
Northampton Community College



Culinary Arts, Associate in Applied Science Culinary Arts, Specialized Diploma Academic Program Review

Years Covered: 2018-2022

Authors:

Carin Winans, Culinary Program Manager
Cynthia Litzenberger, Culinary Program Administrator,
David Schweiger, Program Director, Culinary, Hospitality & Sport Management

External Auditor:

Jonathan Deutsch, Ph.D., CHE, CRC
Professor & Director, Drexel Food Lab
Drexel University

Report Month/Year: May 2023

Table of Contents

I.	Introduction	4
II.	Program Outcomes	7
III.	Environmental Scan	7
IV.	Curriculum	10
V.	Assessment	12
VI.	Students	15
VII.	Physical and Financial Resources	18
VIII.	Human Resources	21
IX.	Analysis of Findings	24
X.	External Review Report	25
XI.	Action Plan	25
	Appendix A: Program Description	27
	Appendix B: Program-Level Outcomes	28
	Appendix C: Program-Level Performance Indicator Data	29
	Appendix D: Advisory Committee Minutes	31
	Appendix E: Curriculum Map	38
	Appendix F: Co-curricular Map	39
	Appendix G: Curriculum Matrix	44
	Appendix H: Key Abilities Program Matrix	45

Appendix I: Assessment Plan	47
Appendix J: Teaching Faculty Credentials	50
Appendix K: External Review Report	51

I. Introduction

A. Provide the current purpose of the program.

The purpose of the Culinary Arts Program is to provide students the knowledge to succeed in the foodservice industry. Whether the student chooses to work in a restaurant, manufacturing facility, become a food stylist or photographer, participating in lecture and hands on skill laboratory experiences provides them with an educational edge and increased understanding of food and equipment.

Local industry looks to Northampton County Community College culinary arts students to fill open positions with job performance knowledge, communication skills and dedication. These important attributes are what has employers looking to recruit our students to join their establishments.

B. How does the program advance the mission or strategic focus areas (SFAs) of the college? (Reflect on the program's curriculum, success rates, etc. to highlight where the program specifically promotes one or more of the SFAs)

Increasing Student Retention, Completion & Transfer

In addition to employing faculty and staff with diverse backgrounds and specialties, students are provided with unique educational opportunities. The Chef In Residence Program allows the students to hone their culinary skills and network with prominent local and nationally known Chefs. Through visitations to industry foodservice shows, field trips to area restaurant supply stores, tours of Wind Creek Casino, area country clubs, resorts and restaurants allowing students to network with and gain an understanding of the various foodservice positions within the industry.

The Culinary program has a reputation throughout the local industry for providing a well-educated student, not only in terms of education, but also in terms of personal responsibility, communication and acceptance of the diverse kitchen personnel. Students who graduate are in demand, those who choose to continue in the industry have a large pool of positions to choose from.

Enhancing Student Access

To assist students in obtaining the pre-requisite paperwork and certification of ServSafe students are sent a Checklist of items that are required to join the program. The Hospitality division has created a series of ServSafe courses run throughout the year that allow for students to earn their certification in a timely manner. This information is distributed to all students who have been admitted to the Culinary program. Should a student be registered for classes without benefit of knowing there are pre-requisites a schedule is worked out for the students to obtain their physical and ServSafe as soon as possible.

Featuring Diversity and Global Engagement

Within the culinary curriculum CULA145 American Regional Cuisine focuses on the cultures and cooking diversity found among the different regions of the United States, while CULA230 Global Cuisine focuses on the cultural influences that dictate the differences and similarities of cooking techniques used across the globe and.

Advancing Excellence in Technology

Maintaining an up to date Point of Service system that includes software applicable to kitchen operations engages the student in the business aspect of running a restaurant or retail facility. It provides an understanding of customer data, menu item sales, inventory, and profit and loss.

While the future of the industry is looking to ease the labor shortage with the use of robots, this technology is not yet an industry standard. It is discussed during coursework so students are aware, but at this point do not have hands on use.

Engaging with our Communities

Incorporating front of house service experience allows the students to gain firsthand knowledge of customer service and to interact directly with customers from a different perspective. The opportunity affords the student the ability to learn different techniques of communication, adds a level of technology use and helps them develop confidence in their interpersonal skills.

Inspiring Academic Excellence

Students are encouraged to improve upon their culinary and communication skills on an ongoing basis. As they become proficient in their skills they are provided with the opportunity to create a featured menu item. This item is then promoted and available during the dinner hour.

- C. Comment on awards, honors, noteworthy accomplishments, or unique features related to the program during the review period.
- 1) In light of the COVID outbreak and suspension of in person classes the culinary program required a transformation from on ground to virtual learning. Lecture classes were held virtually and skills practice was performed at home by the students. Due to the economic structure of our class base food that normally was available to utilize during class was provided for student to pick up from the culinary loading dock at no charge to the student.
- 2) A partnership was formed with Julabo, Inc.,
- 3) Creation of a Specialized Degree in Baking and Pastry
- 4) Supper Club – a joint effort between the culinary program and local vintners and distilleries to provide opportunities showcasing a pairing of their product with a meal produced by the culinary students.
- 5) Participation in Souper Bowl
- 6) Competition – Allentown Fair

- 7) Garlic Festival
- 8) Sunrise Chef on local television station WFMZ69.
- 9) Chef in Residence
- 10) Chef Tyler Baxter – participates in Chef Cycle’s 3 day, 300 mile bike ride to raise money for No Kid Hungry
- 11) Chef Tyler Baxter – Faculty Advisor for NCC’s Outdoors Club
- 12) Chef Will Rufe – has built and maintained relationships with local farms/producers
- 13) Chef Will Rufe – installed garden boxes by the kitchen to grow all of the herbs used in the kitchen

D. Catalog Description

1. The current program catalog description is included in Appendix A.
2. Does this description accurately describe the current program?

Yes X No

If No, what changes does the program review committee recommend?
Explain reasons for any recommended changes.

E. Previous Program Review

1. Provide the date of the last program review: 04/30/2018
2. List the recommendations from that review and indicate the extent to which these recommendations have been implemented. Indicate "I" for recommendations implemented, "IP" for those in progress, and "NI" for those not implemented. For those recommendations not implemented, please explain the circumstances.

Table 1. Status of Recommendations from Last Program Review

Recommendation	Status
Continue the culinary program but make improvements to keep up with the competition and hanging trends in the industry	IP
Continue to urge faculty and staff to pursue professional development opportunities that help grow them as professionals, in addition to items that will accentuate teaching and learning in the classroom. An emphasis needs to be placed on the use of technology, as the faculty and staff need to stay up-to-date with current technology.	IP
Upgrade small wares/equipment and expand kitchen facilities over the next few years in order to remain current in the industry. Due to having only one kitchen at the campus and due to the current cohort model, the program can only accommodate at most 60 students per year. In addition, upgrade the technology in the department, along with upgrading the classrooms for the students.	IP
Promote greater involvement within the college community and increase marketing to strengthen external awareness of Hampton Winds and increase restaurant traffic.	IP

II. Program Outcomes

A. Program-Level Student Learning Outcomes (see Appendix B)

1. Have the PLOs been updated or revised since the last program review?

Yes _____ No X

Program is currently being reviewed and revised with an estimated start date of Fall 2024

2. If yes, briefly explain the rationale for the changes (e.g., improving assessability, conforming to best practices, etc.)

B. Program-Level Performance Indicators

1. Describe the key indicators used to assess the quality and effectiveness of your program relative to its core purpose and the college mission. Best practice is to utilize 8-10 key performance indicators.

At a minimum, provide data related to retention, persistence, and completion Appendix C (year over year trend data for the last five years). Then select four to five other indicators as applicable to include in Appendix C as well. Suggestions include:

- Indicators of Student Success
- Transfer/job-placement
- National, state, or disciplinary benchmarks
- Student Satisfaction/Feedback, including CCSSE data
- Alumni Survey (conducted by Institutional Research)
- Employer Feedback/Placement Reports (Career Services)
- Other benchmarks as appropriate

Please consult the data provided through the program review website and discuss the unique indicators that demonstrate how your program is fulfilling its purpose as well as supporting the overall institution and/or other programs (i.e., STEM courses supporting Allied Health programs).

III. Environmental Scan

A. Identify current program-related local, regional and national trends.

Employment Opportunities – the industry continues to need qualified individuals for all areas in the food service and culinary industry. This holds true locally, regionally, and nationally.

Specific industry related career trends are moving away from line cooks and students are looking for more diverse career paths to include jobs such as personal chefs, entrepreneurs, food stylists, etc.

B. What has the program done to respond to these trends?

Our program is looking to develop the curriculum to offer more variation in our classes. Additionally we are looking to add more academic rigor including business classes so students are equipped with the cooking tools they need but also have an understanding of basic business principles. Ideally, there are various academic paths for students to take allowing their focus to meet their career objectives.

C. Does the program have any external transfer articulation or joint admissions agreements?

Yes _____ No X

If yes, complete Table 2.

Table 2. Top five program-to-program articulation agreements.

Name of the Institution	Type of Agreement	Average number of student who transfer here each year	Date agreement was last reviewed or updated

Have any problems been encountered concerning the transferability of courses?

Yes _____ No _____

If yes, specify the nature of these problems.

D. Does the program have any inbound articulation agreements?

Yes X No _____

If yes, complete Table 3.

Table 3. Inbound articulation agreements.

Name of the Institution	Type of Agreement	Average number of student who transfer here each year	Date agreement was last reviewed or updated
Upper Bucks County Technical Institute	Articulation	0	2/2023
Bethlehem Area Vocational Technical School	Articulation	2-3	10/2022

- E. Does the program have any community partnerships or other associations or memberships of note?

Yes X No

If yes, describe the nature of these relationships

Greater Lehigh Valley ACF – Both faculty and students hold membership in the local ACF with meetings being accommodated on the NCC campus. Members and students have participated in a “mystery basket” joint cook-off to build networking relationships.

The Lodge – A community based education program for people with disabilities to reenter the work force. We have hired several of their trainees to work in the dishwashing area.

- F. Does the program have an advisory committee?

Yes X No

If yes, list the names and affiliations of the advisory committee members

Abela, John (Chairman)	
Cahoon, Brock	LCTI
Chizmar, Lee	Bolete/Mr. Lee's
Dlamini, Xolani	Wind Creek Casino
Doyle, Shawn	Savory Grille
Fortunato, Larry	Upper Bucks County Tech. School
Gonzalez, Christian	The Shelby
Hartley, Alan	NCC Campus Dining
Killeen, Shane	CIT
Mustonen, Karen	BAVTS (Baking/Pastry)
Nee, Jay	Juniper and Grain
Palermo, Laura	dba: Red Robin
Penn, Diana	Upper Bucks County Tech. School
Pitotti, Alan	Dolce Patisserie
Polles, Luke	Great Wolf Lodge
Recinios, Amy	Amy's Creative Cakes
Reinhardt, Marc Antoine	Bakerly
Rios, Tim	Saucon Valley Country Club
Sterner, Hope	PRLA

- G. How often does the advisory committee meet? Yearly
Minutes from the last two meetings are in Appendix D.

