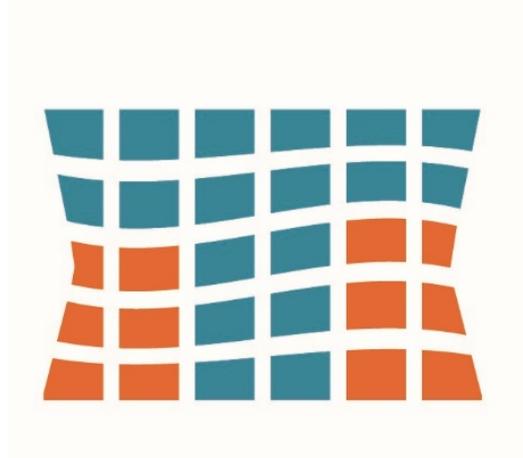


Technical College of the Lowcountry
Culinary and Hospitality Division
2022/23 – 2026/27 Strategic Plan



*The Culinary Institute of the South
The Technical College of the Lowcountry
Culinary and Hospitality Division*

STRATEGIC PLAN
2022/23 – 2026/27
Technical College of the Lowcountry

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I. TECHNICAL COLLEGE OF THE LOWCOUNTRY

Mission

The Technical College of the Lowcountry provides quality, affordable academic and technical programs leading to Associate Degrees, Diplomas, and Certificates in an environment fostering excellence in teaching and learning.

Vision

Our vision is to elevate each student and every community we serve through transformative technology and exceptional teaching.

Values

Excellence

We value continuous quality improvement leading to true excellence in all areas of the college.

Innovation

We value expansion and enhancement of the college's services and educational offerings to meet the increasing and changing needs of students, employers, and the communities we serve.

Integrity

We value responsibility, accountability, ethical behavior in an atmosphere of honesty, open communication, and with mutual respect.

Respect

We value an education environment that attracts and supports a diverse student and staff community and fosters awareness.

Stewardship

We value the responsible use of resources to achieve balance among social, economic, and environmental practices.

Institutional Goals

1. Enhance and sustain student success from application to completion.
2. Advance academic quality.
3. Improve operational effectiveness and promote resource stewardship.
4. Cultivate an environment of accountability, communication, and teamwork.

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II. UNIT OVERVIEW

Culinary and Hospitality Division

Unit-Level Mission Statement

The Culinary Institute of the South's mission is to offer industry-targeted technical programs with exceptional instruction in fields of study that meet or exceed the expectations of the culinary and hospitality community.

Unit-Level Summary

Basic information about the unit to include, as appropriate, concise mission, values statements, brief history, current number of employees, points of pride; etc.

Mission, Vision, and Values. While the mission of every technical college is to educate adults with the specific goal of preparing them for gainful employment, the Culinary and Hospitality Division has expanded the mission to fast-track eager, dedicated adults to be ready to tackle their first job with the necessary service skills to impress customers and employers. The reason for this shift, is that COVID hit the hospitality industry especially hard in 2020 and that impact continues to be felt in 2021. There is a significant need to bring new hospitality workers into the workforce as many of those laid off in early 2020 may not return to the hospitality field soon enough, or not at all. The vision of the division dean is to encourage all students to embrace the fields of culinary and hospitality and launch a rewarding career in our community and beyond.

Values.

Experience. We value experienced instructors who embrace the limitless opportunities in the hospitality field and share their excitement in every lecture, demonstration, feedback, and discussion.

Professional Appearance. We value faculty and students who are always dressed professionally while representing the college. The division shares its vision in every syllabus.

Safety and Sanitation. We value an environment that emphasizes safety and sanitation so much so that every student must take and pass a course dedicated to this field of study. Every laboratory class reinforces the concepts learned in that class.

Academic Honesty. We value academic honesty. To ensure all students understand how important this is to their education, we include a unique academic honesty statement in every syllabus.

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History. In 2017 the Technical College of the Lowcountry began work on a plan to expand its programs targeting the tourism and healthcare industries. The plan was to build a dedicated culinary arts and hospitality training facility in Beaufort County. The “Business Case” industry analysis stated,

“In Beaufort County, there are approximately 950 businesses with food service operations. These businesses include hotels, resorts, restaurants, healthcare facilities, assisted living facilities, national grocery chains and schools. These businesses represent Beaufort County’s top two industries – Resort and Tourism and Healthcare.”

The college sought public funds, private funds, and in-kind contributions to fund the construction of the new campus in Bluffton, South Carolina. A generous commitment of funds by Beaufort County and \$8M in tax-exempt bonds from the Jobs Economic Development Authority (JEDA) jump-started the planning of the new campus in Buckwalter Place. With the promise of a dedicated facility, the college could move on to the next phase of planning. In 2018, the Technical College of the Lowcountry created and branded The Culinary Institute of the South under a new division, the Culinary and Hospitality Division. The dean was tasked to create the framework for the new campus by tapping into his vast culinary and educational background. He immediately began to focus on partnering with local businesses and high schools to develop plans to address their needs. Based on his findings he spearheaded an initiative to convert underutilized industrial space at the Angus Cotton Academic Center into a feeder teaching kitchen, analyzed facility drawings and steered early design decisions for both the feeder kitchen and the new campus, wrote three new degree programs and four new certificate programs, applied for state and SACSCOC approval of these programs, designed and created curricula for 40 courses, supported many fund-raising events, was interviewed by countless television, magazine, and newspaper outlets, helped solicit financial donors, recruited new students, developed a pipeline training plan for students, and hired full-time/adjunct faculty and staff.

