

**Academic Department:** Secchia Institute for Culinary Education (SICE)  
**Document Prepared By:** Werner Absenger, PhD, MS

**Annual Report Submission Instructions:**

This Annual Report of your Academic Department is intended to serve as a summary of departmental activities over the past year and as an outline of plans for the upcoming year.

Please note that responses are limited to the space provided below for each prompt and do not need to be written in narrative form (you are welcome to use bullet points/lists, as appropriate).

Please submit your Academic Department 2016-17 Annual Report to your Dean via email by May 31<sup>st</sup>.

For your reference, prior year reports (2011-2015) can be found on the Instructional Support website, <http://www.grcc.edu/instructionalsupport/departmentyearendreports>. If you have any questions about the 2015-16 reports entered into WEAVEonline, please contact Sheila Jones, Dean of Instructional Support, [sheilajones@grcc.edu](mailto:sheilajones@grcc.edu) or x4289.

**Part I: Report on 2016-17 Progress**

Part I is intended to provide a “big picture” overview of your department’s activities during this past academic year. When completing the sections below, please consider the main points/highlights of each category.

***Current Year Goals & Outcomes***

This section asks you to provide details about the status of your department’s goals and outcomes for this past year. Please limit your response to the space provided in the text boxes below.

***Departmental Professional Development:***

SICE faculty participated in professional development opportunities throughout the year such as workshops with renowned master chefs, industry conferences, and at institutions nationwide.

***Departmental Advising Plan & Outcomes***

All faculty members participated in three sessions to help guide the curriculum process and to keep SICE’s curriculum current based on enrollment data, industry feedback, and data from other culinary schools in Michigan.

### ***Program Accreditation Updates***

The American Culinary Federation once again accredited us until May 2018. The next seven-year accreditation process is to be completed in 2019/20 academic year.

### ***Perkins & Key Performance Indicators***

A brief report on Perkins core indicators for programs with Codes 151, 155, 156, 158, is completed on page 4 of this document.

### ***Learning Outcomes Assessment Data & Findings on Past Year's Projects***

On Pages 5 to 8 the reader will find a summary of all of the Learning outcomes assessments full-time faculty completed this past year.

### ***Departmental Professional Development***

In this section, please provide details about your department's emphasis for professional development during this year. Please limit your response to the space provided in the text box below.

On April 24, 2017, the entire department met for the Faculty Learning Day. The topic of this day was to develop a strategy to update SICE's culinary Curriculum. We reviewed current programs, and the need to change the program to stay competitive in the realm of Culinary Arts Education.

Subsequently, faculty met on May 4, 2017, and then again on May 18, 2017. The ensuing discussion resulted in tweaks to the core programs and curriculum. The changes will be proposed in the 2017-2018 upcoming Curriculog cycle.

### ***Departmental Advising Plan & Outcomes***

In this section, please describe your department's advising plan and outcomes for this year. Please limit your response to the space provided in the text boxes below.

Link to document on website -  
<http://www.grcc.edu/sites/default/files/attachments/Advising%20Information%20Form%202.pdf>

Walk-In Advising Day Winter 17 – February 2, 2017

Program Director and Faculty also engaged in one-on-one advising by appointment for students who requested to do so.

***Program Accreditation Updates***

In this section, please provide details regarding any program accreditation or re-accreditation that occurred this past year, if applicable. Please limit your response to the space provided in the text boxes below.

SICE received approval of the 2017 Annual Report due to the American Culinary Federation. Reports are due each year between accreditation renewals. Here is the email we received:

“Thank you for your annual report. Your report is in good standing.”

Best Regards,  
LeShay

Annual Report Submissions | American Culinary Federation Education Foundation, Inc. |

### **Perkins & Key Performance Indicators**

In this section, please discuss Perkins and Key Performance Indicators for programs (total student enrollment, demographic profile, new students, student progress rate (transferred, graduated, enrolled), number of graduates, graduate employment rate, time to completion), if applicable. Please limit your response to the space provided in the text boxes below.