- H. Specify advisory committee contributions to the program's growth and development, including recommended curricular changes.

The Advisory Committee has not had the opportunity to meet due to COVID and the resignation of the Culinary Department director. Since the appointment of a new Director the Committee has been revised with new members and incorporation of the area Vocation and Technical school Culinary Program faculty.

The first meeting was held on November 7, 2022. The minutes are attached, however, some of the important points discussed were:

- The development and start of a new Baking and Pastry Specialized Diploma program
- Decline in enrollment and ways in which to engage potential students and market the program to them by
- Develop a marketing strategy targeted towards the non-traditional student

IV. Curriculum

A. Curriculum Matrix

1. The program's most recent curriculum matrix for the program's learning outcomes can be found in Appendix E.
2. The key abilities matrix (see Appendix F) indicates how the program satisfies NCC's general education core requirements.
3. Based on the curriculum matrix review, are there any changes that need to be considered?

Yes X No

If so, describe these changes.

Decrease in the number of credit hours for the two 12 credit classes. Breaking the 12 credits into smaller numbers would allow for the development and incorporation of additional classes to meet students individual culinary goals.

B. Program and co-curricular maps are in Appendix G and Appendix H.

1. Based on the program map, validate the adequacy of the organized, intentional, sequential learning experiences.

The first semester course sequence serves as building blocks for students to go from understanding the terminology, equipment and basic costing to hands on skill development of products and relate terminology to cooking methods and preparation of food items.

The second semester allows students to become more proficient in food preparation and service they will experience in a restaurant setting. The dishes are not as complex as those in the third semester for skill and technique reinforcement.

The third, and final, culinary semester focuses on an encompassing reinforcement of the program goals through more complex menus and dishes utilizing a higher-end product.

Students can then graduate with their Specialized Diploma or go on to take General Education courses for an Associates in Applied Science Degree.

2. Based on the co-curricular map, discuss the relationship between student learning and co-curricular experiences.

Students applying for the Specialized Diploma are required to undergo the same rigorous training and meet the same obligations of the Associate Degree students in all culinary courses.

3. Are there any changes to the program map or co-curricular map that need to be considered?

Yes X No

If so, describe these changes.

Create a part time option with more flexibility of scheduling courses. Cross utilize already existing courses in other programs that are relatable to a culinary education. Reduce the number of credits in the Restaurant and Operations classes (CULA145 and CULA250), allowing for creation of targeted interest classes.

- C. Discuss experiential opportunities for students within your program (e.g., internship, capstone, career research courses, service learning, etc.).

At the current time there are no formal internship agreements for the Culinary students. When an interest in a restaurant or other type of foodservice establishment is expressed the student is partnered with a business that meets those needs to shadow for a period of time.

1. Based on a review of these opportunities, are there any changes that need to be considered?

Yes X No

If so, describe these changes.

Creating an internship/externship program that allows students to gain valuable industry experience. The creation of this program will need to take into consideration students will still be needed on campus to run the Hampton Winds Restaurant.

Participate in community service activities where foodservice is involved. Included, but not limited to, soup kitchens, food pantries, Meals on Wheels, and community events.

D. Modality Awareness

1. If courses are being offered in online or hybrid formats, discuss the assessment of the effectiveness of these formats.

All courses are currently offered in an in person only format.

2. Are there any changes to these formats that need to be considered?

Yes X No

If so, describe these changes.

Explore delivery of CULA104 Culinary Foundations and/or CULA105 Product Identification as hybrid or online. Both are lecture classes with minimal hands on skill development.

V. Assessment

- A. Append the current version of the program's Assessment Plan (Appendix I).
- B. Using Table 4, provide a summary of the assessment activity that has occurred since the last program review.

Table 4. PLO Assessment

Program Learning Outcomes	Describe how the outcome has been assessed in the last five – year period.	What have been the results of that assessment?
1. Understand the use of commercial tools and equipment to develop culinary techniques producing a wide variety of food products for both baking and savory applications.	Was to be assessed in the 2019/2020 academic year. Did not get assessed due to COVID and lack of a full time faculty member. The assessment method was through quizzes on Equipment Identification in Culinary Foundations (CULA 105). Additionally, student would be assessed on a Butchers Yield Test on beef tenderloin	Not assessed due to COVID and lack of a full time faculty member. The outcome is to be assessed in the 2024/2025 academic year.

	in Product Identification and Costing (CULA 115).	
2. Maintain the basic principles of food safety and sanitation.	<p>Was to be assessed in the 2019/2020 academic year. Did not get assessed due to COVID and lack of a full time faculty member.</p> <p>The assessment method was to be two safety and sanitation quizzes in Restaurant Operations (CULA 145). Their performance in the kitchen would also be assessed.</p>	<p>Not assessed due to COVID and lack of a full time faculty member.</p> <p>The outcome is to be assessed in the 2024/2025 academic year.</p>
3. Identify major food products; interpret recipes and procedures to produce a technically correct, appealing finished product while maintaining an organized station.	<p>Was to be assessed in the 2020/2021 academic year. Did not get assessed due to COVID.</p> <p>The assessment was planned to review quizzes and recipe costing homework from Product Identification and Costing (CULA 105).</p> <p>Additionally, in American Regional Cuisine (CULA 135) students would create an ethnic menu for restaurant service.</p>	<p>Was to be assessed in the 2020/2021 academic year. Did not get assessed due to COVID.</p>
4. Demonstrate skills and culinary terms needed for successful advancement in the	Assessed in the 2021/2022 academic year. The outcome was assessed on student communication, behavior,	Spring 2022 – The students ranged in averages from 84% - 89% in Restaurant Operations and from 79% -

<p>industry through professional communication, multitasking, teamwork, and industry related technical skills and technology in both the back and front of the house.</p>	<p>and participation in their Advanced Restaurant Operations lab class through both their Back of the House and Front of the House Rotations. The achievement goal was that 75% of the class would earn an 80% or above.</p> <p>Students were also assessed in their General Education Elective – Communication class. The achievement goal was that 75% of the class would earn an 80% or above.</p>	<p>84% in Advanced Restaurant Operations. Overall the goal was reached. Material will be updated to stay relevant with the changing environment.</p> <p>The class average was 85% and students reached the benchmark.</p>
<p>5. Apply the basic principles of menu planning, purchasing, and costing techniques to create a profitable business operation.</p>	<p>Students will be assessed in Advanced Restaurant Operations (CULA250) through a final practical exam graded by a rubric for the assignment.</p> <p>The achievement goal is for 75% of the class to earn an 80% or above.</p> <p>This is currently being assessed in the 2022/2023 academic year and results are not yet complete.</p>	<p>Currently being assessed and results are not yet complete.</p>
<p>6. Create a professional portfolio demonstrating industry readiness for employment.</p>	<p>Students are being assessed on a final portfolio. The assignments begin in American Regional (CULA 135) and the completed portfolio occurs in Advanced</p>	<p>The outcome is to be assessed in the 2023/2024 academic year.</p>

	<p>Restaurant Operations (CULA 250).</p> <p>This outcome will be assessed in the 2023/2024 academic year.</p>	
--	---	--

- C. What programmatic changes have been implemented as a result of recent programmatic assessment activities

Assessment results are showing that our goals are being met. Instructors are ensuring all class materials are updated to stay relevant with the changing environment. As we continue with our assessment efforts and more data is gathered we will make changes accordingly.

- D. Identify desired changes as a result of programmatic assessment that have yet to take place.

As our goals are continuously being met, the programmatic assessment supports our ideas that the program needs more academic rigor to challenge our students. The program must stay current with trends in the industry.

VI. Students

- A. Describe full-time and part-time enrollment trends since the last program review or the past five years.

Table 5. Student Enrollment Data

Academic Year	21-22	20-21	19-20	18-19	17-18
FALL					
Full-Time	39	9	45	42	46
Part-Time	7	16	9	14	9
Total Fall	46	25	54	56	55
SPRING					
Full-Time	36	15	35	40	52
Part-Time	1	3	13	10	6
Total Spring		19	48	50	59

- B. Describe enrollment trends regarding student age, gender, race, and socio-economic status since the last program review or the past five years.

Table 6. Student Demographic Data

Academic Year	FA21	FA20	FA19	FA18	FA 17
Asian	3	1	0	1	2
Black or African American	10	3	5	6	7
Hispanic or Latino	7	9	14	15	6
White	19	9	29	29	35
Non-resident Alien	0	0	2	0	1
Two or More Races	0	1	4	4	3
Do Not Wish to Identify	7	2	0	1	1
TOTAL	46	25	54	56	50

- A. Describe any concerns the program review committee has regarding: (1) any enrollment trends mentioned above or (2) other enrollment-related issues.

The effects of COVID caused many challenges with our enrollment. We are beginning to bounce back and our current enrollment is trending up.

We are continuing to find new ways to recruit and offer programs that are available for a wider range of students. Part time class options with evening and weekend classes will expand our pool of prospective students.

- B. Has the program instituted any methods or materials to encourage and increase applications by new students since the last program review or the past five years?

Yes X No

If yes, please describe any initiatives.

Outreach to Hub Spot inquiries. As inquiries for further information are received a member of the culinary department reaches out via text, phone call and/or email to follow up. A list is compiled and used for marketing of special events, registration information, and any materials that are culinary program related.

Creation of Culinary specific Information Sessions. Run bi-annually these sessions are a joint effort between culinary staff and faculty, admissions, housing, and financial aid. Having all of the respective parties in one place allows the student to ask questions and receive answers pertaining to their specific needs.

During the COVID pandemic, when courses could not be held on campus, video demonstrations were created and made available to local high schools, vocational-technical schools and on Facebook.

Upon the reopening of schools staff members were able to visit area high schools and vocational schools to present on site demonstrations and engage students to garner interest in attending NCC and Culinary Arts.

Sessions were held on campus to provide educational information to area school counselors, so they, in return, are able to answer student questions about the program.

- C. Has the program instituted any methods or materials to encourage and increase the recruiting of continuing students to choose this program major or emphasis?

Yes X No

If yes, please describe any initiatives.

Launching in Fall 2022 the new Baking and Pastry program has enticed former students to return, using previously earned culinary credits to obtain a second degree on a part time basis allowing them to continue in their current jobs.

- D. Comment on graduation rates since the last program review or the past five years.

A spike in students not graduating from the program was seen in 2020 due to the pandemic and the inability to hold on ground classes. Various reasons were in play as to why students did not return. Many have 1 semester, or two courses, to complete.

There is currently a considered effort to reach out to these students and have them rejoin the program and graduate. Comment on transfer rates for students who have and who have not graduated from the program.

- E. Discuss your program's engagement with and impact of new student orientation, advising, tutoring support, disability support, student life, and career services.

The engagement with students begins when they have registered for classes. When students register for classes they are sent a welcome email and the information to be successful at completing and submitting their pre-requisites. A culinary arts checklist is sent out to each student with information on who to contact in the various departments for assistance.

