
		STC	CER	Degree	Total	STC	CER	Degree	Total	STC	CER	Degree	Total
52.0901	AAS Degree	23	24	27	74	19	20	17	56	21	20	15	56

The program has three-year average of 86% for rate of graduation.

Employment within (1) year of Graduation- 2-year AAS Degree, Hospitality Certificate and Advanced Certificate-Hospitality/Culinary Management

Year	#Grads AAS Degree	% Graduated	#Employed	%
Su2016-Sp2017	27	29%	21	81%



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Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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Su2017-Sp2018	17	17%	15	88%
Su2018-Sp2019	15	15%	15	100%
Year	#Grads STC	% Graduated	#Employed	%
Su2016-Sp2017	23	25%	18	78%
Su2017-Sp2018	19	19%	19	100%
Su2018-Sp2019	21	21%	20	95%
Year	#Grads CER	% Graduated	#Employed	%
Su2016-Sp2017	24	26%	18	75%
Su2017-Sp2018	20	20%	19	95%
Su2018-Sp2019	20	20%	20	100%

The JSCC-CHI program currently could be at a 100% placement rate, however, due to students that choose to continue in their education or chooses not to work due to family or other commitments employment percentages run lower than 100%. The program list job opportunities on its job posting board on a regular basis and normally has openings available year-round.

Data obtained from Employer job site performance evaluations show that employers are satisfied with the work performance and would rehire a JSCC-CHI student 100% of the time. Data results on student satisfaction on how satisfied in their preparation for employment in the industry shows that student rate consistently high on satisfaction. This validates from the perspective of the employer and student that the JSCC-CHI program is doing an excellent job preparing students for the Culinary/Hospitality industry.

Employer Data

Employer Surveys	% responding as approval rating based	% Responses to the question if employer
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Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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	on a scale of 1-10 with an average score of 6 or higher for acceptable work	would rehire JSCC-CHI graduate
Su2016-Sp2017	93%	94% yes-6% no reply
Su2017-Sp2018	88%	100% yes, 0% no reply
Su2018-Sp2019	79%	79% yes, 21% no reply

Graduate Data

Graduate Surveys	% student rating somewhat satisfied or higher on preparation for employment
Su2016-Sp2017	68% satisfied, 5% neutral, 27 % no reply
Su2017-Sp2018	34% satisfied, 7 % neutral, 59% no reply
Su2018-Sp2019	64 % satisfied, 27 % neutral, 9 % no reply

Internal Conditions:

1. Technology

The Hospitality Management/Culinary Apprenticeship classes are held at both the Shelby and Jefferson campuses. The Shelby campus labs are equipped with computer and PowerPoint compatibility. Lecture classrooms on the Shelby Campus are equipped with computer, PowerPoint capabilities, smart board and ability to record lectures and upload to web support. Lecture classrooms on the Jefferson Campus are equipped with computers and PowerPoint capabilities. Both Jefferson and Shelby campuses will be due



computer upgrades within 2020 year. Shelby campus laptop was upgraded in 2016. Both Jefferson and Shelby campuses are monitored closely for upgrades.

2. Budget

The budget for food lab supplies continues to remain consistent and meets/exceeds the teaching standards established by the programs accreditation body, The American Culinary Federation. The program is unique in the fact that food supplies needed for culinary lab classes requires a large allocation of the budget; however, with the operation of the Bistro ProVare, community events, and advisory luncheons, the program is able to recoup some of its cost through the service of these events. The uniqueness of this allows students to get firsthand experience in the preparation of food and to provide service tied to curriculum, while recouping a percentage of the food cost supplies. The program annually budgets funds in many areas to ensure quality educational programming to include:

- i. Funds for continuing educational and training experiences for instructors to ensure updated skills and knowledge that reflects current industry needs.
- ii. Funding for small wares and kitchen equipment to ensure kitchen labs are updated and operational.
- iii. Funding for community outreach programs to include: The Hospitality and Culinary Academy, the Boy Scout Explorers program, SkillsUSA competitions, community cooking classes, and high school tours. Each year the program reaches out to the community to ensure we are providing services to meet multiple community needs and diverse populations while providing a visible presence in the community for the program and college.
- iv. Funding in support of initiatives for the implementation of curriculum based on enhancing nutritional competency and program objectives.
- v. The program will submit to hire a new adjunct instructor to teach CUA 111 nutrition class to replace recently retired adjunct instructor.

3. Staffing

Currently student teacher ratios do not exceed 15 (students) to 1 (instructor) in culinary labs. Lecture ratio averages 20-30 (students) to 1 (instructor) and is within the expected number to meet standards established by the program's accrediting body, the American Culinary Federation. The program currently has Three full-time



faculty members, two Lab Assistants, a full-time restaurant Chef Instructor, a Purchasing/Catering/Instructor and an Office Manager. Two additional Office Managers are available to assist this program as well as other programs within the Center for Professional, Career and Technical Education.

4. Resources

The Hospitality Management/Culinary Apprenticeship program continues to receive the needed funding to continue its attainment of staying current with industry trends and networking opportunities. The program continues to have support from administration in this area that allows faculty and staff to remain current regarding American Culinary Federation property membership (this membership covers faculty members only while employed by JSCC and membership is dropped if employment terminated. The college also provides support for local membership for Cahaba (Central Alabama Hospitality Attractions and Business Association) and the Alabama Restaurant Association. Affiliations with these organizations allow the college to remain involved in decisions that affects the hospitality and tourism industry for Birmingham and the State of Alabama. For all JSCC-CHI faculty the college supports continuing educational experiences through individual IAPs and Perkins (vocational education) funding when available, which are vital to the program's success.

The program is unique in the fact that opportunities exist to partner with community businesses that share a common interest and values, producing quality graduates to live and work in the community. Examples of these partnerships follow:

Apprenticeship properties:

- i. Renaissance Ross Bridge Golf and Resort Property, Mountain Brook Country Club, Vestavia Country Club, Greystone Country Club, The Club, and Westin Hotel.

Students complete academic class work at JSCC's Culinary/Hospitality Institute and complete hands-on practical experience at the property site. Additionally, the program receives support through field trip opportunities, job fair participation, support through donations of furniture and supplies for the program's hotel training room, and support with use of Ross Bridge property for apprentice's fund raising. The program has recently added new properties for apprentices to work to include The Club of Birmingham.

Community Partners/Advisory:

- ii. Spire

This company has provided industrial equipment for the culinary labs and continues to sponsor, on an annual basis, scholarships for culinary students based on academic scholarship and community



services more than \$5000.00 annually.

iii. Other

The program works with many well-respected organizations in the community to help raise money for scholarships and other charitable causes including: IRON CHEF Competition (annually raises around \$25,000); and Aldridge Gardens (annually raises \$30,000). These events offer students an opportunity to get hands-on experience and each event sponsor provides scholarship to JSCC-Culinary Hospitality Institute students.

- iv. Advisory members consist of community leaders from the culinary hospitality community. These members offer continued advice and guidance with respect to the program and its curriculum. Additionally, the program has formed an advisory consortium made up of surrounding area high school programs. This allows for networking and allows the institute to keep closely aligned with the local high school programs.