Facilities. The college’s service area (counties of Beaufort, Colleton, Hampton, and Jasper) includes a high concentration of restaurants, hotels, and resorts requiring a regular pipeline of highly trained chefs and hospitality personnel. In the mid-2010s the Technical College of the Lowcountry and the local community had a vision to build a dedicated facility to educate and train culinarians and hospitality professionals. This 30,000 square-foot facility located in Buckwalter Place on Venture Drive in Bluffton, South Carolina, is designed to accommodate 300 students annually. It has two culinary teaching kitchens, a bake lab, a teaching restaurant, a café, an amphitheater, five academic classrooms, event space (that can be partitioned into three more classrooms), and a museum, trademarked as the FoodSeum™. The new building will host its first students in Oct 2021. In addition, the Technical College of the Lowcountry has a commercial teaching kitchen in the Angus Cotton Academic Center 5½ miles away. This

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kitchen has served as the new division's teaching kitchen for matriculated students since Mar 2020. Its future, after the new campus opens in the fall of 2021, may include training non-matriculated students, continuing education classes, and special functions. Several community partners have approached the division dean about offering workforce education classes; among them are Allendale Correctional Institution, Apprenticeship Carolina, Beaufort County Adult Education, CAPA (Childhood Abuse Prevention Association), Goodwill Industries, and The Literacy Center, to name a few. These opportunities need to be further developed as the new campus opens and frees up the teaching kitchen in the Angus Cotton Academic Center. Sun City, a large retirement community, is directly across the street from the Angus Cotton Academic Center. Many seniors and professional clubs have approached the college about taking continuing education classes.

Faculty and Staff. For the first academic year since the creation of the Culinary and Hospitality Division, the dean was the sole employee (2018/2019 academic year), teaching several classes. During the last two academic years, the department chair/baking and pastry instructor has been instrumental in easing the load of planning and teaching classes. Hiring a department chair with baking and pastry teaching experience was critical to the launch of the college's baking and pastry programs. Hiring an administrative assistant in May 2021 has allowed the department chair to devote more time to higher-level matters, such as course development and managing the kitchen business (placing orders, managing maintenance schedules/contracts, etc.). In Sep 2021, the division hired three full-time employees: a culinary instructor, a hospitality instructor, and a café manager. In Dec 2021, the college will hire a culinary instructor/procurement specialist in time for classes starting in Spring 2022.

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III. DISTINCTIVE SERVICES BY INSTITUTIONAL GOAL

Include a brief section on the distinctive services provided by the unit.

Technical College of the Lowcountry’s Institutional Goals

1. Enhance and sustain student success from application to completion or “Students”
2. Advance academic quality or “Academics”
3. Improve operational effectiveness and promote resource stewardship or “Operations”
4. Cultivate an environment of accountability, communication, and teamwork or “Environment”

+ 3 Culinary and Hospitality Division	Technical College of the Lowcountry Institutional Goals			
Distinctive Services	1 Students	2 Academics	3 Operations	4 Environmen
<p>1. Food and Hospitality Knowledge. The Culinary and Hospitality dean and faculty are expected to be experts in the culinary and hospitality field. We take great pride in hiring highly experienced chefs and hospitality professionals who come to the college with the ability to express their knowledge through the body of their work experiences. These skills are on display in every laboratory and classroom encounter. As importantly, our food and hospitality knowledge is shared in the many public events and appearances that surround our love of food and entertainment as a society. The community surrounding our schools plays a large role in our success as a college as they interact with us on and off campus. It is our love of the hospitality field that energizes us to share our unique knowledge with every audience we seek to engage.</p>	X	X		X
<p>2. Food Procurement. All food services operations, including culinary schools, rely on procurement officers with an in-depth understanding of food service functions, menus, competing food products, exotic foods, food preparation methods, shelf life of various foods, etc. This is an artform derived from years of experience working in the culinary field. There are an infinite number of variables that impact every decision made during the purchasing process. For this reason, large operations and culinary colleges hire one or more professional culinarians to manage their storeroom and perform all purchasing functions. A dedicated procurement officer is the first person to set the operation on</p>	X	X	X	X

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<p>a path to financial success. For the years 2019-2021 the dean and department head have served in this role. As we grow we will need to hire a procurement officer to absorb this role from the division’s leaders. As an interim step, the dean is approved to hire a chef faculty member who will serve as an instructor and receive release time to perform the food procurement duties. This individual will naturally, teach the storeroom and purchasing course that all degree-seeking students must take. In the future, this will need to be a full-time procurement officer.</p>				
<p>3. Facility Tours. The Culinary and Hospitality Division is very fortunate to have a facility dedicated to the field of hospitality. This state-of-the-art facility boasts a vast array of spaces dedicated to teaching students hands-on skills necessary to work in the industry with knowledge and confidence. The Foodseum™ is a space that, when completed, will be unique to South Carolina culinary colleges. With this facility comes a responsibility to offer tours to the community. This includes financial stakeholders, high school administrators and their students, community leaders, prospective students and their parents/guardians, adult education organizations, and tourists from across the country. All employees who work for the college may be tapped to conduct tours of the facility. The dean, department chair, and full-time faculty will tour prospective students and adjunct faculty due to their unique understanding of the mission and operations of the new campus and their stake in increasing enrollment of their programs. Supporting staff members and student ambassadors also have an important role to play in promoting the school by touring interested guests who simply want to know more about the school. Tours serve as a recruiting tool that foster goodwill in the community requiring all residents of the facility to support the brand.</p>	X		X	X
<p>4. Innovation and Technology. Since 2019, the dean has partnered with the Rational regional sales manager to receive specialized training for instructors and students on use of a highly sophisticated, computerized combi oven. This oven is on loan from Rational and it resides in the Angus Cotton Academic Center teaching kitchen. This equipment is widely used in the industry for large or small functions. While it is easy to use there is a learning curve for understanding all this oven’s capabilities and how it manages to cook different food items in the same oven, at the same time, using different cooking methods. That’s remarkable considering that traditional kitchens require multiple pieces of equipment and more hands to accomplish the same thing.</p>	X	X	X	X