VII. Physical and Financial Resources

- A. Comment on the availability, adequacy, and use of learning tools, such as computer software, instructional media, laboratories, studios, etc.

We implemented a new point of sale system, Lavu, to use in our restaurant operations classes. This system is a cloud based system that is used in both our full service restaurant, Hampton Winds, and our grab and go operation, Hampton Winds Express. Having this system give our students experience with a modern POS system that shows them the attributes of what these systems can offer your operation.

Our classrooms are needing an update to accommodate the needs of our students. The technology in the classrooms needs to be updated to include cameras for use of zoom in the classroom, and smartboards for lectures. The computers currently used in the classrooms are dated and need to be upgraded.

Our kitchen labs have new, updated equipment but are limiting with class sizes. Additional kitchen space would allow us to grow our Culinary and Baking and Pastry program and offer additional lab classes that run concurrently. Only having one kitchen space limits what we can offer in terms of lab classes.

- B. Discuss the adequacy of (1) instructional space, (2) office space, (3) instructional supplies, and (4) equipment for the program.

Instructional Space – the instructional space for lecture is limited to 2 classrooms. Each of the rooms can hold up to 24-26 students, limiting the class size. Both rooms are utilized during the day and evening for students of the program. There is no space to expand or increase class size or number of courses offered. Instructional kitchen space is not equipped with technology that would allow each student to view video demonstrations. They currently rely on gathering around a demonstration table with limited space. Enabling the students the ability to visualize what particular method or skill they will be asked to practice gives them a more complete knowledge of how to proceed and complete the task using the correct method.

Office Space – The Culinary Operations Chef, Faculty and Adjunct Faculty are provided space in a converted classroom. There are 4 pods – three pods are assigned to the Operations Chef, Baking & Pastry Program Manager, and Faculty member. The final pod is designated for the new faculty hire. Part-time personnel share 2 tabletops for their work space. Additional computers for the use by adjuncts would alleviate the need for them to provide their own laptops for course work.

Instructional Supplies – All full and part time faculty are provided with desk copies of all culinary course books utilized in the program. If supplemental instructional material is available each is provided with an account through the book's publisher.

When requiring the use of Zoom capabilities one classroom is available. The second is not equipped to provide this service. While Alumni Hall 130 is also capable of zoom meetings the scheduling does not often permit its use.

C. Discuss library resources.

The library staff has been working diligently with culinary faculty to increase the resources available to the culinary students for research, video demonstrations, and ability to proctor ServSafe testing. In order to foster the relationship with the library personnel and students, all students are taken on a tour of the library during their first course.

D. Comment on the role of marketing and public relations in supporting the program.

Marketing and Public Relations have been providing leads through the Hub Spot application for the past several years. In addition they assist in preparing and distributing materials to potential students when special events are scheduled. Culinary staff and Marketing and Public Relations staff meet on a quarterly basis to discuss ideas and identify areas where they can assist in enrollment and retention.

E. Program costs and income.

Table 7. Financial Data – Associates Degree

Academic Year	FY2022	FY2021	FY2020	FY2019	FY2018
	FY2022	FY2021	FY2020	FY2019	FY2018
Program Income					
Tuition	259,343	140,829	248,347	403,457	376,234
Local Reimb	52,955	26,449	41,986	68,559	62,435
Operating Reimb	124,836	64,736	101,828	160,379	142,557
Stipend Reimb	-	-	-	-	-
Total Income	437,134	232,014	392,161	632,395	581,226
Program Costs					
Direct Costs	401,132	230,264	442,498	478,586	457,322
Indirect Costs	232,002	113,124	186,226	313,075	268,388
Total Costs	633,134	343,387	628,724	791,661	725,711
FTE	47.55	26.74	48.83	81.59	77.79
Income per FTE	9,193	8,676	8,031	7,751	7,472
Cost per FTE	13,315	12,840	12,876	9,702	9,330
Inst Avg Cost per FTE	10,058	8,901	7,820	7,933	7,075
Rank	23 of 126	19 of 138	9 of 135	34 of 133	30 of 126

Table 7. Financial Data – Specialized Diploma

Academic Year	FY2022	FY2021	FY2020	FY2019	FY2018
Program Income					
Tuition	17,318	20,263	19,029	47,165	35,515
Local Reimb	3,536	3,806	3,217	8,015	5,894
Operating Reimb	8,336	9,315	7,802	18,748	13,457
Stipend Reimb	-	-	-	-	-
Total Income	29,190	33,384	30,048	73,928	54,866
Program Costs					
Direct Costs	27,886	41,524	38,730	58,406	44,890
Indirect Costs	15,492	16,277	14,269	36,599	25,335
Total Costs	43,378	57,801	52,999	95,005	70,224
FTE	3.18	3.85	3.74	9.54	7.34
Income per FTE	9,193	8,676	8,031	7,751	7,472
Cost per FTE	13,662	15,022	14,165	9,960	9,564
Inst Avg Cost per FTE	10,058	8,901	7,820	7,933	7,075
Rank	19 of 126	10 of 138	6 of 135	30 of 133	27 of 126

1. Describe how the program is financed, including college budget (if any) as well as any grants that have been received over the past five years, and outline any major expenses over the past five years.

The program is financed through student tuition and monies budgeted by NCC. Starting with the Fall 2022 semester students are charged an additional \$75.00 lab fee for courses to offset the cost of food and equipment required to allow for hands on skill development of product identification, culinary skills and cooking techniques and methods. Due to the increasing food costs and realization that the items are for practice and skills and cannot be utilized by the restaurant, it was concluded use of budgeted restaurant funds required supplementing to cover the loss. The fee will increase to \$150.00 beginning with the 2023/2024 semester.

During 2020 the kitchen and restaurant underwent a major upgrade and redesign. Funding for the project was obtained through LSA, PDE, the NCC College Foundation and NCC. Upgrades to the flow and equipment now reflect a modern kitchen and workspace.

Dining room

Our Hampton Winds dining room underwent a renovation in 2020. The dining room was refurbished with new tables and chairs and new, updated décor and flooring to provide a modern learning lab for our students. Patio seating has also been added. The new space gives students a chance to experience both back of the house and front of the house service in a real life way in this live learning lab.

We have upgraded our point of sale system to Lavu. This system gives our students an opportunity to learn the intricacies of a modern point of sale system.

2. If possible, analyze the program's cost-effectiveness (i.e., does current/projected student enrollment cover the cost of faculty, supplies, etc. and/or are the faculty staff, space and/or facilities appropriate for the current/projected enrollment).

The initial projected budget did not prove to be cost effective due to the rising costs of food and materials necessary to meet the outcomes of the courses. In order to assist in make the program more self-sustainable NCC has adopted a new fee based structure for all classes. This money is in addition to tuition and general college costs. At this time it is not apparent how the fees will impact the bottom line until a full semester of courses has been completed.

VIII. Human Resources

- A. Briefly describe Program Leadership and oversight.

The Culinary Arts program falls under the umbrella of Culinary Arts, Hospitality and Sport Management (CAHSM). The cluster is directed by David Schweiger. Carin Winans is the program manager responsible for the Hampton Winds Restaurant, curriculum schedule, faculty and adjunct faculty assignments, course syllabi, and staffing.

Financial oversight is performed by David Schweiger, program director, Cynthia Litzenberger, program administrator and Wilbert Rufe, culinary operations chef.

- B. Report the numbers of full-time and part-time faculty, professional staff, and clerical staff currently associated with the program.

Table 8. Faculty Demographic Data

Academic Year	Last Review	Current Review
Full Time Faculty	2	1
Part Time Faculty	1	4
Program Manager		1
Program Administrator	1	1
Program Operations Chef		1

Restaurant Manager	1	1 (also serves as program manager)
Waitstaff (part-time)		5
Dishwasher	4	2
Program Director	1 (hired spring 2017)	1

1. Note any changes that have occurred in staffing since the last program review or previous five years.

The Program Director hired in Spring 2017 left the position to assume a directorship elsewhere. David Schweiger, Director of Hospitality and Sport Management was appointed the new director assuming duties in August 2022.

As noted in the prior audit the faculty members with 20+ years have retired. One has been replaced. There is currently a search for an additional faculty member. While still overseeing the baking and pastry for the restaurant she has also assumed the duties of managing the new Baking and Pastry program, limiting the time available to perform a teaching role for the culinary students.

Carin Winans, Restaurant Manager has assumed the role as the culinary program manager in addition to her restaurant duties.

A culinary operations manager was hired to assist with inventory, purchasing and storage of food and to go items related to the restaurant, special events, course learning, and grab-and go.

2. Briefly explain how these changes have affected the program.

Following the retirement of 2 faculty members, one position was filled and several adjunct faculty members were hired. At the present time there is a search for an additional faculty member with experience in both culinary arts and baking and pastry.

Addition of a culinary operations manager allows for the control and coordination of food and supply orders, equipment maintenance, and coordination of maintenance in culinary kitchen, restaurant and staff areas.

The creation of a program manager position benefits the program by allowing one person to serve as a coordinator of curriculum development, staffing, scheduling and providing a point person for adjunct faculty to contact when questions arise. In the absence of the program manager, the program administrator can step in and provide guidance and back up.

- C. What is the ratio of full-time to part-time faculty? What percentage of (1) day sections, (2) traditional evening/weekend sections, (3) distance education/hybrid sections, and total sections are taught by full-time faculty. Comment on the levels of full-time, part-time faculty, and professional or clerical staff.

The ratio of full-time to part-time faculty is 1:4. Full-time faculty is responsible for teaching one day course (3 credits)-CULA135 American Regional Cuisine and one evening course (12 credits) CULA250 – Restaurant and Dining Room Operations. All course are taught on ground.

Part-Time faculty is divided among the remaining courses: CULA104-Culinary Foundations (3 Credits), CULA105 – Product Identification and Costing (3 credits), CULA110 – Baking and Pastry Production (3 credits) CULA112 – Culinary Skill Development (3 credits), CULA115 – Protein Fabrication and Utilization (3 credits), CULA145 – Advanced Restaurant and Dining Operations (12 credits, AM), and CULA230 – Global Cuisine (3 credits, PM).

In addition to the full-time and part-time faculty, the department also employs 1 full-time Culinary Program Manager, 1 full-time Culinary Administrator, and part time restaurant personnel.

Restaurant personnel include: 2 part time dishwashers (AM/PM), 1 part-time assistant restaurant manager (PM), 3 culinary alumni restaurant servers who also cover the Grab-and-Go area and catered events.

- D. Faculty Expertise/Experience

1. Northampton hires faculty members who are well-credentialed (see Appendix J) and understand and embrace the open-access mission of the community college.
2. How do faculty in this program promote academic excellence through professional development, scholarship, and service?

Through participation and membership in the American Culinary Federation faculty is encouraged to participate in foodservice learning offered through monthly meetings held at various locations throughout the area.

Faculty is also encourage to obtain certification through courses and testing provided by the ACF. NCC has been approved by the ACF as a testing site, allowing for the opportunity of the staff to gain the knowledge of what is required in the process.