CIP Code	Prog. Code	Program	1P1 Tech. Skills	2P1 Degree/ Certificate Award State Level=30%	3P1 Retent. & Transfer State Lvl=71%	4P1 Placmnt Lvl=84%	5P1 Non Trad Participat. State Lvl = 24%	5p2 Non Trad Complet. State Lvl = 21%
12.0500	158	Personal & Private Chef Certificate	N/A	Yes 100%	Yes 100%	Yes 100%	N/A	N/A
12.0501	156	Baking & Pastry Certificate	N/A	Yes 50%	No 58.06%	Yes 100%	N/A	N/A
12.0503	151	Culinary Arts	N/A	Yes 42.42%	Yes 72.80%	Yes 100%	Yes 47.35%	Yes 45.94%
12.0503	157	Culinary Arts Certificate	N/A	No Data	Yes 0.00%	Yes 100%	N/A	N/A 45.94%
12.0504	155	Culinary Management	N/A	Yes 50%	Yes 78.79%	Yes 100%	N/A	N/A
	159	Craft Brewing	N/A	?	?	?	?	?

### **Perkins Indicators Analysis & Summary**

Dr. Amy, I am going to need some guidance on this... Also, I know we had our meeting about this in the spring. However, I do not have data for the Craft Brewing program.

**Learning Outcomes Assessment Data & Findings on Past Year's Projects**

In this section, please summarize your department's assessment work for this year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) assessed, the assessment measure, the findings, and the improvements planned based on the findings. Please limit your response to the space provided in the text boxes below.

**Program Outcomes:**

1. Students will obtain entry level management, serving and/or cooking employment in the foodservice industry.
2. 100% of students will be certified by the National Restaurant Association's ServSafe Safety and Sanitation program as well as the ServSafe Alcohol program.

**1: Project Title:** Menu Development Improvement

**ILO:** Critical Thinking

**Measure:** In-Class Discussion

**Outcome:** Grade students using a rubric for these exercises, but found that it was not as important or valuable as the in-class discussions and direct feedback I gave each student, whether written or verbal. None of them really did bad on these exercises, but I did notice an improvement in their ability to put flavors together, and also saw them become more comfortable pairing the food with the wines.

**Planned:** Continue to do these menu planning exercises in class, but may move toward pairings with beer, as it is such a relevant thing in our industry right now.

**2: Project Title:** Laminated Dough Production

**ILO:** Critical Thinking

**Measure:** Final Scores of Two Classes

**Outcome:** This is a multi-year project during which I repeated last year assessment of laminated dough. Last year I implemented a three-day laminated dough process and made several changes to the production process without changing the recipe. I also added systems to eliminate errors in fermentation, size, and lamination. I repeated the project again this year, and recorded the final scores of two classes in 2016-2017 and compared them with 2015-2016 results. In 2016-2017, I analyzed the following observation: grades were slightly lower compared than the previous year, based on my research grades were lowered, due to three C grades.

**Planned:** Create a video recording of my demos and post them on BlackBoard. This will ensure that all students have an equal opportunity learn the lamination dough process even if they are absent on demo day.

**3: Project Title:** Sensory Evaluation Blind Tasting

**ILO:** When communicating, use language that is appropriate to the audience. (CS10)

**Measure:** Students will be blindfolded and go through sensory evaluation without the advantage of seeing the sample. The students will be required to "guess" the beer style at the end of the evaluation.

**Outcome:** The average test score was 48.4/50. The overall performance of students on this quiz and it seems all the sensory evaluation we have been doing in class has paid off.

**Planned:** Do a quiz like this on most weeks.

**4: Project Title:** Tracking Plating Improvement

**PLO:** Demonstrate proper plating techniques for the food in the Heritage restaurant

**Measure:** Rubric to assess the student's skill. Track the progress of our student's production skills on these criteria for modern plating

**Outcome:** Not all students learn and retain the information at the same pace; nor do all students possess an artistic eye for developing plate designs. I am beginning to utilize peer reviews and discussion groups between all students. These study groups have caused the students to be more open to discussion and not to see all opinions as criticism.

**Planned:** Project will help us all to better track our student's competency for many of the required plating skills.

**5: Project Title:** Service Practical Exam

**ILO:** Use appropriate postures, gestures, eye contact, and vocal expressiveness to effectively communicate information. (CS7)

**Measure:** The rubric that I developed incorporated many of the service learning objectives for the class. I condensed it into a checklist (attached below) and entered a Blackboard Rubric for more extensive grading and student feedback. It was harder to have continuous observation on any one day for any one or two students due to the operations of the restaurant having to be prioritized.