The program continues to seek out partnerships in the community in support of offering a full degree option based on healthy cooking principles and will continue to reach out to the local universities to determine feasibility of collaboration and articulation of healthy culinary curriculum transferring into dietetic programs. The industry continues to implement change to reflect a stronger focus on foods prepared to meet consumer's desire for "healthier" foods. This trend will continue to influence how we design and teach our curriculum. Community opportunities will be monitored on a continued basis. The program will continue to seek opportunities to add new partnerships from the community and will make sure to keep administration current of program needs to ensure quality programming.

5. **Enrollment**

Enrollment numbers have seen a decrease, the reasons for the challenges facing enrollment are varied to include graduates entering the restaurant industry normally start out at a lower wage than other trade programs, however the potential for growth is great, but students graduating must start out at lower pay. Also, as the economy improves, community colleges generally see enrollment number drops, also local culinary programs and making large investments in their kitchens to compete with Jeff State are on the horizon.

Graduation rates continue to remain consistent from year to year. The program has added The Club of Birmingham property to the listing of apprenticeship properties that include Mountain Brook Country Club, Greystone Country Club, Vestavia Country Club and Westin Hotel property. The Hotel and Restaurant Option (AAS C236) has also seen an increase in enrollment due to in part, - changing the name



of the degree track from Hotel/Motel to Hotel/Restaurant Management and offering more online course options. Additionally, the program is looking the Hotel/Restaurant curriculum to determine if changes to curriculum will make the degree option more attractive and viable to students. Additionally, the program plans to offer all Hotel courses in the summer terms to allow for a greater number of enrollments. The high school summer academy, and the Boy scout programs used as recruitment tools remain solid and enrollment is strong.

6. Facilities

Facilities at the Shelby campus are State of the Art and are the newest of the facilities offering culinary and hospitality classes. Currently the program receives the greatest demand for classes on the Shelby campus. Labs are well-maintained and designed to offer the curriculum in an environment as close as possible to kitchens our graduates will find in the community. Our program offers a culinary kitchen dedicated to savory food preparation, and a culinary kitchen dedicated to pastry and baking curriculum. As students advance through the curriculum, they have an opportunity to put their skills to the test in a fully operational restaurant/kitchen/classroom, the Bistro ProVare. Here students meet, greet, seat guest, and take food orders. Food preparation and service is conducted in the hands-on practical restaurant. This “live” kitchen lab offers students an opportunity to learn in an actual work environment that is open to the public.

Facilities at the Jefferson campus have undergone many improvements to include: Painting identified areas, repainting kitchen floors, rearranging table space/workstations and removing no longer needed pieces of equipment. This effort will continue until the lab kitchens meet and or exceed the ACFEF accrediting standards. The program now schedules a lab tech to spend one day a week at the North campus ensure the labs are clean and ready for classes.

7. Equipment

The Shelby campus kitchen equipment was opened in 2008 and is considered the programs premiere culinary kitchen; the program has successfully met its objectives consistently. 2018-2019- the program purchased two garden towers to better meet the needs of its nutritional curriculum, these towers have been well received by students and community. Ordering Small wares, i.e. spoons, ladles, bus tubs, and



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Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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silverware will be an ongoing need the program has due to the nature of the wear and tear these items receive on a regular basis. It is the goal of the program to limit these items needed but will order as needed.

The Jefferson campus equipment is routinely maintained and serviced as needed, 2018 new chairs were purchased for the classroom, otherwise the kitchen are in operational order.

Equipment small wares packages will be reviewed on an annual basis with request made as needed to ensure curriculum objectives are met.

External Conditions (such as state funding, accrediting agencies, advisory committees, postsecondary policy changes):

Accreditation: The Program is accredited by the American Culinary Federation Educational Foundation. In 2014 the program received “exemplary” Status and received full accreditation. The program will not be up for review until 2021.

Health Department Permits: The Institute is required to comply with specific regulations. All Health Department and city permits are current. 2018-2019; Both Bistro Provare and the main kitchens received 99, 98 health inspection score from the health department.

Program Advisory Committee: The Department of Hospitality Management and Culinary Apprenticeship has a fully engaged advisory committee representing all areas of industry and it meets the guidelines set forth by the ACF accrediting body. The Advisory Committee meets a minimum of twice per year.

2017-2018 Accomplishments:

- Successfully competed in SkillsUSA culinary, JSCC-CHI 2 students won 1st place state, and 1 student place second place state. Both 1st place winners went to state and placed 3rd and 5th nationally.
- Successfully held High Academy 2018
- Successfully held Boy Scout Explorer program 2017-2018
- Hosted successfully statewide Prostart HS culinary competition, 2018



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

- Successfully hosted local High School tours, food demos, and school site visits.
- Successfully helped raise fund by participating in community charity events; events have raised over \$80,000 in 2017-2018. Event include Aldridge Gardens, Iron Chef and Apprentice Reception event.
- 100% passing rate for students entering practical class practicum class; capstone class.
- Successfully support program's annual dues, ACF chef's membership dues and local membership dues to Cahaba and Restaurant dues.

2018-2019 Accomplishments:

- Ongoing discussion with Samford dietetics/nutrition program possible articulation agreement, still in progress.
- Finalized agreement with Montevallo dietetics/nutrition program and form articulation agreement.
- Successfully competed in SkillsUSA culinary, JSCC-CHI 2 students won 1st place state, and 1 student place second place state. Both 1st place winners went to state and placed 8th and 10th nationally.
- Successfully held High Academy 2019
- Successfully held Boy Scout Explorer program 2017-2018
- Successfully held community High Tea
- Successfully hosted local High School tours, food demos, and school site visits.
- Successfully helped raise fund by participating in community charity events; events have raised over \$100,000 in 2016-2017. Event include Aldridge Gardens, Iron Chef and Apprentice Reception event.
- 100% passing rate for students entering practical class practicum class; capstone class
- Successfully support program's annual dues, ACF chef's membership dues and local membership dues to Cahaba and Restaurant dues.

Unit Goals for 2019-2020

2019-2020



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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Unit Goals	Objectives	Method of Assessment	Additional Funding Requests
<p>Goal 1: Request stainless steel to be installed on back line, main kitchen, dish room, and areas in bistro at the Shelby Campus Culinary Kitchen to reflect professional standards required by Jefferson County Health Department, Industry, American Culinary Federation Education Foundation (ACFEF) Accrediting Body, and JSCC-CHI Quality Standards.</p> <p>Program Outcome #2:</p> <p>Employers and graduates returning surveys will report 90% satisfaction with educational preparation.</p>	<ol style="list-style-type: none"> Request quote and submit for installation of stainless steel to ensure (Shelby campus) JSCC-CHI kitchen labs are professional and exceeds ACF and health department standards (Request is made due to problems with Mold growing on the walls due to humidity problem). Requisition/submit proper work orders to ensure (Shelby campus) following health department and ACFEF accrediting body requirements 	<ol style="list-style-type: none"> Evaluate student's surveys with 80% approval rating Health department rating of 95% or better (or qualify) ACFEF Accrediting Compliance 	<ol style="list-style-type: none"> Submit work orders for the following improvements: Funding for stainless steel approximately \$6000.00 to \$7000.00
<p>Goal 2: Maintain the student culinary labs to ensure labs (Jefferson & Shelby campuses)</p>	<ol style="list-style-type: none"> Purchase industrial ice cream freezer, flex pan molds, bus tubs, pots, pans, smoke gun, tea/water 	<ol style="list-style-type: none"> Student evaluations with overall satisfaction of course 	<p>Purchase the following items:</p> <ol style="list-style-type: none"> Industrial ice cream