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<p>5. American Culinary Federation Certification. As reported to SACSCOC, the division dean will seek accreditation by the American Culinary Federation Education Foundation, Inc.’s Accrediting Commission (ACFEF AC). The application may be submitted upon graduating the first class of students from approved culinary arts and/or baking and pastry arts programs. Meeting ACF’s rigid requirements will take a great deal of effort by all division personnel to prepare for the inspection. The application will be submitted in the Fall of 2022, with a site visit scheduled in Spring of 2023. After the facility is certified, culinary graduates will be awarded a Certified Culinarian or Certified Pastry Culinarian certificate upon joining ACF.</p>	X	X	X	X
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IV. STRATEGIC SCAN

The External Environment

A description of the external environment as it affects the unit’s opportunities and poses challenges.

1. Data Analytics. The Technical College of the Lowcountry invested in a data-analytics assessment of the college to determine how well the college operates and serves the community. The company, Ins & Outs, rolled out three phases of the assessment during the 2019/2020 school year. The wisdom in the decision to build a culinary arts/hospitality campus in Bluffton a few years earlier was validated by the findings in the Ins and Outs reports. Five of the top nine employers in the Hilton Head Island region are in the hospitality sector; growth in this sector is expected to increase by 17% (2016-2026), including 26 “hard to fill” jobs; and the area offers a large pool of potential students who can work in the hospitality industry while attending college. Building an affordable and accessible culinary/hospitality school in a fast-growing region is needed and welcomed.

2. Industry Partners. The dean works closely with many industry partners who have been extremely supportive of the Technical College of the Lowcountry’s vision. Most notable is the support that SERG Restaurant Group, The Sea Pines Resort, and Montage Palmetto Bluff have provided.

The SERG Director of Operations, Alan Wolf, proactively purchased industrial ranges and other capital equipment from Virginia College when that college was closed unexpectedly. He then gave the Technical College of the Lowcountry first right of refusal to purchase that equipment at a deep discount. The Technical College of the Lowcountry was delighted to buy this equipment for the new teaching kitchen at the Angus Cotton Academic Center saving the Technical College of the Lowcountry about \$44,000.

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The Sea Pines Resort Director, Matt Roher, has been a staunch advocate for the Technical College of the Lowcountry's expansion into the culinary/hospitality sector by hosting the annual Chef's Table gala, a huge fundraiser for the Technical College of the Lowcountry.

The Montage Palmetto Bluff Resort Executive Chef, Nathan Beriau, has actively supported the new campus planning efforts and selflessly supported every fundraising event held since 2017.

Industry support has been critical to the college's ability to start offering culinary labs 18 months before the new campus would be completed. The dean's relationship with vendors such as Rational and Ecolab produced tangible financial results. Both companies stepped up to loan the Technical College of the Lowcountry a combi oven (worth \$7,000) and a dishwasher (worth \$10,000), respectively. Beaufort County generously donated a great deal of shelving, equipment, and smallwares from the old Buckingham restaurant worth thousands of dollars. This level of networking has allowed the college to complete the Angus Cotton Academic Center teaching kitchen within a tight budget and open the kitchen for classes in March 2020.

3. Internships. It is worth noting that every student who wants a job in hospitality will have no trouble finding good work in the low country of South Carolina and southern Georgia. The Ins & Outs data showed that demand for culinarians and hospitality staff is very strong. There are many opportunities for students to work during college in their field of study and for them to volunteer their services during special college-sanctioned goodwill events at well-known resorts. Every degree-seeking student is required to work with industry or the college as an intern for 10 weeks for credit. Students can build noteworthy resumes using these opportunities along with their other achievements. The networking opportunities are plentiful and often lead to stable, long-term employment for the students.

4. Workforce Shortage. The local community requires skilled graduates immediately as the shortage of employees is dire. The difficulty in finding trained cooks and other staff positions has forced some restaurants to close, a problem that existed even before COVID and continues to cause disruptions in the hospitality industry statewide. Most students attend college part-time while working and raising families. Developing a pipeline of students is a gradual process that will take several more years before significant numbers of students will graduate and be ready to take on responsible positions. In addition, it is not uncommon for employers to encourage students to abandon their studies to work full-time for them. The dean is often challenged to encourage those students to take the high road and finish what they started and dreamed to accomplish when they enrolled.

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5. Special Events. The primary focus of the Culinary Institute of the South is to provide a quality education for matriculated students who are motivated, willing, and able to enter the workforce in their chosen profession. One stated purpose of the Buckwalter Place campus is to use 2nd floor event space and the Foodseum™ for special events. Events are not a part of this division’s mission; they fall under the purview of the VP of Administration. Because events take place in spaces managed by the Culinary and Hospitality dean, the college event planner should coordinate all activities with the dean. Costs associated with event planning (e.g., caterers, catering supplies, and rental contracts for dishware, linens, cleaning, etc.) are managed by the VP of Administration. The division has not budgeted for equipment or supplies to support event planning or catering. The division dean, as steward of assets in the Buckwalter Place campus, may be asked to support the VP of Administration with events taking place in the Culinary Institute of the South facility. All decisions regarding the use of any kitchen assets, faculty/staff, and/or students ultimately rests with the dean.