**Outcome:** When looking at the data, it is clear that students can excel at the food related or task related items such as setting the section, knowledge of the food, saying a simple thank you and going through the mechanics of closing a transaction with a table. However, with the interpersonal items where interaction with the guest is driving their performance, they have a harder time in improving their abilities. This may have something to do with simple personalities, but more likely with their inexperience with straight forward human interaction with strangers.

**Planned:** Incorporate more role playing and scenarios for them to practice interacting before actually having to do so with guests

**6: Project Title:** Personal/Private Chef Business, Pre- and Post-Test Comparison

**ILO:** Critical Thinking (Use creativity and alternative thinking to brainstorm new ideas and possible solutions to problems and issues).

**Measure:** Course final exam to create a pre-test to develop a comparison for assessment of student learning.

**Outcome:** During the 2015-2016 and 2016-2017 academic years, I used the course final exam to develop a pre-test to directly evaluate the content learned during the seven-week course. The data clearly showed that the average student score increased 12 points (12%) and 16.4 points (16.4%), respectively, indicating a significant improvement in student learning.

**Planned:** We cannot assume that students are learning, and embedding assessments within a course is critical. Typical assignments may not accurately indicate student learning because students inevitably enter the class with some level of prior knowledge. I will keep this in mind as I teach all my courses.

#### **7: Project Title:** Final Practical Exam

**ILO:** Complete accurately, with attention to detail (PR3). Develop specific goals and plans to prioritize, organize, and accomplish work (PR4).

**Measure:** Test is the final part of 4 mini tests that the students take in this class.

**Outcome:** After taking the test the single most critical comment is that the rubric does not allow for "middle ground," meaning it's either "right or not right"!

**Planned:** My conversations with the students is that we must hold ourselves to a higher standard. If a steak is not cooked correctly, it's not ok. If you do not cook rice to the proper doneness, it's not acceptable to the consumer. These discussions help students develop different thought processes from a product standpoint.

#### **8: Project Title:** Chocolate Skills Test

**ILO:** Use rules or frameworks to provide context for and understand problems or issues. (CT9)

**Measure:** A new test will be introduced in the final practical grade. Chocolate work skills will be evaluated during this test which will require that each student tempers chocolate, and makes 12 identical dessert decoration items of 3 varieties within an hour.

**Outcome:** It took many repeated demonstrations and lectures to observe positive results.

**Planned:** Allocate more time to teaching chocolate works during each class.

#### **9: Project Title:** Assess the student's ability to write a recipe utilizing words, charts, and pictures.

**PLO:** Demonstrate the management skills necessary to be successful as a team leader within a kitchen brigade.

**Measure:** Generate a visible rubric system that employs the creativity of culinary undergraduates. Instead of a portfolio of written instructions, I assigned a detailed (incorporating step-by-step pictures) standard operating procedure (SOP) to be created the first week of class.

**Outcome:** Efficiency, creativity, and expansion of talents as a result of this assignment.  
**Planned:** Students seem to think that finding something on You Tube is their best way to gain information. Implement a short video instructional portion on my rubric next year.

**10: Project Title:** Analyze quiz and test scores to improve evaluation methods and improve student achievement

**ILO:** Create and/or organize data and information into meaningful patterns to interpret and draw inferences from it (CT3).

**Measure:** Pinpoint specific test questions to adjust and update.

**Outcome:** BlackBoard analysis uses standard deviation from past attempts to show good, fair, and poor test questions.

**Planned:** Students will now have the option to either take a quiz on the chapter or complete an outline of the chapter. The outline must contain the most important information about a section. For example, if the chapter covers a wine region, the outline should include information about climate, major growing regions, major grape varieties, etc. This framework method will allow students who are not good test takers to learn throughout the class.

**11: Project Title:** Quiz Exam Data Tracking

**PLO:** 2) put into practice the necessary skills required to work successfully in a deli/bakery kitchen. 5) Demonstrate the techniques required to cost and price goods and services for the management position in the restaurant industry.