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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<p>have up-to-date technology, industrial equipment, proper attire, small wares to properly deliver curriculum successfully.</p> <p>Program Outcome #2:</p> <p>Employers and graduates returning surveys will report 90% satisfaction with educational preparation.</p>	<p>pitchers and general utensils.</p> <p>2. Ensure kitchen labs meet and exceed industry standards, and to promote learning in an environment that reflects industry standards.</p>	<p>2. Positive Health Department scores</p> <p>3. Positive ACFEF accreditation compliance</p> <p>4. Success will be measured by chef's report of satisfaction</p> <p>5. Outward positive comments from students, community partners; measurement will be reflected in positive comments from students on instructor evaluations and program satisfaction rating satisfaction 80% or greater.</p>	<p>freezer, \$4000.00</p> <p>2.. Miscellaneous and small wares including flex pan molds, bus tubs, pots, pans, smoke gun, food carts upgrade as needed, and small wares in need of replacement @ est. cost of \$1500.00</p>
<p>Goal 3: Support professional membership and professional certification and continuing educational opportunities for faculty and college adhering to the American Culinary Federation standards.</p> <p>Program Outcome #3: Students will be able to exemplify the term</p>	<p>1. Comply with ACFEF and have all program dues paid on time</p> <p>2. Keep all ACF membership dues for faculty members paid on time and remain in good standing (ACF professional/property/ institutional)</p> <p>3. Keep local (Cahaba-Central Alabama Hospitality Attraction and Business Association) and state restaurant and hotel membership (Alabama Restaurant & Hospitality</p>	<p>1. Continuance in meeting and exceeding all ACFEF compliance requirements and retaining "Exemplary" Status</p> <p>2. Student survey of satisfaction (80% or greater) of preparation for the industry</p>	<p>Request is made to pay accreditation fee, membership dues, chef certification fees for program faculty, institutional memberships, and continuing educational experiences @ estimated total cost of \$7,555 to include:</p> <ul style="list-style-type: none"> • ACF membership dues for CHI faculty/staff (property



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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<p>professionalism and demonstrate this philosophy throughout the hospitality industry reflected in 85% of employer’s surveys.</p>	<p>Alliance) dues paid on time and remain in good standing (Property/Institutional memberships)</p> <p>4. Keep chef certifications current and in good standing to include the following certifications CEC, CEPC, CCE, CSC, CHE, CC and ServSafe certifications.</p> <p>5. Provide funding for continuing educational opportunities for faculty and staff in supporting the mission of the college while promoting educational experiences that advance the program and college. Funding would be used to supplement IAP funding of instructors.</p>		<p>membership) @ \$140 per faculty x7 faculty/staff = \$980.00</p> <ul style="list-style-type: none"> • ACF apprentice annual report fee \$125.00 • ACF program accreditation dues/fee @ \$1500.00 • Cahaba-Central Alabama Hospitality Attraction and Business Association (Property) membership @ \$250.00 • Alabama Restaurant Association (Property) membership @ \$200.00 • Chef industry certification/ServSafe certifications, approximately \$500.00 • Industry certification for plant-based nutrition to support the new proposed Nutritional certification at \$2000.00
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Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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			<ul style="list-style-type: none"> • Funding for continuing educational opportunities for faculty and staff net met by IAP funding at \$2000.00
<p>Goal 4: Continue to expand program enrollment and support community outreach initiatives.</p> <p>Program Level Student Learning Outcomes #1: Demonstrate an understanding of the hospitality industry and career opportunities in the field and articulate the duties of hospitality management</p>	<ol style="list-style-type: none"> 1. Continue to support community outreach to include: Boy Scout Explorers, High School Summer Academy, and Culinary Competition. 2. Continue to offer community cooking outreach classes through JSCC Community Education 3. Work with area High School providing field trips, demos, and site visits opportunities 	<ol style="list-style-type: none"> 1. Success will be measured by the number of HS students that attend Explorers culinary post and number of summer academy attendees rating 80% satisfaction or greater with programming. 2. Community Class members rating 80% or better with satisfaction with community programming. 	<p>Items needed include:</p> <ol style="list-style-type: none"> 1. To cover food lab supplies (demos, snacks, community outreach efforts and selected meals served to visiting students and teachers, advisory members @ est. cost of \$3000.00 2. \$500 to cover cost of food supplies (fee will be recouped for teaching community classes)
<p>Goal 5: Support professional student hospitality/culinary competition through SkillUSA team participation.</p>	<ol style="list-style-type: none"> 1. Continue development of SkillsUSA Hospitality/Culinary competition team to compete at the state and national levels-2020; withholding the program has well qualified and dedicated student competitors 	<ol style="list-style-type: none"> 1. Students will place no lower than 3rd ranking at the state level. 2. Students will place no lower than 8th at the national level. 	<p>Request funding to cover development of team \$5200</p> <ol style="list-style-type: none"> 4. \$200 Request made to purchase SkillsUSA required shirts and Student Chef shirts, etc., for competition.



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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<p>Program Level Student Learning Outcomes #5:</p> <p>Demonstrate skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.</p>			<p>5. \$1000 to cover food supplies for practice sessions</p> <p>6. \$4000 to cover travel cost to National Competition- 2020</p>
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<p>Submission date: 9-13-2019</p>	<p>Submitted by: Joseph Mitchell, Program Director</p>
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Unit Goals for 2020-2021

2020-2021

Unit Goals	Objectives	Method of Assessment	Additional Funding Requests
<p>Goal 1: Continue to expand program enrollment and</p>	<p>1. Continue to support community outreach to include: Boy Scout Explorers, High School Summer</p>	<p>1. Success will be measured by the number of High School students that attend</p>	<p>Items needed include:</p>



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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<p>support community outreach initiatives.</p> <p>Program Level Student Learning Outcomes #1: Demonstrate an understanding of the hospitality industry and career opportunities in the field and articulate the duties of hospitality management</p>	<p>Academy, Support HS Advisory meetings</p> <p>2. Work with area High Schools providing field trips, demo, site visits opportunities</p>	<p>Explorers culinary post and number of summer academy attendees rating 80% satisfaction or greater with programming.</p>	<p>1. To cover food lab supplies (demos, snacks, community outreach efforts and selected meals served to visiting students and teachers, advisory members @ est. cost of \$3000.00</p>
<p>Goal 2: Support professional membership and professional certification for faculty and college adhering to the American Culinary Federation standards.</p> <p>Program Outcome #3: Students will be able to exemplify the term professionalism and demonstrate this philosophy throughout the</p>	<p>1. Comply with ACFEF and have all program dues paid on time</p> <p>2. Keep all ACF membership dues for faculty members paid on time and remain in good standing (ACF professional/property/ institutional)</p> <p>3. Keep local (Cahaba-Central Alabama Hospitality Attraction and Business Association) and state restaurant and hotel membership (Alabama Restaurant & Hospitality Alliance) dues paid on time and remain in good standing (Property/Institutional</p>	<p>1. Continuance in meeting and exceeding all ACFCF compliance requirements and retaining “Exemplary” Status</p> <p>2. Student survey of satisfaction (80% or greater) of preparation for the industry</p> <p>3. The culinary and hospitality program will have an accreditation site visit scheduled for 2021</p>	<p>Request is made to pay accreditation fee, membership dues, chef certification fees for program faculty, institutional memberships @ estimated total cost of \$4,700 to include:</p> <ul style="list-style-type: none"> • ACF membership dues for CHI faculty/staff (property membership) @ \$140 per faculty x7 faculty/staff = \$980.00 • ACF apprentice annual report fee \$125.00