6. Bachelor’s Degree Opportunity for Graduates. In October 2021, the University of South Carolina at Beaufort (USCB) and the Technical College of the Lowcountry signed a Memorandum of Understanding (MOU) that includes three course articulation agreements. USCB pledges to accept no more than 90 credit hours toward a bachelor’s degree in Hospitality Management. This MOU maps the courses from the three associate degrees offered by the Culinary Institute of the South, specifically, culinary arts technology, baking and pastry arts, and hospitality/tourism management. Students who graduate from the Technical College of the Lowcountry with one of these degrees may transfer to USCB with two or more years of the bachelor’s course work completed, depending upon what courses they can transfer from the Technical College of the Lowcountry and any other colleges that they had attended.

7. Continuing Education and Workforce Development. Plans for continuing education and adult education programs have been on hold while the college’s focus has been to recruit and educate matriculated students to prepare them for the workforce. The communities’ demand for the college to offer short-term courses in culinary arts and baking and pastry arts is growing as the new campus at Buckwalter Place is nearing completion. The college Continuing Education Department plans to use the Angus Cotton Academic Center teaching kitchen for adult education and continuing education classes. This is a good fit because interested community partners have customers who live and work within 20 miles of this location and the Sun City development, located across the street, has a large senior population eager to participate. If done well, offering such courses will foster good will in the community and bring in revenue to cover the direct and indirect costs of the facility, food/non-food, and staff.

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8. Apprenticeship Carolina. Apprenticeship Carolina™, a division of the SC Technical College System, is committed to creating and strengthening career pathways. The Culinary and Hospitality division supports high school students in the hospitality fields who sign youth apprenticeship agreements with Apprenticeship Carolina™. In Jan 2021 a high school student interested in a career in hospitality registered as an apprentice with Palmetto Dunes Oceanfront Resort. The hope is that this student, and future apprentices, will chose to attend the Technical College of the Lowcountry as a college student in the future.

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The Internal Environment

A description of the internal environment as it affects the unit's opportunities and poses challenges. Discussion of, as appropriate:

- *Recent successes and other strengths that your unit will build upon*
- *Areas needing to be improved or else reduced*

1) Recent Successes and Other Strengths.

1. Curriculum Development. Developed three new associate degree programs (Culinary Arts Technology and Hospitality/Tourism Management, and Baking and Pastry Arts) and four new certificate programs. Three of the certificates are contained 100% within their degree counterpart to ensure that students who earn a certificate can easily parlay into a degree program applying all credits earned. Courses selected provide a balanced curriculum for technical skills, managerial knowledge, and leadership opportunities. In keeping with the plan to fast-track programs, most major courses are planned for 7-week terms. This presents students with flexible options to take 1-4 classes each 7-weeks.

2. Learning Resources and Accreditation. The collaboration between the Technical College of the Lowcountry Learning Resources staff has been outstanding in every way. The Culinary and Hospitality dean and the Learning Resources dean independently conducted extensive research and teamed up to write the application packages, for the three degrees and four certificates for the state and SACSCOC. She made it look easy and regularly kept the division informed as she accepted this important role for the college. When the computer lab was unavailable for students to take the national safety and sanitation test, the resource center stepped up and provided enough laptop computers to allow the testing to take place in the classroom. This was an unusually kind and helpful level of support.

3. Course Development. By mid-2021, the dean and department chair have researched and developed about half of the 40 required courses in the curriculum. Over the next few years, 6-8 new courses will be added each year as needed to create an effective pipeline to enable students to graduate in two years. This includes several exciting elective-only courses to keep the curriculum fresh. The intention is to have all courses taught in person. A few courses may be offered online, if necessary. In fact, the Ins and Outs team (introduced in the external environment section) pointed out the fact that 10% of the Technical College of the Lowcountry's courses were "at risk" and that nearly all of them were being taught online. This is problematic because so many students require developmental or basic courses before they can begin their programs and losing

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these students in an online format may mean that they never enter programs that the division has to offer. Taking that one step further, the word hospitality implies that students need to comfortably interact with their instructors, fellow students, and the public to be successful in their chosen profession. Therefore, there is a great need for in-person learning for most, if not all, courses required by the division's students.

4. Building Designs and Equipment. Analyzed construction plans for the Angus Cotton Academic Center kitchen and the Buckwalter Place campus on Venture Drive and steered early design decisions regarding the placement of kitchens/ classrooms, workflow, and culinary/hospitality equipment required. Redesigned the Angus Cotton Academic Center kitchen to shave \$100,000 from the price; obtained donated/discounted capital equipment for the teaching kitchen worth ~\$100,000. Made similar cost-saving decisions for the Buckwalter Place campus on Venture Drive.

5. Division Organization and Planning. Continue to create organizational spreadsheets that serve as blueprints for the operation of the division to include a credit-hour worksheet, classroom capacity plan, master time-slot schedule, templates for semester schedules, cross-reference of courses, and many more. These worksheets help convey complex planning processes to leaders within the college for consistency of messaging and progress the decision-making processes with facts and visually appealing charts.

6. Partnering with Admissions and Navigator. The dean developed a close working relationship with the admissions director and the new division navigator to ensure that students get high quality advice based on curricula and division policies. He redirects new students to the navigator for consistent messaging and individualized services and hosts career fairs dedicated to this division to bring in prospective students interested in a career in culinary, baking, or hospitality.