**Measure:** Develop questions to cover issues of food safety and sanitation, theft prevention, waste prevention, inventory controls, and SOP's for new POS (point of sale) systems of inventory control, and production forecasting.

**Outcome:** Need to work directly with students in finding solutions to challenges in the moment

**Planned:** Create and include "scenarios" that might pop up in the course of a day's business in the often wild world of restaurant operations, and allow students to come up with plans of action in the face of certain events.



**Part II: Plan for Upcoming Year**

**Part II is intended to provide a guide for your department's plans for the upcoming year with regards to the following: Operational Goals and/or Plans, Curriculum Goals and/or Plans, Learning Outcomes Assessment Plans, and Advising Plans. When answering the questions or completing the sections below, please consider the main points/highlights of each category.**

***A. Operational Goals and/or Plans***

What are your departmental goals and plans for 2017-18?

- Implement Promise for the Future Internship/Tuition Assistance Program" or short I/TAP!
- Implement Culinary Medicine program in Collaboration with Spectrum Health and Downtown Market
- Develop a marketing plan for the Secchia Institute for Culinary Education
- Work with Grand Rapids Public Museum on Beer Explorers based on Brain: The World Inside your head exhibit. SICE will lead the education portion of the event
- Work with Grand Rapids Children's Museum to develop a science-based Discovery Studio with food and nutrition
- Work with Grand Rapids Children Museum to develop a 4-week cooking series for kids 4-8yrs
- Develop "transfer friendly" personal chef track for health care providers to teach culinary medicine (might be timely because of the emergence of in-home care)
- Develop a healthcare provider oriented mindful eating community-based program or if feasible "for credit" certificate program
- Host WGVU Kids' Fare: A Healthy Recipe Challenge
- Develop new brochures for SICE
- Update curriculum for all programs
- Implement Guided Pathways and actively monitor
- Implement new process for CRB students – changing from pathway curriculum code, new service indicators, new emails out of CRM and Peoplesoft
- Continue to implement electronic resources and textbooks wherever and whenever possible
- Maintain HACCP and SOP process review, inspection, and variance filing with MDARD.
- Hold 8th Bi-Annual Nations Cup International Competition
- Host SkillsUSA Culinary, Restaurant Service, and Bakery competitions
- Host Restaurant Week event and continue to grow scholarship to over \$100,000
- Lead another successful Study Abroad HU 219
- Develop training program and materials for faculty to help them recruit and advise students.

What new information from external sources has influenced your planning for next year?

- CRB Advisory Committee
- SICE Advisory Committee
- Employers

Are your goals targeting any Perkins or Key Performance indicators? If yes, please explain.

- Guided pathways program is geared toward student retention
- I/TAP program is geared toward student completion of program

What resources do you need to accomplish your departmental goals for the upcoming year?

- Support of administration, marketing department and other departments relevant to develop and subsequently implement proposed changes

Do you need support from other departments to accomplish these goals? If yes, please explain.

- Instructional support for curriculum changes
- Associate Dean's for curriculum change approvals
- Marketing and media department to develop marketing plan and brief videos for social media

Do you need professional development to accomplish these goals? If yes, please explain.

- Each full-time instructor chooses professional development opportunities that allow instructors to not only grow professionally but will also enable instructors to contribute significantly to the accomplishing these goals
- Provide extensive training opportunities for Marcia Arp to stay abreast procedures pertaining I/TAP program, implementation of Guided Pathways program, and execution of Craft Brewing Certificate systems

For each of your departmental goals/plans/projects, please list the name of the lead faculty member(s) involved.

Werner Absenger assisted by Marcia Arp

- Promise for the Future Internship/Tuition Assistance Program" or short I/TAP!
- Implement Guided Pathways and actively monitor
- Implement new process for CRB students – changing from pathway curriculum code, new service indicators, new emails out of CRM and Peoplesoft

Werner Absenger assisted by Michael Kidder and Marica Arp

- Implement Culinary Medicine program in Collaboration with Spectrum Health and Downtown Market
- Host WGVU Kids' Fare: A Healthy Recipe Challenge

Werner Absenger assisted by Marcia Arp and Communications Department

- Develop a marketing program for the Secchia Institute for Culinary Education
- Develop new brochures for SICE