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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<p>hospitality industry reflected in 85% of employer's surveys.</p>	<p>memberships)</p>		<ul style="list-style-type: none"> • ACF program accreditation dues/fee @ \$1500.00 • Cahaba-Central Alabama Hospitality Attraction and Business Association (Property) membership @ \$250.00 • Alabama Restaurant Association (Property) membership @ \$200.00 • ACFEF site visit for reaccreditation @\$2000.
<p>Goal 3: Support professional student hospitality/culinary competition through SkillUSA team participation.</p> <p>Program Level Student Learning Outcomes #5:</p> <p>Demonstrate skills in knife, tool and</p>	<p>1.Continue support of SkillsUSA Hospitality/Culinary competition team to compete at the state and national levels-2020-2021 adding a baking and pastry, and customer service component</p>	<p>1. Students will place no lower than 3rd ranking at the state level.</p> <p>2. Students will place no lower than 8th at the national level.</p>	<p>Request funding to cover development of team \$6000</p> <p>1.\$1000 to cover food supplies for practice sessions</p> <p>2.\$4000 to cover travel cost to National Competition- 2021</p> <p>3.\$1000.00 Request made to purchase SkillsUSA required</p>



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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<p>equipment handling and apply principles of food preparation to produce a variety of food products.</p>			<p>Blazers and Chef Jackets for competition</p>
<p>Submission date: 9-13-2019 Revision 5-8-2020</p>	<p>Submitted by: Joseph Mitchell, Program Director</p>		
<p> </p>			

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p>8.02 - Postsecondary only <i>There is a process for collecting programmatic assessment data from a variety of sources. The assessment data is verifiable and available for review, including graduate surveys and/or follow-up surveys, employer or advisory surveys, student graduation rates, job placement rates and ACF Certification rates.</i></p> <p><i>Student achievement data (Program Outcomes) for all ACFEF accredited programs must be publicly</i></p>	<p>1. Exhibit 8B - URL Link for each Program Outcome Data on program’s website landing page, including: a. Student graduation rates. b. Job placement rates. c. ACF Certification rate within 1 year of program completion.</p> <p>*Student achievement data (Program Outcomes) for all ACFEF accredited programs must be publicly accessible on the program’s web page as required by CHEA. Publicly accessible data includes student Graduation Rate, Job Placement Rate, and ACF Certification Rate, which are defined as follows: 1. Graduation Rate is the percentage of students who complete their program within 150% of the published time for the program. 2. Job Placement Rate is the percentage of students that are employed in their field of study within nine (9) months of graduation. 3. ACF Certification Rate is the percentage of students who receive ACF Certification within 1 year of program completion.</p>



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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accessible on the program’s web page as required by CHEA. Publicly accessible data includes student Graduation Rate, Job Placement Rate, and ACF Certification Rate, and is defined as follows:

- 1. Graduation Rate is the percentage of a students who complete their program within 150% of the published time for the program.*
- 2. Job Placement Rate is the percentage of students that are employed in their field of study within nine (9) months of graduation.*
- 3. ACF Certification Rate is the percentage of students who receive ACF Certification within 1 year of program completion.*

Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.
Hyperlink: [8.0 Program Assessment\Exhibit 8B](#)

Narrative Response and URL links for each accredited program:

Analysis of data from the Student Profile Data Report by CIP code provided by the college’s office of Institutional Research (IRIR) demonstrates the Hospitality Management/Culinary Apprenticeship program is maintaining steady enrollment numbers, graduation rates and recently tracked ACF certification level. There is a decrease in enrollment numbers. Enrollment continues to drop across the country due to several factors, 1. COVID-19, 2. Competition in the job market, as a number of culinary programs across the USA are reporting enrollment at one-half the enrollment number over the course of the last 10 years; with over 50 programs closing their doors indefinitely. However, the demand for graduates continues to grow even in lieu of the COVID-19 crisis.

All data is posted in accordance to the ACF guidelines that is publicly accessible on JSCC-CHI website to include: Graduation Rates, Job Placement Rate, and ACF Certification Rates, found on the follow link(s):



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Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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8.0 Program Assessment\Exhibit 8B

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>8.03 There is an ongoing and documented system for assessing validity of curriculum by students, faculty, and Advisory Committee.</i></p>	<p>1. Write a narrative response describing the policies and procedures for assessing the validity of curriculum by students, faculty, and Advisory Committee including:</p> <ul style="list-style-type: none"> a. Surveys b. Faculty meeting minutes c. Advisory Committee meeting minutes
<p>Narrative Response:</p> <p>1.a. The program assesses its effectiveness in several different ways. The Hospitality/Culinary program faculty meet on a regular basis to review and discuss faculty and program effectiveness on an on-going basis. The program also holds Advisory Committee meetings a minimum of twice a year to review and discuss the effectiveness of the program. Program students complete a survey at the beginning and end of each semester that address student satisfaction with their preparation for employment. At the end of Fall and Spring semesters faculty also have students complete course evaluations, which are used to determine student's satisfaction with the course and instruction within the course. Faculty is also evaluated on a regular basis.</p> <p>The program submits annually an Instructional Program Outcomes & Assessment Plan to determine if the program is meeting the needs of its student body. The program outcomes measure enrollment patterns, achievement data, student learning outcomes and goal progress. Additionally, faculty members at the start of each semester submit an Instructional Program Student Learning Outcomes & Assessment Plan for each course taught.</p> <p>1.b. The Hospitality/Culinary program meets on a regular basis to discuss program goals and objective, course outlines, evaluations strategies, class schedules, and other topics related to the success of our students. JSCC Hospitality/Culinary program has a meeting format established that encourages open discussion and sharing to help keep the program on the right track.</p> <p>The same evaluation process is used for all full-time faculty members at the college. The process begins with students' evaluations. Each faculty member has students evaluate each course taught either fall or spring semester. In the spring, in preparation for the annual faculty evaluation process the following are submitted to the faculty members supervisor: (1) a summary of the instructors' professional development accomplishments for the year to date; (2) a list of committees and the level of participation of the faculty member during the year; (3) a list of other duties and accomplishments the faculty member wishes to have noted on the annual evaluation, and (4) an evaluation of the instructor's progress on the professional development plan. The form used for instructor evaluation includes evaluative criteria derived from the skills and knowledge required for effective job performance. After the form is complete, it is reviewed in a conference held between the supervisor and the faculty member. After the evaluation conferences, the signed evaluations are forwarded to the academic dean for review</p>	



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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and placed in the faculty member’s file in the Human Recourse Office. All documentation will be made available on site.