7. Partnering with the Technical College of the Lowcountry Academic Deans. The dean crafted and presented a detailed plan for the Spring 2022 semester to the Arts and Sciences and Business and Technologies deans in Jul 2021. The plan is to offer key general education courses (in person) at the Buckwalter Place campus at times that fit within major academic and laboratory class schedules. This helps streamline student schedules and enables them to complete a degree in five semesters as recommended in the curricula. This division's students prefer hands-on and in-person classes so offering most classes on one campus, versus two or three is a bonus for the students.

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8. Creating a Path to Graduation. The dean used the program flow of the certificate and degree programs to create a general course offering plan. That plan has required regular updates over the last two years due to limited kitchen availability. He recently hired three full-time faculty members to teach culinary arts and hospitality for the Fall 2021 terms and to roll out 6-8 new courses per year in various subject areas as required by the curricula. He may also need to hire one full-time faculty member to teach baking and pastry arts by the end of academic year 2021/2022. In between semesters the dean and his faculty will be concentrating on course design and development for the new courses and updating previously-designed courses to keep them fresh and relevant.

9. Interdependency of Courses. The Culinary and Hospitality Division is unique in that every laboratory course where food and baked goods are produced is dependent upon other laboratory classes being taught at the same time or in the same week. This approach was intentional to ensure that students benefit from all aspects of the operations of a business, which of course, is what they'll need in the workplace. One example of this dependency is found in the café. The HOS 256 Hospitality Management Concepts class works in the café receiving product from the culinary and baking and pastry classes to display and sell in the café. Those students will interact with the instructors and students of those classes, as well as the full-time café manager. In some cases where a class would normally be too small to run, it might be necessary to run the class to ensure that the café is in continuous operation throughout the year. The CUL 123 American Bistro class also provides prepared foods to the café such as sandwiches and salads. The plan is that the café manager will be supervised by the dean to ensure that student outcomes are managed without added layers of management.

10. Credentialing as an Alternative Pathway. From the very beginning of curriculum planning in the fall of 2018, the dean envisioned the importance of sub-degree certifications. The first three certificates were specifically derived by selecting courses required for the corresponding degree. For instance, the baking and pastry certificate is earned by taking eight courses of the 22 courses required for baking and pastry degree. A student who successfully completes a certificate can easily continue his/her studies to earn a degree with no loss of credits.

11. Fast-Track Learning (7-Week Terms). Since standing up the Culinary and Hospitality Division in 2018, major courses have been offered in two, 7-week terms per fall and spring semesters. Students have great flexibility in deciding how to structure their schedules based on their personal/professional needs. Students can move along in their program as fast as they want.

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2) Areas Needing Improvement.

1. Steering Committee. A Technical College of the Lowcountry steering committee and/or multi-disciplinary task force is critically important for the Technical College of the Lowcountry leadership to participate in solving a multitude of challenges with the brand-new division and campus. In the summer of 2021, the VP of Administration began to host regular meetings with her support staff to discuss plans and responsibilities for the opening of the new campus. These meetings are forming a team of stakeholders in procurement, facilities, security, IT, and operations to work out policies and procedures, as well as address inevitable challenges facing the team. This is an area that will continue to require leadership support, at least for the near term, especially since some of the key personnel supporting the division work under the VP of Administration. Other senior leaders would benefit by joining the conversation about the Culinary Institute of the South's future.

2. Procurement. The process of procurement is a key area that is critical to the success of this division. Restaurant procurement is intensive and demanding because food must be ordered, delivered, and received "just-in-time." Furthermore, kitchen equipment repairs cannot be delayed, especially when they involve the potential loss of costly and perishable food items. The policies and processes regarding the unique requirements of a food-service operation will require new processes be written to establish clear responsibilities. Training by the college procurement officer is necessary to ensure a successful operation and relationship.

3. Corequisite Remediation. In *The Road Ahead for Community Colleges* produced by Chronicle Intelligence, by Peter Monaghan, wrote, "Community colleges have been rethinking course offerings for years, and experts suggest that they will need to redouble these efforts going forward. One such reform is the push toward corequisite remediation, in which students start out in college-level classes with support on the side, rather than the traditional route of remedial courses that they have to pay for but don't receive credit for, tripping many of them up at the outset of their education." This division has been similarly challenged with getting new students into the program's major courses that require basic reading, writing, and math skills. Too many students are put off by having to take developmental courses before they can take lab classes. The division dean would like to explore ways to allow certain students to take courses as corequisites instead of prerequisites to allow them to get the college experience sooner, rather than later.

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V. STRATEGIC FOCUS AREAS

A statement of the unit's strategic plan's primary strategic focus areas to be discussed in detail below. Focus areas are those areas of major emphasis that will allow the unit to maximize its opportunities and strengths and address the challenges discussed above. The focus areas should be aligned with the college's institutional goals.

The following strategic focus areas were carefully selected as critical to the success of this division. They are:

1. Hire/Retain Credentialed, Expert Faculty
2. Create Robust, Challenging Courses
3. Recruit Motivated Students
4. Budget for Instructional Needs
5. Manage Long-Term and Short-Term Assets

1. Strategic Focus Area

Hire/Retain Credentialed, Expert Faculty

A. Objective

Hire and retain credentialed experts in their field, provide them with comprehensive course materials, assign them to teach courses for which they are best suited, and provide professional development opportunities.

B. Describe alignment with institutional goals

This focus area supports “Students” and “Academics” institutional goals. Clearly an institution of higher learning starts with faculty who are experts with the extraordinary ability to connect with adult students from all walks of life. Every student has a unique background, story, and motivation for attending college.