Werner Absenger/Jake Brenner/Amanda Harper

- Work with Grand Rapids Public Museum on Beer Explorers based on Brain:
  - The World Inside your head exhibit. SICE will lead the education portion of the event

Werner Absenger and Faculty to be determined

- Work with Grand Rapids Children's Museum to develop a science-based Discovery Studio with food and nutrition
- Work with Grand Rapids Children Museum to develop a 4-week (1 session per week) cooking series for kids 4-8yrs

Werner Absenger assisted by Marica Arp and Instructional Support and Registrars Office

- Develop "transfer friendly" personal chef track for health care providers to teach culinary medicine (might be timely because of the emergence of in-home care)
- Develop a healthcare provider oriented mindful eating community-based program or if feasible "for credit" certificate program

Werner Absenger/All Faculty

- Continue to implement electronic resources and textbooks wherever and whenever possible

Werner Absenger/Bill DeHaan

- Continue HACCP and SOP process review, inspection, and variance filing with MDARD.

Sasha Ahmed, Audrey Heckwolf supported by Michael Kidder & Werner Absenger

- Hold 8th Bi-annual Nations Cup International Competition

Werner Absenger, Holly VanRyn, Kevin Dunn, Daniel Gendler, Michael Whitman, Charles Olawsky, Gilles Renusson, Wilfredo Barajas

- Host SkillsUSA Culinary, Restaurant Service, and Bakery competitions
- Host Restaurant Week event and continue to grow scholarship, which is now over \$100,000

Sasha Ahmed/Audrey Heckwolf

- Lead another successful Study Abroad HU 219 (Summer 2018)

All Faculty

- Develop training program and materials for faculty to help them recruit and advise students.
- Update curriculum for all programs

For each of your departmental goals/plans/projects, please provide a brief timeline for completion.

### **Fall 2017**

- Promise for the Future Internship/Tuition Assistance Program" or short I/TAP!
- Implement Guided Pathways and actively monitor
- Implement new process for CRB students – changing from pathway curriculum code, new service indicators, new emails out of CRM and Peoplesoft
- Implement Culinary Medicine program in Collaboration with Spectrum Health and Downtown Market
- Host WGVU Kids' Fare: A Healthy Recipe Challenge
- Work with Grand Rapids Public Museum on Beer Explorers based on Brain: The World Inside your head exhibit. SICE will lead the education portion of the event
- Work with Grand Rapids Children's Museum to develop a science-based Discovery Studio with food and nutrition
- Host Restaurant Week event and continue to grow scholarship which is now over \$100,000
- Hold 8th Bi-annual Nations Cup International Competition

### **Winter 2018**

- Work with Grand Rapids Children Museum to develop a 4-week (1 session per week) cooking series for kids 4-8yrs
- Host SkillsUSA Culinary, Restaurant Service, and Bakery competitions

### **Summer 2018**

- Lead another successful Study Abroad HU 219

### **Entire 2017/18 Academic Year**

- Develop a marketing program for the Secchia Institute for Culinary Education
- Develop new brochures for SICE
- Develop "transfer friendly" personal chef track for health care providers to teach culinary medicine (might be timely because of the emergence of in-home care)
- Develop a healthcare provider oriented mindful eating community-based program or if feasible "for credit" certificate program

- Continue to implement electronic resources and textbooks wherever and whenever possible
- Continue HACCP and SOP process review, inspection, and variance filing with MDARD.
- Develop training program and materials for faculty to help them recruit and advise students.
- Update curriculum for all programs

### ***B. Curriculum Goals and/or Plans***

What are your departmental curriculum development goals and plans for 2017-18?

- Update Current Curriculum
- Review and Update CRB Curriculum
- Non-credit workshops through GRCC Cooks
  - GRCC Cooks
  - Culinary Medicine
  - Community Culinary Medicine Cooking Class
  - Kid's Cooking Summer Camps

Review of Department's Curriculum Transferability:

Please note: this section should be completed by all SAS Departments, Business, and CIS.

Using transferability data provided by Instructional Support, please summarize your perceptions of how courses in your department transfer to our four-year university partners and how this understanding will impact your curriculum goals for the upcoming year.

**N/A**

What new information from external sources has influenced your curriculum development planning for next year?