1.c.

The cornerstone of the Hospitality/Culinary programs success is based on the make-up of its advisory board and its member’s commitment to the College and the success of the student body. Our advisory board is made up of Industry professionals, students, graduates, administration, and faculty. The advisory meets formally a minimum of twice a year; however, informally the program and its members work closely together throughout the year.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>8.04 There is an established and documented method for improving retention of students in the program.</i></p>	<p>1. Write a narrative response describing:</p> <ul style="list-style-type: none"> a. Retention policies and procedures b. The attrition and retention of students for the last three years or since the inception of the program, whichever is less c. The trends d. Methods utilized to increase retention e. The advising services available to students

Narrative Response:

1.a.

Analysis of data from the Student Profile Data Report by CIP code provided by the college’s Office of Institutional Research (IRIR) show diverse populations of students with respect to gender, race/ethnicity and age are enrolled in the program. The Hospitality Management/ Culinary Apprenticeship program is maintaining steady enrollment numbers with a **decrease enrollment/graduation numbers in part to reduce class size due to COVID-19**. A number of steps are being implemented to increase enrollment numbers to include: 1) advising strategies, i.e. assigning students to instructors for advising, 2) use of retention forms, i.e. calling and checking on students when they appear to be missing excessive number of classes, 3) dual-enrollment opportunities with high school programs that offer Hospitality and Tourism, and 4) programs such as the culinary explorers help increase enrollment numbers.

1.b.

Retention

Culinary Apprentice Option

AAS C062: Fall 18-19 ;63%

AAS C062: Fall 17-18 ;44%

AAS C062 Fall 16-17,27%

Baking/Pastry Option



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

AAS C030: Fall18-19 ;50%

AAS C030: Fall 17-18 ;74%

AAS C030 Fall 16-17,43%

Foodservice/Culinary Management Option

AAS C092: Fall 18-19.

AAS C092: Fall 17-18 ;30%

AAS C092 Fall 16-17,43%

Hotel/Restaurant Option

AAS C236: Fall 18-19 ;70%

AAS C236: Fall 17-18 ;40%

AAS C236 Fall 16-17; 50%

1.c.

The program is seeing a decrease in the interest in Hospitality/Culinary management as a career option. The industry is current in a crisis due to COVID-19, even considering this the program is seeing steady enrollment. Other ongoing concerns are with the incoming student's perception of what career of being a chef entails, we are seeing two types of students; one type of student is more focused and has a better understanding of what the industry demands. A second type of student less is focused and motivated more by the media and hyped celebrity status seeking student. The program has measures in place to accommodate all students and help students off to a good start with clear understandings of what it will take to be successful in the program/industry. The program has established a reputation in the community as an affordable program that offers quality and real-life experiences.

1.d.

Retention is a major concern for the program because retention is two-fold, meaning we strive to offer the best possible learning experience for our students, and this means providing curriculum that is as realistic as possible. We understand with the attention from Media and celebrity chef status, cooking programs might not portray a realistic picture of the industry; therefore, it is expected a number of students will not continue in the curriculum due to the fact it will require more work and a greater commitment of time and resources ~~then~~ than possibly realized.

However, the program makes every effort to ensure a constant watch for students that might fall out of our program unnecessarily. JSCC Hospitality/Culinary program has developed a method that is used to track students who have missed more than two consecutive classes. In addition, JSCC also annually contacts career/technical students who have left the college without graduating to ascertain why they left the program and if the college without anything further to assist them in their goals. JSCC



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

American Culinary Federation, Inc. • Attention: Accreditation • 180 Center Place Way • St. Augustine, FL 32095 • Toll-free: (800) 624-9458 • www.acfchefs.org

Hospitality/Culinary program faculty and staff regularly meet and discuss the importance of retention and try to seek ways in which we can better serve our students. The program has developed a Retention Manual to help in this effort.

1.e.

JSCC Hospitality/Culinary students can meet with Faculty and Program Director at **anything anytime** due to the open-door policy closely followed by each staff members. Each semester an advising schedule **d** is posted and students are encouraged to meet with advisory as needed. Advising schedules will be available for review.

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<p><i>8.05 The Program Coordinator is responsible for ongoing assessment, planning, implementation and evaluation critical to an effective educational program.</i></p>	<p>1. Write a narrative response describing:</p> <ul style="list-style-type: none"> a. Statistical Information b. Planning documents c. Name and title of designated person responsible for ongoing assessment, planning and evaluation of the program

Narrative Response:

1.a.b.

The Hospitality/Culinary Program Director works closely with program faculty/staff to assess the program to ensure program effectiveness. The program director is responsible for the overall management of the program to include but not limited to class offering, class scheduling, curriculum development/revision, and establishing leadership in all areas of administration for the Hospitality/Culinary program.

Program Directors are given a one-course release time each term for handling program administration. Recently, the College established guidelines teaching load for program directors. Directors are expected to teach **8-9 12-13** semester hours during the fall and spring terms and **5-6 9-10** semester hours during the summer. Exceptions can be requested but must be submitted in writing and approved.



Assessment Record



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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<p>American Culinary Federation standards (ACF-accrediting body).</p>			<p>passed with 75 or better</p> <p>Summer 2020</p> <p>1) 10/11 (90%) passed with 75 or better, 1/11 (30%) took an Incomplete due to COVID</p> <p>Total: 84% (21/25) students completing CUA 261 practical class passed the practical exam</p>	<p>applications.</p>
<p>Employers and student interns returning surveys report 90% satisfaction with educational preparation.</p>	<p>Employers and graduate surveys</p>	<p>80% of students' interns evaluated through employer surveys will receive 90% approval rating based on a scale of 1-10 with an average score of 6 for acceptable work. Students will rate 90% somewhat satisfied or higher on preparation for employment based on scale of 1-5</p>	<p>Employer Satisfaction</p> <p>Fall 2019- 14/17 (82%)</p> <p>Spring 2019-12/15 (80%)</p> <p>Summer 2019-10/11 (91%)</p> <p>84% (36/43) of students evaluated on employer surveys received a score of 6 or better</p> <p>Student Satisfaction</p> <p>Fall 2018 Total students 17 5/17,29% reported very satisfied, 5/17,29% satisfied 1/17, 6% reported neutral 6/17, 35% not completed</p> <p>Spring 2019 Total</p>	<p>Employer satisfaction continues to rate very high and validates the program and curriculum.</p> <p>This reporting period (53%, 43 total) showed a slight decrease in reporting from previous percentage of students not reporting (44%,23) Spring 2020: COVID pandemic hit and the normal procedure for collecting this data was interrupted. The program will continue to adopt /improve</p>