C. Success Criteria

Success is best measured by how the students respond to training. Some students may provide useful comments in end-of-course surveys; however, some students prefer to share their pleasure or displeasure directly with others. A personable dean is more approachable and more likely to receive unsolicited comments. Therefore, the dean's assessment will be based on direct observation, written surveys, and verbal feedback. A seasoned and hands-on dean knows which teachers are making an impact and which ones are not. Over a course of one or two semesters a clear picture of a teacher's effectiveness will begin to emerge. Success is also measured by how well the instructor adjusts to the academic standards of the college and the dean, including taking appropriate charge of the classroom, holding students accountable for their own

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actions/progress, responding to requests from inside and outside the college in a thoughtful, thorough, and timely way, and showing respect for fellow instructors and staff members. Such observations are not always measurable but clearly discernable in the day-to-day operations.

D. Implementation Plan and Tactics

This division includes 40 unique courses that support the Culinary Arts Technology, Baking and Pastry Arts, and Hospitality/Tourism Management degrees and the four certificates. Half the courses directly support the culinary and baking and pastry degrees/certificates and must be taught by college-educated chefs and the other half are academic hospitality courses that support all degree programs. Finding highly qualified chefs, with experience, degrees, and teaching skills is not an easy task. Most chefs meet one or two of these criteria, but rarely all three. Hospitality professionals often have a bachelor's degree or higher. The key to successful hiring is to see prospective instructors in action as chefs and/or instructors, preferably as adjunct instructors for the college. All full-time faculty will be offered professional development opportunities throughout the year, as funding allows.

E. Resources

Funding for professional development for full-time faculty.

F. Key Performance Indicators

Having dynamic professional development opportunities and adequate funding for all faculty during each academic year.

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Strategic Focus Area #1					
Hire/Retain Credentialed, Expert Faculty					
Hire and retain credentialed experts in their field, provide them with comprehensive course materials, assign them to teach courses for which they are best suited, and provide professional development opportunities.					
Steps	Description	Timeline	Primary Actors	Resources	Assessment/ Measure
1	Hire full-time baking and pastry chef instructor. Write job description for instructor for baking and pastry arts and request position. Advertise position. Interview and hire chef. Begin orientation process.	For academic year 2022/2023 1 Jan – 30 Jun 2022	Dean, VP Academic Affairs, Human Resources	Time and funds to cover the salary	Having a qualified baking and pastry chef instructor onboard by 31 Jul 2022.
2	Assess additional full-time instructor needs for the 2022/2023 academic year, submit position requests to VP Academic Affairs. Complete documentation, advertise, interview, and hire.	For academic year 2022/2023 1 Jan – 30 Jun 2022	Dean, VP Academic Affairs, Human Resources	Time and funds to cover the salaries	Having qualified instructors onboard by 31 Jul 2022.
3	Assess adjunct instructor needs for the 2022/2023 academic year. Begin a search for local talent for adjunct teaching.	For academic year 2022/2023 1 Jan – 30 Jun 2022	Dean, VP Academic Affairs, Human Resources	Time and funds to cover the assigned classes	Having several qualified adjunct instructors committed by 31 Jul 2022.

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2. Strategic Focus Area

Create Robust, Challenging Courses

A. Objective

Research best practices across the culinary education spectrum and develop robust and challenging courses, driven by industry needs . Conduct a deep-dive review every 12-18 months and update courses to keep them relevant and fresh.

B. Describe alignment with institutional goals

This focus area supports the institutional goals of “Academics”, “Operations”, and “Environment.” There are a total of 40 courses that comprise the division’s curriculum, 18 of which have been developed by the dean and department chair over the last three years. The dean has a plan to develop the remaining 22 courses through the end of calendar year 2023 using the expertise of division faculty. In addition, the courses already developed will need to be reviewed and updated as new instructors bring new ideas to the division.

C. Success Criteria

Success will be measured in terms of quantity and quality. The division will be on track when 6-10 courses are completed each academic year. However, the requirement is for robust and challenging courses; therefore, the true measure of success will be the result after peer reviews and thorough editing for the first release and comprehensive reviews and updating every 12-18 months thereafter.

D. Implementation Plan and Tactics

As stated previously, the dean plans to roll out 6-8 new courses every year as students’ progress through the pipeline toward graduation. The new instructors will be tasked to help research and write the remaining courses required to support the degrees. It is well understood that full-time instructors, writing courses that they and adjuncts will teach, are more committed to the result than adjunct instructors, who are not paid to develop courses and should not be expected to do so. They are also most likely to embrace executing best practices and the continuous improvement of those courses as they teach the same courses from year to year.

E. Resources

The resources required to accomplish the research and writing of undeveloped courses, and updating existing courses, are full-time faculty.

F. Key Performance Indicators

As the courses are completed, catalogued, filed, taught, and refined, it will be the obligation of the dean to determine their merit over time.

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Strategic Focus Area #2					
Create Robust, Challenging Courses					
Research best practices across the culinary education spectrum and develop robust and challenging courses. Conduct a deep-dive review every 12-18 months and update courses to keep them relevant and fresh.					
Steps	Description	Timeline	Primary Actor	Resources	Assessment/ Measure
1	Write new or update the following courses: BKP 101 Introduction to Baking BKP 109 Introduction to Cakes and Decorating BKP 113 Laminated Doughs and Pastries BKP 182 Artisan Breads CUL 101 Principles of Food Production I CUL 102 Principles of Food Production II CUL 123 American Bistro CUL 215 Cuisine of the Americas CUL 236 Restaurant Capstone CUL 277 SCWE in Culinary Arts HOS 129 Storeroom and Purchasing HOS 132 Hospitality Communications and Leadership HOS 135 Introduction to Dining Room Service HOS 140 The Hospitality Industry HOS 155 Hospitality Sanitation HOS 171 Food and Beverage Controls HOS 235 Menu Planning HOS 245 Hospitality Marketing HOS 250 Beverage Service Management HOS 256 Hospitality Management Concept HOS 258 Convention Management HOS 272 SCWE in Hospitality/ Tourism Management	For academic year 2022/2023 1 Jan – 30 Jun 2022	Dean and division faculty	Each course will require approx. 20-30 hours to review, research, and update	Course is completed, launched in BlackBoard, taught at least once, and reviewed favorably by students Preferably peer-reviewed if time permits