- CRB Advisory Committee
- SICE Advisory Committee
- Employers
- Review of Culinary Programs in State

Are your curriculum development goals targeting any Perkins or Key Performance Indicators? If yes, please explain.

As we plan the curriculum we consider adherence to the curriculum to the following Perkins indicators:

- Technical skill attainment

- Credential, certificate and degree attainment
- Job placement and /or ITAP participation
- Nontraditional participation and completion (development of culinary programs specifically geared toward health care providers)

What resources do you need to accomplish these curriculum development goals?

- Support from appropriate college departments and administration to bring the appropriate expertise and know-how to the table to accomplish these curriculum development goals.

Do you need support from other departments to accomplish these curriculum development goals? If yes, please explain.

- Institutional Review Board
- Instructional Support

For each of your departmental curriculum development goals/plans/projects, please list the name of the lead faculty member(s) involved.

- Update Current Curriculum (all faculty played a roll in providing direction and clarification)
- Review and Update CRB Curriculum Werner Absenger/Jake Brenner/Amanda Harper/Marcia Arp
- Non-credit workshops through GRCC Cooks Werner Absenger/Marcia Arp/ Mike Kidder
  - GRCC Cooks
  - Culinary Medicine
  - Community Culinary Medicine Cooking Class
  - Kid's Cooking Summer Camps

For each of your departmental curriculum development goals/plans/projects, please provide a brief timeline for completion.

- Update Current Curriculum **Winter 2018**
- Review and Update CRB Curriculum **Winter 2018**
- Non-credit workshops through GRCC Cooks **Winter 2018**
  - GRCC Cooks
  - Culinary Medicine
  - Community Culinary Medicine Cooking Class
  - Kid's Cooking Summer Camps

**C. Learning Outcomes Assessment Plan for 2017-18**

In this section, please outline your department's plan for learning outcomes assessment work for the upcoming academic year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) that will be assessed as well as the assessment instruments/measure that will be used. Please limit your response to the space provided in the text boxes below.

**D. Departmental Advising Plan for 2017-18**

In this section, please outline your department's advising plan for the upcoming academic year. Please limit your response to the space provided in the text box below.

Advising Plan (listed on SICE website and by 117 ATC):

<http://grcc.edu/secchiainstituteforculinaryeducation/advisinginformation>

We are also planning tow drop-in advising days for the Fall 2017 Semester and 2 drop-in advising days for the Spring 2018 Semester.

**\*Students in Laboratory Class:**

Students in a culinary laboratory class should meet with their laboratory professor for advising.

**\*Students Not Enrolled in a Laboratory Class:**

Please contact one of the professors below by e-mail to set-up an appointment for assistance with schedule planning

**Department:** Secchia Institute for Culinary Education | **Office Location:** 117 ATC

**Office Phone:** 616-234-3690 | **Contact:** Werner Absenger, PhD, MS, Program Director; Marcia Arp, Academic Secretary | **Email address:** [wernerabsenger@grcc.edu](mailto:wernerabsenger@grcc.edu) or [marp@grcc.edu](mailto:marp@grcc.edu)

**Office Hours:** 7:30 a.m.-4:30 p.m. | **Department Head:** Daniel Gendler

Majors Advised: Culinary Arts, Restaurant Management, Baking and Pastry Arts, Personal Chef

**Part III: 2016-17 Faculty & Staff Accomplishments/Awards**

Part III is intended to provide a space to share the accomplishments, awards, and/or accolades achieved by faculty and staff in your department during the course of this past year.

- Cooking with Angus won MI Emmy award
- Chef Sasha Ahmed and two students place 3rd in a culinary competition in Italy
- Holly VanRyn – Completed her Master’s Degree
- We officially opened Fountain Hill Brewery and Pete’s Pub to the public in Fall 2016
- Dan Gendler promoted to Associate Professor
- Audrey Heckwolf promoted to Full Professor
- Bob Schultz – Awarded the Educator of the Year Award by the Grand Rapids Chapter of the American Culinary Federation
- Werner Absenger, Gilles Renusson, Bob Schultz, Wilfredo Barajas and six students participated in Community College Day at the Capitol by preparing lunch and desserts for the legislators.

***Thank you for completing this report. Please submit to your Dean via email.***