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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			<p>students 15 3/15, 20% reported very satisfied, 2/15, 13% satisfied, 10/15, 67% not completed</p> <p>Summer 2019 Total students 11 3/11, 27% reported very satisfied, 1/11, 9% reported satisfied 7/11, 64% did not complete form</p> <p>44% (19/43) who responded to survey reported 90% satisfaction with educational preparation.</p>	<p>systems to ensure we gather this data while continuing to express importance of obtaining this data from students.</p>
<p>Intern students will be able to exemplify the term professionalism and demonstrate this philosophy.</p>	<p>Employers evaluations</p>	<p>80% of student interns evaluated through employer surveys will receive 90% approval rating based on a scale of 1-10 with an average score of 6 for acceptable work.</p>	<p>Fall 2019- 14/17 (82%) Spring 2019-12/15 (80%) Summer 2019-10/11 (91%)</p> <p>84% (36/43) of students evaluated on employer surveys received a score of 6 or better.</p>	<p>Validation that current program standards are being met. Will continue to evaluate and make changes as necessary to ensure quality programming</p> <p>Continue to follow current procedures for teaching class; Evaluate employer's surveys and look for areas for improvement to ensure current trends are being met</p>
<p>Within 3 months of graduation, 75% of graduates will be employed in the</p>	<p>Graduate surveys</p>	<p>Within 3 months of graduation, 75% of employees will be employed</p>	<p>Below numbers reflect students we could contact. Fall 2019- 7 out of 10</p>	<p>This reporting period experience an unprecedented pandemic that affected</p>



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

field		in the field	<p>(70%) graduates employed Spring 2020-2 out of 7 (29%) graduates employed Summer 2020- 1 out of 9 (11%) graduates employed Total 10 out of 26 of graduates are employed in field</p>	<p>the Restaurant and Hospitality Industries. Due to COVID-19 which caused layoffs/furloughs has directly affect our employment rates. This pandemic continues to impact the hospitality industries.</p> <p>Continue to develop better methods to keep in touch with graduate students</p>
September 11, 2020			Submitted by: Joseph Mitchell	



Assessment Record

Program: Hospitality/Culinary Apprenticeship

Assessment period:

2019-2020

Program or Department Mission:

The Culinary Nutrition & Hospitality Institute is committed to offering high quality programs and services that supports the mission of the college. We strive to promote professionalism and leadership through quality educational learning experiences and hands-on experience that produces graduates that can grow into the hospitality profession successfully. **We advocate sustainability in food preparation practices and strive to educate our students both personally and professionally of an understanding of how healthy food choices and food preparations affects both**

themselves and society. Students leave the program equipped with the skills, knowledge and appreciation of service to others that allow them to become future leaders in the culinary and hospitality community.

Course Student Learning Outcomes & Assessment Plan

Program Outcomes

1. Students graduating from (AAS C092, AAS C062, and AAS C030) students will pass the practicum exam based on American Culinary Federation standards (accrediting body) with a pass rate of 95%.
2. Employers and graduates returning surveys report 90% satisfaction with educational preparation.
3. Students will be able to exemplify the term professionalism and demonstrate this philosophy throughout the hospitality industry reflected in 85% of employer's surveys.
4. Within 3 months of graduation, 75% of graduates seeking employment in culinary or a related hospitality field will be employed.

Student Learning Outcomes

1. Demonstrate an understanding of the hospitality industry and career opportunities in the field and articulate the duties of hospitality management. (AAS C092, AAS C062, AAS C030 and AAS C115)
2. Describe the traditional components of hospitality management (planning, organizing, coordination, staffing, directing, controlling, and evaluating. (AAS C092, AAS C062, AAS C030 and AAS C115)
3. Perform mathematical functions management practices related to foodservice /hospitality operations. (AAS C092, AAS C062, AAS C030 and AAS C115)
4. Perform Functions demonstrating quality customer service using a variety of types of service. (AAS C092, AAS C062, AAS C030 and AAS C115)
5. Demonstrate skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products. (AAS C092, AAS C062, AAS C030 and AAS C115)
6. Apply the fundamentals of baking and pastry science to the preparation of a variety of products. (AAS C092, AAS C062, and AAS C030)
7. Articulate the characteristics functions and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage. (AAS C092, AAS C062, AAS C030 and AAS C115)
8. Articulate the overall concept of purchasing and receiving practices in quality foodservice operations. (AAS C092, AAS C062, AAS C030 and AAS C115)
9. Demonstrate an understanding of the basic principle of sanitation and safety and to be able to apply them in the foodservice operations. (AAS C092, AAS C062, AAS C030 and AAS C115)
10. Demonstrate a familiarity with varieties of beverages and different types of beverage service. (AAS C092, AAS



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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C062, AAS C030 and AAS C115)				
Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>CUA 101 Demonstrate an understanding of the hospitality industry and career opportunities in the field and articulate the duties of hospitality management</p>	<p>1. Industry Career Portfolio Project CUA 101</p>	<p>1. 80% of students will complete project scoring 75% or better on a scale of 1-100</p>	<p>Fall 2019- 25/30 completed 5/30 did not 83% completed with 80% average score 16 % did not complete Spring 2020- 30/35 complete 5/35 did not complete 83% complete with 80% average score 16% did not complete</p>	<p>1. Changed due date on projects to help with students to keep track of assignments. Also sent out email reminders of due dates</p>
<p>HMM 105s Describe the traditional components of hospitality management (planning, organizing, coordination, staffing, directing, controlling, and evaluating).</p>	<p>1. Management Interview Project HMM 105s</p>	<p>1. 100% of students submitting project will score 75% or better on a scale of 1-100</p>	<p>Spring 2020 58% of students 10/17 completed project with a score of 86% or better. Summer 2020- 89% of students (8/9 actively participating completed project scoring 75% or better on a scale of 1-100</p>	<p>Spring 2020 Covid -19 class finished online, with some students in stressful situation. Continue to stress importance of project completion and the following of required directions. Summer2020 Overall students were able to Complete the project once they did the required reading of the syllabus that laid out the requirements</p>
<p>CUA 180 Articulate the skills needed for customer service, styles of service,</p>	<p>1. Critical Thinking Case Studies, 2 Total CUA 180</p>	<p>1. 80% of students will score 70% or better on the project</p>	<p>Summer 2020-2 sections offered remotely/online Section 1-80% (4 out of 5) students scored</p>	<p>Benchmark Met. To adapt the class for online-only instruction, the assessment project consisted of 2 case</p>



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

<p>and dining room procedures.</p>			<p>70 or better, 1 student was late submitting assignment and grade reflects</p> <p>Section 2-89% (8 out of 9) students scored 70 or better, 1 student did not complete full assignment and grade reflects</p> <ol style="list-style-type: none"> 1. 86% (12 out of 14) of students completing serving evaluation scored 80% or better 	<p>studies showcasing students' ability to think critically in real-life, hospitality customer service situations.</p>
<p>CUA 110 Demonstrate skills in knife, tools and equipment handling and apply principles of food preparation to produce a variety of food products.</p>	<p>1. Escoffier History Project</p>	<p>1. 100% of students completing Project will score 80% or better</p>	<p>Fall 2019 – CUA 110, Online, 9 out of 9-100% completed with 87% or better, on scale of 1-100, Jefferson Campus Fall 2019-CUA 110, 13 of 21 13/21, 62 % scored 55% Average 8/21, 38% did not complete project Shelby campus Spring 2020- 11/14-79% completed project 79% passed with a 72% score 3/14, 21% did not</p>	<p>Fall 2019-Jefferson campus-Students did well on the project, as the grade reflects an understanding of course project objective. Fall 2019-Shelby campus-Will reinforce proper report formatting, i.e., source page, assignment requirements, due dates. Spring 2020-Shelby campus-Will reinforce due dates project requirements</p>