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4	Develop the following courses: BKP 118 Healthy Baking BKP 181 Candies and Confectionaries BKP 183 Plated Desserts BKP 210 Advanced Cakes BKP 222 Chocolate and Sugar BKP 223 Wedding Cakes and Decorating Techniques BKP 236 Baking and Pastry Capstone CUL 118 Nutritional Cooking CUL 178 Farm to Plate CUL 186 Mediterranean Cuisine CUL 299 Special Topics in Culinary Studies HOS 103 Nutrition HOS 141 Resort Development and Management HOS 150 Hotel Management HOS 159 Hospitality Accounting Applications HOS 264 Food and Beverage Pairing HOS 265 Hotel, Restaurant, and Travel Law HOS 298 Special Topics in Hospitality and Tourism	For academic year 2023/2024 1 Jan – 30 Jun 2023	Dean and division faculty	Each course will require approx. 60-80 hours to develop	Course is completed, launched in BlackBoard, taught at least once, and reviewed favorably by students Preferably peer-reviewed if time permits
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3. Strategic Focus Area

Recruit Motivated Students

A. Objective

Market the Culinary Institute of the South to attract adult students who have a sincere desire to become chefs, bakers, and hospitality managers eager to work in the industry.

B. Describe alignment with institutional goals

This focus area supports the “Students” institutional goal. To create an educational environment that promotes a high level of learning and technical skills, the school must start with outstanding instructors and curriculum. But the actual success is measured by the college’s ability to attract students who are mentally prepared to immerse themselves into an academic environment and physically prepared to learn the technical skills required to be successful in the workforce. The hospitality field (in general) in the greater Beaufort County area, and the Culinary Institute of the South (in particular) naturally attracts a highly diverse workforce/student. From recent high school graduates to senior citizens, from the person of modest means to the well-to-do, we find one common interest: people love food and entertaining.

C. Success Criteria

The greatest challenge is to get students on the same track for success though they have many different strengths and weaknesses. Each instructor must set high standards but be prepared to educate with a special touch to bring all students to the same level of learning. Success depends on the ability to increase enrollment such that every lab is fully utilized and that students decide to continue their education full or part time until they graduate. This is measurable by the fact that the main culinary campus labs can accommodate about 168 students per semester, assuming 2/labs per student. The limited lab space is a benchmark by which we can determine success. The dean set a goal of reaching 75% capacity in the collective labs, or 126 occupied lab seats by the fall of 2022.

D. Implementation Plan and Tactics

The Ins & Outs team recommended a marketing mix: that includes traditional marketing (radio, tv, print, direct mail); internet marketing (Search Engine Optimization, Search Engine Marketing, Content Marketing, Over-The-Top (streaming), Social Media Marketing, Pay Per Click, Email Marketing); and old-fashioned face-to-face recruiting (personal outreach, public relations). Personal recruiting comes in many forms because most of our students are not recent high school graduates as normally seen in four-year universities.

Our students range in age from 17-70 years old, with an average age range of 28-35. The population born after 1985 are tech savvy, and the internet marketing strategy may work well. In addition, as the division dean and faculty members network with leaders in

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the community, the word-of-mouth recruiting method often works well. Not surprising, some of our students have been cooking or working in other hospitality related fields but never achieved a degree before now. Those people make excellent students because they have experience and realize that earning a degree can help them advance in their careers. Offering experiential credit for life skills is a powerful incentive to get such students started. They also make excellent mentors and team partners in the labs and classrooms.

To attract high school juniors and seniors, we have unique opportunities to help them see themselves in a college setting learning a skill they are already practicing. Visiting local high schools as a guest lecturer allows students to hear our message and ask questions about the Technical College of the Lowcountry and the programs we offer. As a member of the South Carolina Restaurant and Lodging Association, we have a front row seat to the state's largest annual culinary and hospitality competitions for high school students. The dean serves as South Carolina's lead judge for the ProStart competition held each March. This forum allows the college to setup a booth at the statewide weekend competition held in March of each year with photographs, information, and gifts to attract prospective students.

Finally, the division invites Career and Technology Education (CATE) high school students, who achieve completer status, to submit a portfolio and pass a practicum for "advanced course credit" for up to five college courses. They also have the option to take courses on the college campus as juniors or seniors if their application to the college is accepted prior to graduation. Dual enrollment may be offered to a high school or career center for courses taught on a Technical College of the Lowcountry campus in accordance with a memorandum of agreement. The state prohibits colleges from offering dual enrollment courses to mixed audiences of students, e.g., students earning high school credits only and those earning both high school and college credits. Therefore, the college has tabled efforts to offer dual enrollment courses in culinary and hospitality on local high school campuses.

E. Resources

This focus area requires determination, planning, time, and energy from the marketing department and every faculty member. Internet marketing requires a budget based on approaches and faculty members are entitled to local travel for use of their private vehicles.

F. Key Performance Indicators

The retention rate is the measure of success in the recruiting efforts. Motivated students help raise the bar for all students in their classes. When students perceive a value in their education they are more likely to continue through to graduation.