Chef Katie Horan

- Earning of Certified Executive Pastry Chef standing
- Participation in L'Ecole Vairhona Plated Dessert Class
- Participation in and Completion of Melissa Coppel Chocolate and Pastry School, Gelato and Ice Cream Formulation Class

Chef Will Rufe

- attended the PASA sustainable agriculture conference in 2022 and volunteers with local farms

Chef Tyler Baxter

- In June of this year Chef Tyler will be attending the CAFÉ Meeting Place Conference in Charleston, SC this June to better round out teaching styles/delivery of information/etc.

When not in class members participate in video conferences offered through various Chef or Corporate organization such as the World Chef's Association, Pennsylvania Restaurant and Lodging Association.

IX. Analysis of Findings

- A. Based upon the data collected in this document, discuss the strengths and weaknesses of your program. *For example: do students' progress successfully through courses; are staffing/equipment/facilities needs filled; are assessment efforts successful; etc.*

Program Strengths

- High student retention rates as well as our high employment rates upon graduation
- Qualities of the facility and Culinary Team
- Student opportunities outside of the classroom, field trips, visitation to food service establishments
- Assessment efforts are in place and working
- New synergy between all Culinary, Hospitality and Sport Management.
- The program is well known and respected in the Lehigh Valley.

Program Weaknesses

- Only a full-time option is available to students
- Heavily focused on restaurant production, not allowing for students to complete an internship/externship
- Insufficient full-time faculty requiring a heavy use of adjuncts to teach

- B. Based on the data collected in this document, discuss the opportunities for improvement available to your program and the internal and external challenges your program faces.

For example: is the program in demand; are graduates employable/able to transfer; what is the future plan for this program; etc.

- The program is in demand. The number of restaurants, caterers, hotels, resorts etc. looking to hire graduates (or employ existing students) is very strong.
- Development of Transfer Agreement details worked into the Master Plan.
- Institute additional programming to allow for part-time study, creation of an Associates in Applied Science degree for Baking and Pastry students.

- Creation of articulation agreements with area high school and vocational technical high schools. Thus far two Articulation Agreements for Culinary Arts and two SOAR Agreements for Baking and Pastry exist. These agreements will allow access to Perkins funding for purchasing of new equipment.

C. Program Challenges

External:

- CTE/HS students overlook the NCC program in favor of attending Culinary Institute of America or Johnson and Wales.
- Industry is hiring CTE/HS students and informing them that they can learn all needed skills on-the-job and do not need to attend college

Internal:

- College promotion and marketing of the Culinary program to enhance/increase enrollment
- Additional classroom and office space to be able to increase the number and type of courses offered
- Upgrading technology in the current classrooms used for culinary students
- Hiring of additional faculty to provide needed staffing of the program

D. What additional data that is currently not available would have been helpful to evaluate this program effectively?

More assessment data will give us a better understanding of how are students are doing academically. It will show us areas that need improvement either as is or need to be updated to further challenge our students academically.

X. External Review Report

Refer to Appendix K for the external/accreditor review report.

XI. Action Plan

A. Identify 2-3 program goals for the future.

1. Update the curriculum to allow for part-time participation
 - i. Timeframe: Fall 2024
 - ii. Responsible Parties: Chef Tyler Baxter, Cynthia Litzenberger, David Schweiger
 - iii. Resource Implications: Additional classroom lecture and lab space would be necessary. In addition, there may be the need for additional kitchen equipment for the increase in student enrollment.

2. Full Time Baking and Pastry Program

- i. Timeframe: Fall 2025
- ii. Responsible Parties: Chef Katie Horan, Cynthia Litzenberger, David Schweiger
- iii. Resource Implications: Additional classroom lecture and lab space would be necessary. In addition, there may be the need for additional kitchen equipment for the increase in student enrollment.

3. Creation of an Internship/Externship Component

- i. Timeframe: Fall 2024
- ii. Responsible Parties: Chef Tyler Baxter, Cynthia Litzenberger, David Schweiger
- iii. Resource Implications: Identification of foodservice locations to provide students with opportunities to gain on the job education and training. With students going off site the restaurant operation may be affected leading to decreased availability to open for public and staff reservations.

However, if designed that the Hampton Winds would be one of the choices for student internship opportunities, the restaurant could remain available, but wages would be required to compensate them for their time, as it is in industry.

Appendix A: Program Description



Since its creation in 1993, Northampton's Culinary Arts program has earned a reputation as one of the finest of its kind. As a graduate of our program, you will be in demand in a wide variety of settings. Nearly all of the leading food service industry employers in our region restaurants proudly employ our graduates.

The program provides one year of intensive full-time study combining theory and lecture with nearly 1,000 hours of hands-on practical application. Students receive training in all of the formal classical methods as well as current food preparation techniques that are then put into practice. Once the culinary training has been completed, students can complete the additional core courses needed to earn their Associate in Applied Science degree. If you already have a college degree, you may prefer to opt for the program's specialized diploma and forgo the core courses required for the associate's degree.

Culinary Arts graduates are trained for careers including chef, banquet chef, executive chef, baker, pastry chef and caterer. Potential work settings include multi-unit chain restaurants, owner operated restaurants, four-star hotels, private country clubs, cruise ships, amusements parks, corporate food service and catering. Whether you would like to own your own restaurant or work for a large employer, you will find rewarding and satisfying career opportunities with a degree from our program.

Appendix B: Program-Level Learning Outcomes



Graduates of the program will:

- Understand the terminology of the commercial kitchen. This includes terms from several European languages, as well as the accepted terms and titles used in a modern food service establishment.
- Have an understanding of the operation, maintenance and cleaning of the tools and machines used in a modern food service establishment.
- Demonstrate proper sanitation and safety techniques for all aspects of the food service establishment.
- Demonstrate knowledge and application of culinary techniques and methods used in modern food preparation.
- Recognize all of the major food products used in a commercial food service establishment.
- Demonstrate an ability to maintain an organized file of recipes and preparation methods.
- Demonstrate the ability to accurately measure and formulate recipes that result in consistent desired results each and every time, both in quality and cost.
- Demonstrate the ability to organize a food preparation workstation based on menu items to be prepared.

Appendix C: Program-Level Performance Indicator Data



Graduate Numbers:

Culinary Arts - AAS	Aug. '17	Aug. '18	Aug. '19	Aug. '20	Aug. '21	Aug. '22
	Dec. '17	Dec. '18	Dec. '19	Dec. '20	Dec. '21	Dec. '22
	May '18	May '19	May '20	May '21	May '22	May '23

# of Graduates	15	18	14	6		
----------------	----	----	----	---	--	--

employed	6	10	12	2		
job hunting	1	0	0	0		
continuing ed.	2	2	0	3		
other	6	6	2	1		

Employed Graduates	6	10	12	2		
Additional Data Not Avail.	—	—	—	—	—	—
related	5	9	10	1		
unrelated	0	0	0	0		
unrelated by choice	1	1	2	1		
Median starting salary (if>2 reported)	\$11.50	\$14.00	\$12.50	—	—	—

Culinary Arts Specialized Diploma	Aug. '17	Aug. '18	Aug. '19	Aug. '20	Aug. '21	Aug. '22
	Dec. '17	Dec. '18	Dec. '19	Dec. '20	Dec. '21	Dec. '22
	May '18	May '19	May '20	May '21	May '22	May '23

# of Graduates	20	26	11	0		
----------------	----	----	----	---	--	--

employed	12	7	7	0		
job hunting	0	0	0	0		
continuing ed.	5	9	2	0		
other	3	10	2	0		

Employed Graduates	12	7	7	0		
Additional Data Not Avail.	—	—	—	—	—	—
related	12	7	6	0		
unrelated	0	0	0	0		
unrelated by choice	0	0	1	0		
Median starting salary (if>2 reported)	\$14.50	\$12.00	—	—	—	—

#1 – Program Completion – The program has a strong retention rate, while still encountering those students who are unprepared for the rigors of the program demands or have situational life changes. Students are able to return to the program picking up with the curriculum after the last class completed.

#2 – Diversity of Positions – Graduates who are working in the industry have demonstrated the ability to be employed as chefs, cooks, executive chefs, grill cooks lead line cooks, butchers, personal chefs, prep cooks, sous chefs and bakers. This demonstrates the skills and knowledge developed adequately prepare our graduates for employment in a wide range of positions.

#3 – Employment – Graduates are prepared for working in multiple venues due to their skill levels. Included in the list of employers are independent restaurants, contracted catering, independent.

#4 - While seeing a downturn in enrollment and graduation rates during and immediately post COVID, the Fall 2022 and Spring 2023 semester numbers have increased and reached capacity with a waiting list generated.

Appendix D: Advisory Board Meeting Minutes



NORTHAMPTON COMMUNITY COLLEGE CULINARY DEPARTMENT ADVISORY MEETING

Tuesday, April 16, 2019
11:30 AM – 1:00 PM
Alumni Hall Room 130, Sections A&B

Attending:

Chef Francine Marz	Dean Denise Francois-Seeney
Chef Victor Bock	Assistant Dean Gary Guidetti
Chef Glenn Miller	Cindy Litzenberger
Chef Jenny Moyer-Murphy	

The meeting was called to order by Chef Marz at 11:30 AM.

Topic	Discussion
Curricular Changes	
3 Cohorts	<p>Beginning with 2019 there will be 3 cohorts running simultaneously. Starting dates are August (Fall Semester), January (Spring Semester), and May (Summer Semester).</p> <p>Each cohort and their class dates correspond to the College calendar. Closely aligning itself with other program schedules.</p>
New Classes	<p>As of the Spring Semester classes will no longer be divided to run lunch and dinner. The class will stay together and proceed through the program as one unit. CULA 145 – Culinary & Restaurant Operations will provide lunch service while CULA 250 Advanced Culinary & Restaurant Operations will be operating the dinner service.</p>
Front of House Experience	<p>During CULA 135 American Regional Cuisine, CULA 145 Culinary and Restaurant Operations students will gain valuable front of house education through service to customers during lunch hours.</p> <p>Students in CULA 230 Global Cuisine, CULA 250 Advanced Culinary and Restaurant Operations student will build on their previous front of house education providing dinner service.</p> <p>A new restaurant schedule will be put into place beginning June 11, 2019. Monday will be lessons in garde manger and lunch menu preparation. The dining room will be open Tuesday through Thursday for lunch and dinner.</p> <p>Tips earned by the students are deposited in an account at NCC and used to purchase aprons and ties, dining experiences, off site trips and guest lecturers.</p>
Current Program Details	
Current Enrollment	<p>As of 4/16/19 there are 38 students enrolled in the program. Students who were following the old curriculum completed the program in March 2019 with a</p>