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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			complete project Summer 2020- No summer classes	*Additionally, current project assessment tool is under review and consideration is in play for new assessment for course
CUA 120 Demonstrate skills in knife, tools and equipment handling and apply principles of food preparation to produce a variety of food products.	CUA 120 Final Practical Exam	2. 100% of students completing final practical exam will score 70 % or better	Fall Shelby 100% of students who took the practical 10-10 received 88% or better. Fall 2019 Jefferson Campus 100% 8 out of 8 of students passed the Final Practical Exam- Jefferson campus Spring 2020 Shelby Campus -100%, 14 out of 14 students passed Final Practical Exam- Shelby campus Summer 2020-No Class in the Summer	Fall Shelby Campus- Benchmark met. Fall 2019 Benchmark met, Jefferson and Shelby campus, Strong outcome for the student demonstrating comprehension of SLO's Spring 2020 Benchmark met, Shelby campus, Strong showing considering due to COVID-19 students finished semester using discussion board, videos to complete final exam.
CUA 204 Apply the fundamentals of baking and pastry science to the preparation of a variety of products.	1. Baking Practical CUA 204	1. 100% of students taking the practical will score 70% or better completing baking practical on a scale of 1-100	Fall 2019 100% of students 9 out of 9 scored 85% or better on the final practical exam. Spring 2020 0 % of students 14 out of 14 scored 0 or better on baking practical	Fall 2019 Students continue to demonstrate quality gained skills in this class. Spring 2020 Covid -19 finished class online. Flexibility was necessary to complete semester. Students demonstrated knowledge through participation in blackboard activities.



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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<p>CUA 111 Articulate the characteristics functions and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.</p>	<ol style="list-style-type: none"> 1. FAD diet report 2. Healthy recipe project CUA 111 	<ol style="list-style-type: none"> 1. 75% students will score 80% or better on FAD diet report using scale of 1-100 2. 75% students will score 80% or higher on Healthy recipe project using scale of 1-100 	<p>Fall 2019 94% (15 out of 16) of students completing Healthy Recipe project- report scored 75% or better 15 out of 16 scored 75 % or better on final exam Spring 2020 1. 94% 17 out of 18 completed the Fad Diet 2. 100% 18 out of 18 completed Healthy Recipe project successfully</p>	<p>Fall 2019 Benchmark met- Adding new components to class to ensure new trends in dietary management are updated Spring 2020 Changed Assessment tool from Final exam to Healthy Recipe Project Both Benchmarks met. Class transitioned from on ground class to online and excelled</p>
<p>CUA 213 Articulate the overall concept of purchasing and receiving practices in quality foodservice operations.</p>	<ol style="list-style-type: none"> 1. Purchasing Project CUA 213 	<ol style="list-style-type: none"> 1. 75% of students will complete project scoring 80% or better on a scale of 1-100 	<p>Fall 2019- 100% ,8 out of 8 students completed project scoring 90% or better Spring 2020- 73%, 19 out of 26 students completed project scoring 90% or better Summer2020 80% of students9-11 scored 85% or better on the final project costing</p>	<p>Fall 2019 8 out of 8 students completed the costing project scoring 92% or better, will continue to teach students the importance of effective purchasing and recipe costing. Explore incorporating guest speakers in addition to current teaching information to give students a real-world outlook on how effective purchasing helps build successful business. Spring 2020 Assessment not met; 19 out of 26 students completed the costing</p>



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

				<p>project scoring 90% or better. This spring semester was a different due to the corona virus and transitioning to online instruction. A higher rate of withdrawal and failure was observed. Going forward I will provide better student feedback, clear instructions and offer more</p> <p>resources to help navigate online instruction. Also continue to teach students the importance of effective purchasing and recipe costing. Incorporate guest speakers through available media platforms and teach trends that provide students practical and effective purchasing skills.</p> <p>Summer2020 Students continue to demonstrate quality gained skills in this class</p>
<p>CUA 112s Demonstrate an understanding of the basic principle of sanitation and</p>	<p>1. ServSafe Industry Certification CUA 112s</p>	<p>1. 75% student will pass Servsafe certification</p>	<p>1. Fall 2019- 90% 21/28 scored 85% or better on final project.</p>	<p>Fall 2019 Benchmark partially met; Improved scores for students reflective of summer scoring. Continued</p>



Self-Study (Part 2 of 2)

Postsecondary and Secondary Accreditation

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<p>safety and to be able to apply them in the foodservice operations.</p>			<p>Spring 2020- 33%, 1 out of 3 Pass rates on certification test. Jefferson campus 20%, 2 out of 10) pass rates on certification test. Shelby campus</p>	<p>progress to stress importance of exam and success necessary for employment.</p> <p>Spring 2020 Covid -19 however class is geared for online assessment evaluation</p> <p>Continue to share the importance of Mylab exercises to achieve passing rate on Serv Safe.</p>
<p>CUA 210 Demonstrate a familiarity with varieties of beverages and different types of beverage service.</p>	<p>1.CUA 210 Beverage Expo Project- Students are evaluated in four areas on a scale of 1-100 points Area 1- Completeness of topic covered Area 2- Presentation Area 3- Creativity Area 4-Degree of effort 2.ServeSafe Alcohol Test</p>	<ol style="list-style-type: none"> 1. 75% students completing project will score 80% or better on beverage expo project 2. 75 % or better will pass industry certification test 	<p>Summer 2020</p> <ol style="list-style-type: none"> 1. 100% 16 out of 17 completed projects scoring 80% or better. 1 out of 17 scored 70% 2. As of 8-5-2019 scores are not available will update at later time when administered final test. 	<ol style="list-style-type: none"> 1. benchmark met with exception of 1 student. Students had to transition from presenting projects using poster board to PowerPoint this has proven successful and allows student to remain current in use of technology – this project was further enhanced due to COVID-19 Students presented online using Techsmith blackboard technology. 2. Test Postponed to later date when allowed back on campus due COVID-19 Restriction
<p>Plan submission date: October 1, 2019</p>			<p>Submitted by: Joseph Mitchell</p>	



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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1.c.

The Program Director, Joseph Mitchell is responsible for ongoing assessment, planning, and evaluation of the program, Chef Mitchell reports directly to Mrs. Norma Grant Bell, Dean of Career and Technical Education, Jefferson State Community College. Reporting includes all areas of finance, policies, admission, and curriculum.

Section 9.0 – Bachelor Degree ONLY

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>Bachelor Degree ONLY: 9.01 The program must exhibit evidence of meeting all of the competencies as specified “Bachelor Degree Domains”.</i>	1. Exhibit BA 1 - Completed Bachelor Degree Domains template.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink: Not Applicable	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>Bachelor Degree ONLY: 9.02 The program must include a minimum of 180 quarter credits or 120 semester credits for a Bachelor degree.</i>	1. Write a narrative listing the total number of credits for the Bachelor Degree program as listed in the Institution’s catalog.
Narrative Response:	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>Bachelor Degree ONLY: 9.03 The program must contain at least the equivalent of one 3 or 4 credit hour course at an upper division level in each of the domain areas.</i>	1. Exhibit BA 2 - Copy of Bachelor Degree course requirements.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK.	