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Strategic Focus Area #3					
Recruit Motivated Students					
Market the Culinary Institute of the South to attract adult students who have a sincere desire to become chefs, bakers, and hospitality managers eager to work in the industry.					
Steps	Description	Timeline	Primary Actor	Resources	Assessment/ Measure
1	Participate in high school advisory boards	As scheduled	Dean and full-time faculty	Local travel funds	Number of advisory board meetings attended
2	Provide guest lectures/demonstrations in high schools	Once a semester	Dean and full-time faculty	Local travel funds	Number of guest lectures/demonstrations given
3	Market the culinary/hospitality programs to older students already working in the field	Target timeframe: Feb through Aug each year	Technical College of the Lowcountry Marketing Dept	Advertising dollars	Percent of career professionals enrolled in the fall semester
4	Conduct individual/group facility tours	As required	Dean and full-time faculty	Release time for tours outside of normal business hours	Number of tours given, and number of people toured

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4. Strategic Focus Area

Budget for Instructional Needs

A. Objective

Budget for food and non-food items required for daily culinary and baking and pastry instruction such that every course objective is met or exceeded for every student.

B. Describe alignment with institutional goals

This focus area supports institutional goals “operations” and “environment.” To conduct a thorough assessment of needs, all instructors must assist in identifying their needs based on the curriculum, review the price history, and research current prices to arrive at a “should cost” per course.

C. Success Criteria

Success is defined by an accurate accounting of the required funds for the teaching kitchen and the college’s subsequent funding of that requirement. The kitchen must be adequately stocked for every class to elevate each student’s learning experience.

D. Implementation Plan and Tactics

This focus area requires a detailed and thorough accounting of costs associated with running a culinary college, specifically food and non-food supplies (such as soap, cleaning chemicals, batteries, paper/plastic products, mops, buckets, serving trays/utensils, etc.)

E. Resources

The budget will be developed by the full-time faculty and presented to the dean. The team will gather data from multiple sources.

F. Key Performance Indicators

Short-term success is measured by the amount of funds secured for daily operations. Long-term success is measured by the ability of the dean to supply the teaching kitchen throughout the fiscal year with a small surplus by Jun 30th of the fiscal year end, year after year.

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Strategic Focus Area #4					
Budget for Instructional Needs					
Budget for food and non-food items required for daily culinary and baking and pastry instruction such that every course objective is met or exceeded for every student.					
Steps	Description	Timeline	Primary Actor	Resources	Assessment/ Measure
1	Create list of requirements for planned laboratory classes for the 2022/2023 fiscal year.	1-30 Mar 2022	Full-time faculty	Faculty time	Comprehensive requirements list by course
2	Research prices for every item on the list and create portfolio of sources and prices as backup documentation.	1-30 Apr 2022	Full-time faculty	Faculty time	Well-researched budget for each course
3	Review faculty budgets and submit budget to VPs for Academic Affairs and Administration	1-31 May 2022	Dean	Time	Satisfactory budget ready to submit
4	Assess budgeting success at the end of the Fall 2022 semester.	1-31 Dec 2022	Dean	Time	Compare actual costs to projected costs
5	Assess budgeting success at the end of the Spring 2022 semester.	1-31 May 2023	Dean	Time	Compare actual costs to projected costs

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5. Strategic Focus Area

Manage Long-Term and Short-Term Assets

A. Objective

Inventory capital equipment and smallwares to determine shortfalls in availability and/or serviceability each year.

B. Describe alignment with institutional goals

This focus area supports institutional goals “academics”, “operations”, and “environment.” Without serviceable equipment and sufficient supplies, instructors’ ability to provide excellent instruction is impaired. This impairment is extended to the college’s ability to attract quality students and ability to host successful events in the facility.

C. Success Criteria

Having sufficient funds to cover the costs of maintaining equipment, replacing unserviceable equipment, and restocking smallwares. Limiting access to smallwares to authorized instructors and students to discourage pilferage.

D. Implementation Plan and Tactics

In May and November each year, inventory capital equipment and smallwares. This includes reviewing maintenance plans (approved vendors, contracts, etc.). Projected replacement costs will need to be increased each year as large equipment reaches its serviceable limits.

E. Resources

Time and inventory software tools that accurately reflect the status of all equipment and smallwares to help manage the budget allotted to this line item.

F. Key Performance Indicators

Every laboratory is fully stocked, and all equipment is in good working order by 31 Jun and 31 Dec of every year.

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Strategic Focus Area #5					
Manage Long-Term and Short-Term Assets					
Inventory capital equipment and smallwares to determine shortfalls in availability and/or serviceability each year.					
Steps	Description	Timeline	Primary Actor	Resources	Assessment/ Measure
1	Inventory capital equipment	1-31 May and 1-30 Nov of each year	Full-time faculty	Time and funds to cover replacement or repair costs	All equipment is in good working order by 31 Jun and 31 Dec of every year.
2	Inventory smallwares	1-31 May and 1-30 Nov of each year	Full-time faculty	Time and funds to cover new smallwares and replacements	Every laboratory is fully stocked by 31 Jun and 31 Dec of every year.

VI. ENROLLMENT AND RETENTION TARGETS

Enrollment is the total number of students registered in each academic unit at a given time.

Retention rate is the percentage of students who continue in the academic unit the next year.

For example, a student who studies in the fall semester and keeps on studying in the program in the next fall semester is counted in this rate.

Targets	FA 2022	FA 2023	FA 2024	FA 2025	FA 2026
Enrollment	80	130	180	230	280
Retention Rate	60%	60%	60%	60%	60%