	<p>Networking Lunch. The lunch connects students with employers who are seeking trained culinarians.</p> <p>Recruitment of potential students is done through reaching out to Vocational and Technical schools providing them the opportunity to attend specialized culinary programs such as the Chef in Residence demonstration, the Vollrath experience and an open house exclusively for those interested in Culinary Arts, Hospitality, and Sports Management.</p>
New Hires	<p>Since the last Advisory meeting there have been changes to the Culinary staff and faculty. At the current time a full time Pastry Chef has been hired. Not only responsible for baking and pastry, she will also be working on the Grab and Go retail concept.</p> <p>Several other positions remain open at this time – Full Time Chef Instructor, Restaurant Manager, Operations Chef as well as Adjunct Faculty and Part Time staff.</p>
2018/2019 Highlights	<p>Martin Field Trip – In fall of 2018 the students, staff and guests toured Chinatown with guide Chef Poon. This walking tour was highlighted by tastes of the Asian culture concluding with a Dim Sum lunch.</p> <p>Following the tour, the students were allowed to visit the Reading Terminal Market before returning to NCC.</p> <p>Emeril NOLA Trip – Chef Marz accompanied 8 culinary students to New Orleans to shadow Chefs and Staff of Emeril Lagasse’s restaurant. In addition, they assisted with preparation of food and service to the annual Boudin, Beer and Bourbon Festival where they worked alongside world renowned Chefs.</p> <p>Cookie Competition – In December students were given the opportunity to compete in a Holiday Cookie Competition. Stipulations were that the cookie must be gluten free and vegan. 7 teams entered with 3 going on to competition. The event was covered by WFMZ providing a marketing opportunity for the Culinary Program.</p>
Emeril Lagasse New Orleans Cooking Competition	
Competition	<p>Students interested in progressing to the competition phase submit an essay of why they should be considered for going on the trip. This year nineteen (19) papers were submitted. Essays were distributed to all staff and faculty members for review. A meeting was held to discuss the essays, grades, attendance and attitude of each student. Eight students were chosen to move on to the cooking competition phase.</p> <p>When a new opportunity arose for two (2) students to compete in China the top 2 students were approached to participate. They both agreed narrowing the cooking contest competitors to six (6)</p> <p>A request for judges went out to the Advisory Committee. Chef Victor Bock and Chef Jenny Moyer-Murphy consented to be part of the judging panel. Chef Bock will be accompanied by another member of the Sands team, Chef Marz will reach out to two of last year’s judges – Will Lewis (69 WFMZ and Jennifer Sheehan (The Morning Call). Chef Susan Roth will round out the panel.</p>

Food and Wine Emeril Dinner	The students in CULA235 Global Cuisine will assist the Sands team on Friday evening May 31, 2019 to prepare products for a reception and dinner held by Chef Emeril Lagasse for the sponsors of the Food and Wine Festival (June 1 st & 2 nd , 2019). This will not only provide support to the Sands but will give the students hands-on experience in large scale catering and cooking at a live action station.
China Competition	As alluded to earlier an invitation for two (2) students to compete against international teams in China was received. The top two (2) Emeril essay competitors were given the opportunity to participate. Both have agreed to represent NCC as the only American team invited.
Summer Cohort	On Monday May 20, 2019 a new opportunity for students to enroll in the Culinary program begins. This is the first time a session will begin in Summer, increasing the number of program start times to three (3). Adjunct Professors are still needed for the Summer and a job search is ongoing to fill the positions.
Grab and Go Market	Plans are moving forward to open a Grab – n – Go Market outside of the Hampton Winds Restaurant. Opening Monday through Friday for both internal and external customers who want to purchase sandwiches, salads, soups, entrees, baked goods or beverages. Originally a January 2019 opening was planned, due to a variety of changes within the program the current target date is late summer or early fall of 2019. Students will perform duties to learn the retail aspect of food service as part of their CULA145 rotation.
Increasing Revenue	In January 2019 guests are now able to book their reservations on Open Table. This exposure will allow new patrons to find out about our restaurant and program. With the widespread use of social media, a site for posting Culinary and Restaurant happenings has been established. Several members of the staff and students are uploading pictures and videos on a routine basis.
New Point of Service System	After an extensive search a final decision on a new Point of Service system will be made during May. Three companies are being reviewed with members of NCC's Finance and IT departments.
New Logo	A new logo for the restaurant and the grab and go area are being developed by our marketing department. To be included in the logo is a statement about this being a "teaching restaurant".
Questions/Comments	
Internship Opportunities	As the curriculum continues to evolve and develop a portion of the program will require the students to do an externship of approximately 120-200 hours prior to graduation. A fall 2020 date for implementation is anticipated.

NORTHAMPTON COMMUNITY COLLEGE
CULINARY DEPARTMENT ADVISORY MEETING

Monday November 7, 2022

5:30 PM – 7:00 PM

Hampton Winds

Attending:

David Schweiger	Katie Horan
Carin Winans	Cindy Litzenberger
Will Rufe	Karen Mustenan
Tyler Baxter	John Abela
James	Nicolette
Jose	

The meeting was called to order by Carin Winans at 5:30 pm

Topic	Discussion
Introductions	
New Structure and Roles of CULA Team	With the changes in the organizational structure of the Culinary department have changed, we discussed the new organizational chart. Each new role was introduced The Culinary Department has merged with Hospitality and Sport Management. We are looking for ways to integrate the programs and give the students more opportunities through the merge of these similar areas. We would like to build these relationships and grow networking opportunities.
Student Introductions	Three students joined the meeting. We wanted to expose them to the conversations that are had and show them how decisions are made and how we work together to develop new ideas.
Member Introductions	Since the Advisory Board hadn't met due to COVID, each member introduced themselves, their experience, and their current position in the industry.
Program Update	
Current Enrollment	As of 11/7/22 there are 15 students currently enrolled in the Culinary Arts program. Due to COVID, we currently do not have a 2 nd semester cohort meaning there is no lunch service this semester. The current 3 rd cohort is comprised of 3 students who will all graduate this December. Their program will conclude with a tasting dinner presented to their friends and family based on a menu they worked on throughout the semester. Since the last meeting, we have developed a Baking and Pastry Certificate program. The program officially started this semester (Fall 2022) and has 8 students enrolled. The program is a cohort model and a new class will start each Fall semester. As the program grows, there may be a need to have additional start dates but with the limited kitchen space, we will have to work out some details.


	Recruitment of potential students is done through reaching out to Vocational and Technical schools providing them demonstrations and an open house exclusively for those interested in Culinary Arts.
Spring Schedule	<p>The Spring 2023 schedule will split the second cohort into 2 classes – one AM section and one PM section allowing us to operate Hampton Winds for both lunch and dinner. Each section will have about 8 students which gives them a chance to rotate through each station and gain that real life experience.</p> <p>We are still finalizing the Spring 2023 schedule in terms of faculty. We have one full time culinary faculty – Chef Tyler Baxter. We have hired a few adjunct faculty members for both Culinary and Baking and Pastry. These chefs will pick up the remaining classes that Chef Tyler will not be teaching. They will need to work together to coordinate topics and menus as the students need to learn the same competencies so that when they are all brought back together for next semester, they have learned the same techniques and competencies.</p>
New Baking and Pastry Program	<p>Chef Katie introduced the new Baking and Pastry program to the members. Since the last meeting, we have developed a Baking and Pastry Certificate program. The program officially started this semester (Fall 2022) and has 8 students enrolled. The program is a cohort model and a new class will start each Fall semester. As the program grows, there may be a need to have additional start dates but with the limited kitchen space, we will have to work out some details.</p> <p>The program is designed to further develop the skills for students who look to focus on the sweet side of the industry. For the first semester, these are all new students who are looking to build their baking and pastry skills. There are students registered for next semester who completed the Culinary program and want to focus on Baking and Pastry. These students are exempt from the first 3 classes as they have taken comparable classes in the culinary program.</p>
Outreach and Recruiting	
Need for recruiting	As COVID has impacted our enrollment, we are looking for ways to creatively recruit new students to the program. Currently, enrollment is down as we skipped a start due to Covid and enrollment was low during Covid. Students were not interesting in starting/taking classes when they were online and/or hybrid style. Our students traditionally look for hands on learning which is one reason why our program appeals to them. Due to not being able to offer this option, our enrollment suffered. We are now slowly bouncing back as we are 100% in person learning. However, we need to look for ways to continue to grow our class size numbers.
High School and Vo-Tech Visits	<p>When classes were held virtually, Chef Will and Chef Katie did various virtual school visits where they performed demos via zoom for students in technical schools who were looking to pursue either culinary or baking and pastry.</p> <p>Now that students are back in person, Will is developing these Vo-Tech relationships and scheduling visits to these schools twice per year (one in the Fall and one in the Spring) in order to promote our programs. Through this, he is looking to learn what areas students are interested in furthering their education. This allows us to ensure our program stays up to date and meets the needs of today's students.</p>

Culinary Specific Info Session	<p>On Wednesday, November 16, 2022 we are hosting a Culinary and Baking and Pastry Specific Information Session. This will run from 5:30 pm – 7:30 pm. It is being promoted through our social media accounts, NCC Today, and through the NCC website. Students can sign up through a link on the site.</p> <p>There will be demos being performed by the chefs and a class will be in session so prospective students and their parents can see what a typical class might look like. Prospective students will have an opportunity to interact with current students, faculty, and staff.</p> <p>There will be representatives from Financial Aid, Housing, Advising, and Admissions to answer any other questions students and their families may have.</p> <p>This type of event allows us to develop relationships with these prospective students and give them an idea of what things are like day to day at NCC. They have an opportunity to get to know the faculty and staff as well as be given information on all of our programs. We are able to explain our Culinary Certificate, Culinary Associate’s and Baking and Pastry programs. We can explain how these programs work together and build on each other.</p>
HubSpot	Cindy works with Hubspot to reach out to prospective students who are expressing interest this way. She follows up with them, answers their questions, and helps get them enrolled as needed. She provides information as to the next steps in the process and connects them with other areas such as financial aid and admissions to help students get through the admissions process. This has brought great results as the students now have a point of contact “go to” person who they can reach out to directly and get clear answers to their questions.
C-Cap and ProStart	<p>We are developing relationships with Skills USA, C-CAP and ProStart in order to build enrollment. We will be hosting the Skills USA Competition at NCC on January 25. This will be the Back of the House and Front of the House competitions. The Baking and Pastry Competition will be held at BAVTS.</p> <p>On January 27, 2023 Carin will go to CCP to judge the C-CAP competition.</p> <p>On March 3, 2023 we will be in Penn State for the Pro Start Competition.</p>
Discussion Topics	
Suggestions for increasing enrollment through recruitment, marketing, and outreach?	<p>The group suggested we start our outreach earlier. It was noted that we typically start with high school but the group suggested we start in Middle School to begin to plant the seed with students and parents at a younger age.</p> <p>The group suggested we continue to do what we are doing with high school outreach.</p> <p>The group suggested we better show how affordable NCC is as compared to other schools.</p> <p>Consider having Alumni ambassadors paired with current students who can speak first-hand about our program and the benefits of coming to NCC.</p> <p>Ensure the demos we are doing have a “WOW” factor</p>
Adapt recruitment to be more inclusive of non-traditional students	Share facts and figures more openly. Be more upfront with the approach of NCC. Not only is the cost significantly less, but better demonstrate our individualized approach for each student. Show how we develop individual relationships with each student and help them find the career that is best for them.