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>Bachelor Degree ONLY: 9.04 The curriculum requires utilizing a variety of research methods and resources i.e. library, online references, interviewing techniques, etc.</i>	1. Write a narrative response describing how students are required to utilize a variety of research methods and resources as part of curriculum.
Narrative Response:	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>Bachelor Degree ONLY: 9.05 Documentation must be available on file and must include documented and signed training agreements, employer evaluations of students, instructor evaluations of students, and students' evaluations of work stations and experience, etc., if the program requires one of the following: - 3 or 4 credit practical capstone course. - 3 or 4 credit culinary Internship/Externship course. - Zero credit experiential learning</i>	1. Exhibit BA3 - Sample of required documents used in the experiential learning component, if applicable. 2. Write a narrative response describing expectations for one of the following: a. 3 or 4 credit practical capstone course b. 3 or 4 credit culinary internship/externship course c. Zero credit experiential learning 3. Describe how the Internship / Externship or experiential learning component provides the opportunity to practice at the professional level and how the experience is monitored so as to provide a valuable part of the curriculum.
Insert Exhibit Hyperlink as follows: Right click mouse. Click Hyperlink. Select file name to be linked, press OK. Hyperlink:	
Narrative Response:	

Standard # and Description	Evidence of Compliance – Program to Provide the Following Information
<i>Bachelor Degree ONLY: 9.06 The program will have methods to verify that students who transfer into the Bachelor</i>	1. Write a narrative response describing: a. How the Institution's admission procedures confirm that the student has met the required pre-requisites, which should include an AAS Degree in the Culinary Arts / Baking & Pastry.



<i>program with an Associate degree have achieved the Required Knowledge and Skill Competencies.</i>	b. Where in the student catalog and website the information is publicly available.
Narrative Response:	

Section 10.0 -- Other

Teaching Schedule in effect during the time of the Site Visit.

Hyperlink: [10.0 Other\Exhibit 10A teaching schedule for site visit.docx](#)



American Culinary Federation Education Foundation Inc., Accrediting Commission
Self-Study (Part 2 of 2)
Postsecondary and Secondary Accreditation

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Self-Study Summary

1. Summarize the major strengths of your program(s), as well as identified areas for improvement, in comparison to the ACFEF Accrediting Commission Standards identified through this Self-Study.

Response Narrative:

1.

Major strengths outlined in this report include:

- **Diversity in instructor’s background to include work experience and accumulated educational backgrounds.**
- **Support from the college and administration in providing the necessary resources (staff, continuing educational opportunities, equipment, and supplies) to remain competitive and updated on current trends and changes in the industry.**
- **An engaged, actively involved, and passionate faculty and staff striving for student and program success.**
- **Support from the community to include advisory board members, partnership properties, and community support throughout the community.**
- **Facilities, including a major strength found in the JSCC Hospitality/Culinary program’s state-of-the-art culinary kitchens, which are available to offer students a professional, clean, and safe learning environment.**
- **Growth in the Birmingham area hospitality community; therefore, making available more job opportunities for students of the JSCC Hospitality/Culinary program.**
- **Having the ACFEF as the accrediting agency for the program, providing a format for documentation processes, and the program following the ACFEF guidelines extensively throughout all of the program’s activities.**

The Hospitality Management/ Culinary Apprenticeship program continues to show steady enrollment numbers even while in a pandemic. This growth can be attributed to the growing food service industries, and the level of quality that the instructional faculty and state-of-the-art facilities at JSCC-CHI offer to the community. The community continues to receive national attention as a food-friendly city, and it is ranked as one of the top ten cities to watch for restaurant growth by Zagat restaurant review. This community growth allows enrollment numbers at JSCC to remain steady. This could not be accomplished without the strong support from administration, advisory board members, and community partnerships. The program continues to make progress and will continue to adapt and make changes as needed to ensure it stays on its current path.

One of the identified areas of weakness in the Hospitality Management/Culinary program is recruiting students that have a strong understanding of what it takes to finish the program successfully, and this, of course, affects student retention rates. This area is of concern in part because of the attraction to the foodservice industry and the appeal of the



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celebrity status of chef. We anticipate a number of students will not continue with the program when the realization of the hard work involved and the perceived expectations (instant celebrity status) do not match. We pride ourselves on our curriculum and the fact that we keep our students grounded for their benefit until they are ready to launch. The program will continue to seek ways to advise incoming students on how to better ensure they fully understand all of the positive benefits the industry has to offer, while also understanding the work commitment needed to be successful.

2. How do you plan to use the results of the Self-Study to maximize the strengths of the program(s) and to minimize any identified areas for improvement?

Response Narrative:

2.

Evaluation is vital to the program’s success. While the process of reporting and collecting the necessary documents is time-consuming; the benefits far outweigh the time commitment. This process allows administration, faculty, and staff time to review and make changes when and where needed to ensure the program is meeting its objectives and goals, while following the guidelines established by the ACFEF. This time of reflection is necessary in maximizing the students’ learning experience.

3. Describe the process by which this Self-Study was prepared including:

- a. who was involved in reviewing the program(s) in preparation for this Self-Study?**
- b. Who compiled the document and identified strengths and areas for improvement?**
- c. Who reviewed the Self-Study once it was completed prior to submission to the ACFEF Accrediting Commission?**

Response Narrative:

2.

a. Who was involved in reviewing the program(s) in preparation for this Self-Study?

Joseph Mitchell-Program Director; primarily responded to narrative responses, strengths and weaknesses

Norma Bell-Dean of Career and Technical Education; support and review of the self-study

Faculty and Staff Members: Kenneth Moore-Purchasing Coordinator/Instructor, Merissa DeLoach-Lab Technician, Debby Jackson-Office Manager; compiled data, forms for documentation



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Todd Jackson-Instructor; reviewed and submitted Standards, curriculum hour-placement for Savory.

Glenn Rinsky-Instructor; reviewed and submitted Standards, curriculum hour-placement for Pastry.

b. Who compiled the document and identified strengths and areas for improvement?

Joseph Mitchell, Program Director

Norma Bell, Dean of Career and Technical Education

c. Who reviewed the Self-Study once it was complete prior to submission to the ACFEF Accrediting Commission?

Norma Bell, Dean of Career and Technical Education-JSCC

4. How will the Accreditation by the Accrediting Commission of ACFEF affect your program(s)?

Response Narrative:

4.

The American Culinary Federation is the standard in the industry for quality Hospitality and Culinary Educational Programming. The standards and policies established by the ACF allow for programs such as JSCC Hospitality/Culinary Management Program to follow established guidelines that have been proven to provide the best possible learning environment for its student body.

Association with the American Culinary Federation adds credibility and trustworthiness to the community properties and to those seeking a degree in the culinary arts. The ACF has established itself as a leader in the educational community and this is reflected in the positive feedback we receive from our community partners and students in the program. We will continue to strive to offer the highest degree of quality in educational advancement opportunities for our students following the ACF guidelines that produce graduates with the skillsets necessary for success in the Hospitality and Foodservice Industry.