	<p>Promote the many different options/paths within the industry. Show what our students are doing with their degree – it goes beyond just being a line cook. Promote the different paths that can be taken and how we have helped our students on these various endeavors.</p> <p>Use the PRLA to become the middleman between business and school. Show businesses how we can help their employees be better at what they do. Partner with businesses to create opportunities for non-traditional students.</p> <p>Attend Career Fairs so that we can find people looking for a change. This is a way to find nontraditional students who are unhappy with their current circumstance and are looking for a change. Show off what we have to offer.</p> <p>Get involved with community events. Offer to do demos and get involved with the community. Ensure demos provide a “WOW” factor that people will walk away remembering. They will be impressed and pas this on to their friends/neighbors/etc. looking to get into the industry</p>
How do we compete with restaurants who are paying higher hourly wages than ever and offering incentives?	<p>Front end load classes so students go to school at the beginning of the week when restaurants are traditionally slow. Students can then focus on their schoolwork and have a better work-school life balance. This would free up their weekends so they were available to work.</p> <p>Offer longer class days so they could attend fewer days per week. Allow long class days Mondays and Tuesdays so students have more availability for their jobs.</p> <p>Offer part time options so the class schedule is less demanding.</p> <p>Have test out options so students who have industry/life experience can test out of classes through a standardized assessment test. This would test based on SLO’s and competencies to ensure students were not lacking or missing any material</p>
Externship and Job Shadow Opportunities	<p>Offer classes and internship opportunities concurrently. Give students a chance to work in the industry while they are taking classes. This can lead to a job offer and helps them build/grow their network.</p> <p>Offer externships for students to earn credit outside of the classroom.</p>
Industry Certifications	<p>ACF – this fell on both sides of the argument. It was discussed that the ACF is an old school mentality and not relevant to the industry today.</p> <p>Pros: it is nationally recognized, students graduate with a certification</p> <p>Cons: Costly, not a modern approach to food/industry</p> <p>Consider smaller certifications – a Sustainability Certification was noted from the Baldor Food Show. This would attract a different market than we have currently been focused on</p>
Election of New Chairperson	
New Chairperson	John Abela was nominated and elected as the Chairperson of the Culinary Advisory Board.


Appendix E: Curriculum Map



		Specialized Diploma			For Information and Assistance Contact Chef Cynthia Litzenberger clitzenberger@northampton.edu		
Student:		Required for Entrance into CULA courses <input type="checkbox"/> Admissions Change of Major <input type="checkbox"/> Official Transcripts			Required for Entrance into CULA courses <input type="checkbox"/> Current ServSafe Managers Certification <input type="checkbox"/> Immunizations for Hepatitis A, Hepatitis B		
Advisor:							
SEMESTER I				Location: B-BETH; M-MRE; S=SBTH, D=Dist *Subject to Change			
CMPLT	Course #	Course Title	CRDT	Fall	Spring	Summer	Pre-requisites/Co-requisites
<input type="checkbox"/>	COLS101	College Success	1	B,M,D	B,M,D	D	
<input type="checkbox"/>	CULA104	Culinary Foundations	4	B	B	B	PRE: ServSafe Managers Certification
<input type="checkbox"/>	CULA105	Product Identification and Costing	3	B	B	B	PRE: CULA104
<input type="checkbox"/>	CULA110	Baking and Pastry Production	3	B	B	B	PRE: CULA105
<input type="checkbox"/>	CULA112	Culinary Skill Development	3	B	B	B	PRE: CULA110
<input type="checkbox"/>	CULA115	Protein Fabrication & Utilization	3	B	B	B	PRE: CULA112
Total Semester Credits			17				
SEMESTER II				Location: B-BETH; M-MRE; S=SBTH, D=Dist *Subject to Change			
CMPLT	Course #	Course Title	CRDT	Fall	Spring	Summer	Pre-requisites/Co-requisites
<input type="checkbox"/>	CULA135	American Regional Cuisine	3	B	B	B	CULA115
<input type="checkbox"/>	CULA145	Culinary & Restaurant Operations	12	B	B	B	CULA135
Total Semester Credits			15				
SEMESTER III				Location: B-BETH; M-MRE; S=SBTH, D=Dist *Subject to Change			
CMPLT	Course #	Course Title	CRDT	Fall	Spring	Summer	Pre-requisites/Co-requisites
<input type="checkbox"/>	CULA230	Global Cuisine (D)	3	B	B	B	CULA145
<input type="checkbox"/>	CULA250	Advanced Culinary & Restaurant Operations	12	B	B	B	CULA230
Total Semester Credits			15				
Total Program Credits			47				
Notes:							
Students must pass each CULA course before progressing to the next course in the program							
Students can continue to pursue the Culinary Arts, Associates in Applied Science Degree							
Students can enroll in the Baking and Pastry Program using 9 Culinary Arts credits towards their diploma							

Appendix F: Co-curricular Map



		Associate in Applied Science							For Information and Assistance Contact	
Student:		Program Admission Requirements			Required for Entrance into CULA courses				Chef Cynthia Litzenberger clitzenberger@northampton.edu	
Advisor:		<input type="checkbox"/> Admissions Change of Major <input type="checkbox"/> Official Transcripts			<input type="checkbox"/> Current ServSafe Managers Certification <input type="checkbox"/> Immunizations for Hepatitis A, Hepatitis B					
SEMESTER I				Location: B-BETH; M-MRE; S-SBTH, D=Dist *Subject to Change						
CMPLT	Course #	Course Title	CRDT	Fall	Spring	Summer	Pre-requisites/Co-requisites			
<input type="checkbox"/>	COLS101	College Success	1	B,M,D	B,M,D	D				
<input type="checkbox"/>	CULA104	Culinary Foundations	4	B	B	B	PRE: ServSafe Managers Certification			
<input type="checkbox"/>	CULA105	Product Identification and Costing	3	B	B	B	PRE: CULA104			
<input type="checkbox"/>	CULA110	Baking and Pastry Production	3	B	B	B	PRE: CULA105			
<input type="checkbox"/>	CULA112	Culinary Skill Development	3	B	B	B	PRE: CULA110			
<input type="checkbox"/>	CULA115	Protein Fabrication & Utilization	3	B	B	B	PRE: CULA112			
Total Semester Credits			17							
SEMESTER II				Location: B-BETH; M-MRE; S-SBTH, D=Dist *Subject to Change						
CMPLT	Course #	Course Title	CRDT	Fall	Spring	Summer	Pre-requisites/Co-requisites			
<input type="checkbox"/>	CULA135	American Regional Cuisine	3	B	B	B	CULA115			
<input type="checkbox"/>	CULA145	Culinary & Restaurant Operations	12	B	B	B	CULA135			
Total Semester Credits			15							
SEMESTER III				Location: B-BETH; M-MRE; S-SBTH, D=Dist *Subject to Change						
CMPLT	Course #	Course Title	CRDT	Fall	Spring	Summer	Pre-requisites/Co-requisites			
<input type="checkbox"/>	CULA230	Global Cuisine (D)	3	B	B	B	CULA145			
<input type="checkbox"/>	CULA250	Advanced Culinary & Restaurant Operations	12	B	B	B	CULA230			
Total Semester Credits			15							
Associates Degree General Education Credits			(One Course Must be Writing Intensive; One Must Be Designated Diversity & Global Awareness)							
Semester IV										
CMPLT	Course #	Course Title	CRDT	Fall	Winter	Spring	Summer	Pre-requisites/Co-requisites	Gen Ed	
<input type="checkbox"/>	CMTH102	Introduction to Communications	3	B,M,D		B,M,D	B,M,D			Comm
<input type="checkbox"/>	ENGL101	English I	3	B,M,D		B,M,D	B,M,D			Comm
<input type="checkbox"/>		Math or Science Equivalent	3	B,M,D	D	B,M,D	B,M,D			QL or Sci
<input type="checkbox"/>			3	B,M,D	D	B,M,D	B,M,D			Gen Elective
Semester V										
<input type="checkbox"/>	ENGL151R II	English II (Report Writing)	3	B,M,D		B,M,D	B,M,D	PRE: ENGL101		Comm
<input type="checkbox"/>			3	B,M,D	D	B,M,D	B,M,D			Gen Elective
<input type="checkbox"/>			3	B,M,D	D	B,M,D	B,M,D			Gen Elective
<input type="checkbox"/>	FOOD123	Menu Planning Food/Beverage Cost Control	3	B,M,D	D	B,M,D	B,M,D			Elective
<input type="checkbox"/>	ENGL151R II	Writing Intensive								
<input type="checkbox"/>		Diversity	3	B,M,D		B,M,D	B,M,D			
3 courses from at least 2 categories										

Must Include 1 course designated as WI and 1 course designated as D	
WI	Writing Intensive
D	Diversity

R	Recommended
---	-------------

Key:

QL	Math
SCI	Science
AH	Arts & Humanities
SIT	Societies & Institutions Over Time
SSHB	Scientific Study of Human Behavior

Each Course = 3 Credits			General Education Course Categories					Required		
Course	Course Name	R	(QL)	or	SCI	(AH)	(SIT)	(SSHB)	(WI)	(D)
Number	Number of Courses Required		1		1	3 Courses from 2 Categories			1	1
ARTA100	Art & Visual Thinking					X				
ARTA101	Art History Survey					X				
BIOS104	Field Ecology			X						
BIOS105	Contemporary Biology			X					X	
BIOS107	Biology I			X						
BIOS110	In your Genes: Intro to Mod Genetics			X						
BIOS115	Essentials of Biology			X						
BIOS126	Environmental Science			X						X
BIOS150	Biology II			X						
BIOS160	Human Biology			X						
BIOS202	Microbiology for Allied Health			X						
BIOS204	Human Anatomy and Physiology I			X						
BIOS206	General Ecology			X						
CHEM105	Chemistry in Contemporary Society	X		X						
CHEM120	General Chemistry	X		X						
CHEM135	Chemistry of Life			X						
CMTH110	Introduction to the Theater					X				
CMTH111	Acting I					X				
CMTH115	Technical Theatre					X				
CMTH117	Stagecraft					X				
CMTH126	The Communication Arts					X				X
CMTH189	Stage Voice and Movement					X				
CMTH190	Stage Production					X				
CMTH206	Directing					X				
CMTH211	Plays: Classical to Contemporary					X			X	X
CMTH212	Acting II					X			X	
CMTH218	Theatre Portfolio					X				
CMTH218	Introduction to Film					X				
CMTH221	History of Broadcasting						X			
DANC101	Dance History					X				X
DANC110	Ballet I					X				
DANC120	Modern Dance I					X				
DANC130	Jazz I					X				
DANC210	Ballet II					X				
DANC220	Modern Dance II					X				
DANC230	Jazz II					X				
ECON210	Macroeconomics							X		
ENGL201	British Literature I					X			X	
ENGL203	Shakespeare					X			X	
ENGL205	American Literature I					X			X	X
ENGL211	Plays: Classical to Contemporary					X			X	
ENGL215	Multicultural Adolescent Literature					X			X	X
ENGL250	Latin American Literature					X			X	X
ENGL251	British Literature II					X			X	X
ENGL253	Creative Writing					X				X
ENGL255	American Literature II					X			X	X
ENGL256	Modern Poetry					X			X	X

ENGL257	20th Century Literature by Women				X			X	X
ENGL258	Fiction Writing				X				
ENGL260	Contemporary Literature				X			X	X
ENGL264	Irish Literature				X			X	X
ENGL265	African-American Literature				X			X	X
ENGL267	Poetry Writing				X				X
GEOG210	Weather and Climate			X					X
GEOG101	World Geography	X				X			X
GEOG121	Environmental Sustainability	X					X	X	X
GEOG140	Investigating Climate Change						X		
GEOG150	Astronomy			X					
GEOG151	Geography of the U.S. and Canada					X		X	X
GEOG271	Introduction to Geographic Information Systems						X		
GEOL201	Physical Geology			X					
GLBL130	Introduction to Global Studies	X				X			X
GLBL160	Field Experience & Acad. Research in GS					X			X
GLBL230	Global Studies Capstone					X			X
HIST103	Ancient & Medieval History					X			
HIST113	American History I	X				X		X	X
HIST121	The Black Experience					X		X	X
HIST123	African Civilization					X			
HIST140	Modern Chinese History					X			X
HIST153	Found of Modern European History, 1300-1815					X		X	
HIST163	American History II					X			
HIST165	The American Experience of Warfare					X			X
HIST166	Civil War and Reconstruction					X		X	X
HIST168	History of the Middle East					X		X	X
HIST173	Modern European History, 1815 to Present					X		X	X
HIST210	History of Modern Science, 1859 to Present					X			
HIST211	History of Pennsylvania					X			
HUMA121	The American Work Experience				X			X	X
HUMA140	Intro to Women and Gender Studies				X			X	X
HUMA210	Creativity and the Origin of Ideas				X				X
HUMA250	Research Methods in Social Sciences						X	X	
INTS202	The Architecture of the City: Classic to Contemporary					X			
INTS250	Study Abroad	X					X		
JOUR101	Journalism and Society				X				
MATH103	Applications in Mathematics	X	X						
MATH120	Nature of Mathematics	X	X						
MATH120	Calculus III		X						
MATH140	College Algebra	X	X						
MATH145	Trigonometry		X						
MATH150	Introductory Statistic		X						
MATH160	Pre-Calculus		X						
MATH165	Applied Calculus		X						
MATH175	Calculus with Review (Part 1)		X						
MATH176	Calculus with Review (Part 2)		X						

MATH180	Calculus I		X					
MATH181	Calculus II		X					
MATH211	Differential Equations		X					
MDLA	All Courses Modern Language				X			X
MUSC101	Introduction to Music				X			
PHIL111	On Death and Dying				X		X	X
PHIL121	World Religions				X			X
PHIL201	Introduction to Philosophy				X			
PHIL202	Ethics and Moral Problems				X		X	
PHIL204	Asian Philosophies				X			X
PHIL211	Ancient Philosophy				X			
PHIL215	Modern Philosophy				X			
PHIL225	What is Freedom?				X			
PHYS101	Physics I			X				
PHYS151	Physics II			X				
PHYS152	Physical Science II			X				
PHYS215	Physics for Science and Engineering I			X				
PHYS225	Physics for Science and Engineering II			X				
POLS101	Introduction to Political Science					X		X
POLS105	American Constitutional Law					X	X	
POLS110	American National Government					X	X	
POLS150	Peace Studies & Conflict Resolution (Study Abroad)					X		X
POLS170	Politics of Modern Turkey (Study Abroad)					X		X
POLS202	International Relations					X		X
POLS205	Women and Politics					X	X	X
POLS251	State and Local Government					X	X	X
PSYC103	Introduction to Psychology	X					X	X
PSYC230	Introduction to Health Psychology						X	
PSYC235	Developmental Child Psychopathology						X	
PSYC245	Cognitive Psychology						X	
PSYC255	Abnormal Psychology						X	
PSYC258	Developmental Psychology						X	X
PSYC265	Psychology of Sex and Gender						X	
SOCA102	Cultural Anthropology					X	X	X
SOCA103	Principles of Sociology	X					X	X
SOCA105	American Ethnicity					X		X
SOCA125	Sociology of Families						X	X
SOCA160	Issues in Contemporary Genocide & Mass Violence					X		X
SOCA210	Sociology of Gender						X	

Required Culinary Electives:

CMTH102	Introduction to Communications
ENGL101	English I
ENGL151R	English II (Report Writing)

Recommended Free General Education Elective:

FOOD123	Menu Planning Food/Beverage Cost Control

Additional Courses that Fulfill the Diversity (D) Requirement:

BIOS126	Environmental Science
BIOS210	Environmental Biology
BUSA115	Intro to International Business

CJST250	Contemporary Issues in Criminal Justice
CMTH215	Intercultural Communication
ENGL151L	English II Literature
HUMA150	Nature of the Environment
INTS201	Implement Sustain Energy Sys in Develop Com
POLS105G	American Constitutional Law
SOCA150	Deviance
SOCA204	Social Problems

Appendix G: Curriculum Matrix

List all of the program learning outcomes for the program of study in the first column. List the program courses across the top row. Then make "I" for a learning outcome that is introduced (*addressed for the first time*), "R" for a learning outcome that is reinforced (*addressed again, but not emphasized in a major way*), and/or "M" for a learning outcome that emphasized (*addressed in a major way, emphasis toward mastery*) under each specific course.

Please note: Not every course will address every program-learning outcome.

I = Introduce; R = Reinforce; M = Emphasize Mastery

	Understand the terminology of the commercial kitchen. This includes terms from several European languages, as well as the accepted menu terms and titles used in a modern food service establishment.	Have an understanding of the operation, maintenance, and cleaning of the tools and machines used in a modern food service establishment	Demonstrate proper sanitation and safety techniques for all aspects of the food service establishment	Demonstrate knowledge and application of culinary techniques and methods used in modern food service operations	Recognize all of the major food products used in a commercial food service establishment	Demonstrate an ability to maintain an organized file of recipes and preparation methods	Demonstrate the ability to accurately measure and formulate recipes that result in consistent desired results each and every time, both in quality and cost	Demonstrate the ability to organize a food preparation workstation based on menu items to be prepared
COURSES								
CULA 104	I							
CULA 105	I	I			I			
CULA 110	I	I	I	I	I	I	I	
CULA 112	I	I	I	I	I	I	I	
CULA 115	I	I	I	I	R	I		
CULA 135	R	R	R	R	R	R	R	I
CULA 145	R	R	R	R	R	R	R	R
CULA 230	M	M	M	M	M	M	M	R

Appendix H: Key Abilities Program Matrix



The five Gen Ed Key Abilities help students navigate the world. In each class they take, they should expect to be challenged to develop and deepen their key abilities. After they graduate, these abilities will help them continue learning, adapt to change, and become citizens who can make wise choices and contribute to their communities.

1. **Communicate**

- *Students are able to share their ideas powerfully and clearly.*
 - *Uses appropriate, relevant, and compelling content and sources that illustrate knowledge and understanding of the topic.*
 - *Assignment is organized and understandable. Distinct intro, body, and conclusion, as appropriate for the discipline.*
 - *Language is clear and understandable. Executes assignment within conventions of a specific discipline, including source citation.*

2. **Analyze and Solve Problems**

- *Students are able see and solve the problems around them, using solid data to draw and communicate reasonable conclusions.*
 - *Identify and understand an issue, concept, or problem, any data needs, and constraints that have to be considered in order to analyze an issue or solve a problem. Students recognize multiple perspectives*
 - *Use various tools, representations, notation, etc. to help them organize data and see relationships or identify assumptions related to the issue, concept or problem*
 - *Evaluate any conclusions drawn, implications made, or plans for solving a problem, including evaluating any assumptions and any evidence gathered.*

3. **Use Technology**

- *Students are able to select and ethically use appropriate technology to create, communicate and discover.*
 - *Effectively select and use the appropriate technology applications or resources to accomplish specific goals.*
 - *Be an active and responsible participant in online communities.*
 - *Understand the legal and ethical facets of technology in a global society.*

4. **Understand Diversity**

- *Students are able to understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.*
 - *Explain how the range of human differences shape the historical and current formation of artistic, economic, social, scientific, cultural or political institutions*
 - *Explain how individuals experience equality and inequality with a society, its institutions or its cultures*
 - *Analyze how individuals and institutions have addressed persistent global challenges, including physical resources and social values.*

5. **Engage in Ethical Questions**

- *Students are able to identify ethical choices, consider alternatives and consequences, and choose actions and choose actions keeping in mind everyone affected.*

Indicate in the table below the program courses in which a key ability is assessed ("A"- Assessed) – if possible, identify the specific assignment/activity in which the key ability is assessed. Focus on the required courses and designated program electives.

Key Abilities	CULA 104	CULA 105	CULA 110	CULA 112	CULA 115	CULA 135	CULA 145	CULA 230	CULA 250
1. Communicate	A	A	A	A	A	A	A	A	A
2. Analyze and Solve Problems		A							
3. Use Technology						A	A	A	A
4. Understand Diversity						A		A	
5. Engage w/ Ethical Questions		A				A		A	

Appendix I: Assessment Plan



Program Learning Outcomes	Describe how the outcome has been assessed in the last five – year period.	What have been the results of that assessment?
<p>7. Understand the use of commercial tools and equipment to develop culinary techniques producing a wide variety of food products for both baking and savory applications.</p>	<p>Was to be assessed in the 2019/2020 academic year. Did not get assessed due to Covid and lack of a full time faculty member.</p> <p>The assessment method was through quizzes on Equipment Identification in Culinary Foundations (CULA 105).</p> <p>Additionally, student would be assessed on a Butchers Yield Test on beef tenderloin in Product Identification and Costing (CULA 115).</p>	<p>Not assessed due to Covid and lack of a full time faculty member.</p> <p>The outcome is to be assessed in the 2024/2025 academic year.</p>
<p>8. Maintain the basic principles of food safety and sanitation.</p>	<p>Was to be assessed in the 2019/2020 academic year. Did not get assessed due to Covid and lack of a full time faculty member.</p> <p>The assessment method was to be two safety and sanitation quizzes in Restaurant Operations (CULA 145). Their performance in the kitchen would also be assessed.</p>	<p>Not assessed due to Covid and lack of a full time faculty member.</p> <p>The outcome is to be assessed in the 2024/2025 academic year.</p>

<p>9. Identify major food products; interpret recipes and procedures to produce a technically correct, appealing finished product while maintaining an organized station.</p>	<p>Was to be assessed in the 2020/2021 academic year. Did not get assessed due to Covid.</p> <p>The assessment was planned to review quizzes and recipe costing homework from Product Identification and Costing (CULA 105).</p> <p>Additionally, in American Regional Cuisine (CULA 135) students would create an ethnic menu for restaurant service.</p>	<p>Was to be assessed in the 2020/2021 academic year. Did not get assessed due to Covid.</p>
<p>10. Demonstrate skills and culinary terms needed for successful advancement in the industry through professional communication, multitasking, teamwork, and industry related technical skills and technology in both the back and front of the house.</p>	<p>Assessed in the 2021/2022 academic year. The outcome was assessed on student communication, behavior, and participation in their Advanced Restaurant Operations lab class through both their Back of the House and Front of the House Rotations. The achievement goal was that 75% of the class would earn an 80% or above.</p> <p>Students were also assessed in their General Education Elective – Communication class. The achievement goal was that 75% of the class would earn an 80% or above.</p>	<p>Spring 2022 – The students ranged in averages from 84% - 89% in Restaurant Operations and from 79% - 84% in Advanced Restaurant Operations. Overall the goal was reached. Material will be updated to stay relevant with the changing environment.</p> <p>The class average was 85% and students reached the benchmark.</p>

<p>11. Apply the basic principles of menu planning, purchasing, and costing techniques to create a profitable business operation.</p>	<p>Students will be assessed in Advanced Restaurant Operations (CULA250) through a final practical exam graded by a rubric for the assignment.</p> <p>The achievement goal is for 75% of the class to earn an 80% or above.</p> <p>This is currently being assessed in the 2022/2023 academic year and results are not yet complete.</p>	<p>Currently being assessed and results are not yet complete.</p>
<p>12. Create a professional portfolio demonstrating industry readiness for employment.</p>	<p>Students are being assessed on a final portfolio. The assignments begin in American Regional (CULA 135) and the completed portfolio occurs in Advanced Restaurant Operations (CULA 250).</p> <p>This outcome will be assessed in the 2023/2024 academic year.</p>	<p>The outcome is to be assessed in the 2023/2024 academic year.</p>

Appendix J: Teaching Faculty Credentials



Chef Tyler Baxter

- Associates in Applied Science from Northampton Community College
- ServSafe Certified
- RAMP Certified

Chef James Brinkman

- Associates in Applied Science, PA Institute of Culinary Arts
- Food and Beverage Management Certification
- ServSafe Certification
- Nutrition Certification

Chef Domenico Lombardo

- Associate in Science – Culinary Arts, Johnson and Wales University
- Master Certificate from Italian Culinary Institute for Foreigners
- ServSafe Certified

Chef Rebecca Martin

- Associate in Science – Hotel and Restaurant Management for Raritan Valley Community College
- ServSafe Certified

Chef Kate Oscavich

- Associates in Applied Science from Northampton Community College
- ServSafe Certified

Appendix K: External Review Report



DREXEL UNIVERSITY

Food Lab

Center for Hospitality & Sport Management

Denise François-Seeney, Ph.D.
Dean, School of Business & Industry
Northampton Community College

Dear Dean François-Seeney

Thank you for the opportunity to review the NCC culinary program again. The five years since the last review were eventful, to say the least, with the COVID-19 pandemic, the departure of the program's director, and a volatile economy and tourism and hospitality sector. Frankly, I wasn't sure what to expect on my revisit and am pleased to see that the program continues to be strong.

There is an intangible feeling, not visible in any report or self-study, which chefs can identify on entering a kitchen. It is a positive culture. Chefs can tell within a few seconds of entering a kitchen, whether it is a positive or challenged environment. The environment of the NCC culinary program was positive, even more so than on my last visit.

During my visit I met with faculty, administrators, and students in two classes. I also had the pleasure of experiencing the hospitality of Hampton Winds.

The overwhelming sense from all parties was one of functionality, positivity, overcoming past challenges and looking forward to a bright future.

Among the strengths I noted:

- Dedicated and skilled faculty who prioritize the students.
- Engaged and committed student body.
- Adequate if not ideal facilities for culinary instruction.
- Streamlined processes for restaurant operations, procurement, and academic operations.
- Supportive leadership.
- Newly renovated facilities.
- Industry partnerships for job placements and state-of-the-art equipment donations.
- Positive energy around new initiatives such as the supper club.
- A cohesive faculty with shared views.

101 North 33rd Street, Suite 110, Philadelphia, PA 19104

215-571-4461

Ongoing challenges include:

- Insufficient enrollment.
- An operational and cultural gap between the culinary program and the rest of the college “across the street,” including academic advising.
- Fulsome integration of hospitality program.
- Competing priorities, at times, between revenue-generating restaurant operations and student learning.
- High administrator-to-faculty ratio.

Priorities include:

- Establishing a robust internship program.
- Establishing a part-time enrollment option.
- Developing summer programming to generate revenue and build enrollment.
- Upgrades to facilities including classroom space for hospitality and refurbishing/expanding walk-in refrigerator and freezer.
- Developing new and adjunct faculty teaching and curriculum development skills.

In the following section I will provide my recommendations for strengthening this already high-quality program.

The usual caveat applies. While my day was chockablock with meetings, a single day’s visit is not sufficient to fully appreciate the program and its nuances. My visit did not allow for conversations with other stakeholders including the advisory board, employers, or academic advisors.

I will begin with a recap and commentary in brackets of my last report from 2018.

2018 Positives

The curriculum with a full academic year in Hampton Winds is unique and nationally distinct. While most programs have some sort of student restaurant, none offer such a robust year of working-learning experience. It needs to be reframed and better structured/supported but much more could be made of that in your marketing to attract students who are committed to learning by doing. While CIA offers three-week stints in its restaurants, you offer a full academic year! [This remains a positive feature in 2023 and should be the focus of marketing.]

The curriculum and calendar were revised substantially for the first time since before most of your students were born. Making ServSafe a prerequisite should help to raise the caliber of the class and continue to improve retention. Requiring service learning, and new coursework in catering, American Regional cooking, and front-of-house skills will provide a more holistic culinary education. Being on the college calendar will help to better integrate culinary into the fabric of the college.

[Some of these improvements were made while others are in process.]

Students like the 3-week block schedule and find their coursework sufficiently challenging at first. Later in their studies, they need to be busier and pushed more physically and academically. The program has a great reputation regionally and they find the alumni network receptive to hires in the Lehigh Valley. They see the program as an excellent value and smart alternative to pricey programs. Students report that they receive a high degree of individual attention from faculty committed to them, who are willing to share their contacts and network and work individually with students to ensure success.

[The academic rigor of the program seems to have improved.]

Alumni report good reputation and good relationships between the culinary program and regional employers as well as vo-techs.

[This remains true.]

Faculty report satisfaction with new energy around curriculum revision. They are open to new technologies in the kitchen and dining room and are interested and open to faculty development opportunities. They acknowledge that change can be uncomfortable but it is needed and inevitable and overall express optimism about the program and the leadership.

[This remains true.]

2018 Negatives

Students and faculty report large amounts of food waste and a resulting high food cost percentage. The menu is large given the volume of Hampton Winds guests, with some meals at a 1:1 student to guest ratio. Further, there seems to be little coordination between lunch and dinner menus or product utilization over the week (e.g. leftover roast from dinner becomes hash for tomorrow's lunch) for cross-utilization.

[This has been significantly improved and did not come up in my visit.]

Students report frustration with seemingly subjective grading and high stakes make-or-break exams. If rubrics are used to assess Hampton Winds performance, they should be made known and available to students at the outset. If not, there should be clear criteria and rubrics for all activities tied to course and program outcomes. Relatedly, students question whether they are being held to high professional standards. They claim to want more rigor in the kitchens in terms of physical (food volume) and intellectual challenges.

[This has been significantly improved and did not come up in my visit.]

Students and faculty report a schism between culinary and the rest of campus. To my point above, a student used the word "schism" to describe it. The calendar alignment will be helpful but I would encourage further exploration of opportunities to integrate the culinary program into the academic life of the campus.

[This remains a challenge.]

2023 Suggestions

During my visit, I had the opportunity to listen to faculty, administrators, and students, and also to provide suggestions that I heard to run by other parties that could aid in strengthening the program. These are:

1. Grow enrollment

Without sufficient students and their associated revenue, the program cannot thrive. I would suggest prioritizing this program among the college's marketing and enrollment function as well as working with Institutional Advancement to get pro-bono or financial support for PR and marketing specific to the culinary program. Consider launching summer and weekend "boot camps" for high school students or career changers interested in the culinary profession. Strengthen relationships with organizations like C-CAP and NOCTI at the national and state level. As a community college with dorms, the program has a distinct advantage for attracting national and international applicants.

Consider removing the ServSafe prerequisite and integrating this into first semester offerings to reduce barriers to enrollment.

2. Add internships, service learning, study abroad, and other experiential learning

An internship program allows students to learn outside of the Hampton Winds facility, which would also enable increased enrollment. For example, I could imagine a scenario where time at Hampton Winds is reduced to allow more students to pass through the program, but students continue their experiential learning off-site at a single facility such as a casino resort or multiple outlets. An internship could also obviate the need for students to switch from day to evening classes which is disruptive to their work schedules and family commitments.

Students also expressed interest in service learning opportunities, which could provide additional revenue opportunities as well helping students understand the importance of civic engagement for culinary professionals. For example, could food donations be converted to ready-to-eat meals for soup kitchens and shelters under a contract with a local municipality? A number of models exist.

Students also expressed interest in short study abroad opportunities which could have value for their learning and could attract enrollment.

3. Better integrate hospitality and culinary

Hospitality management and culinary arts are two sides of the same coin. Co-locating them, having faculty teach students in both programs, and leveraging facilities, technologies, internships, industry placements, guest speakers, field trips, and other resources across programs will strengthen the experience for faculty, students and stakeholders, and yield operating efficiencies for the college.

4. Curriculum improvements

Curriculum is a living document needing continuous improvement. Proposed changes like breaking up the 12-credit courses to 3- and allowing students to enroll part-time will improve the program. The program should be continually benchmarked against peer and reach institutions, focusing on current practices and improving academic rigor. Look for opportunities to introduce other professions including food entrepreneurship, food product development, and sustainable food systems, beyond the restaurant kitchen.

Consider more strategic alignment of general education offerings to enhance culinary studies. Courses like nutrition, foreign languages, business, sustainability, applied math, and organizational psychology could make for well-rounded culinary graduates.

5. Optimize organization chart

For a small program to have only one full-time faculty member but a full-time program administrator and two full-time program managers does not seem logical to me. Without taking a deep dive, I am not proposing an optimal structure but would suggest that leadership carefully examine workload, needs, and priorities against this structure, especially in light of the anticipated retirement of the program administrator.

While the program adjusted quickly to the departure of the culinary program director, the functional abilities of a culinary program director in terms of curriculum development, faculty development of new and adjunct faculty, maintaining relationships with secondary and 4-year institutions, and industry relationships, especially if the program launches an internship program, needs to be captured in the organization chart.

Overall recommendation

Overall, I concur with the recommendation to continue and grow the program. To not do so would represent a significant loss to the region. You should be proud of your work to date. I anticipate a bright future for this program.

Thank you again for the opportunity to review this program. Please do not hesitate to contact me if I can be of further service.

In hospitality,



Jonathan Deutsch, Ph.D.
Professor and Director, Food Entrepreneurship and Innovation Programs
Department of Food and Hospitality Management
Drexel University