

**1.0 PROGRAM ELIGIBILITY *Standards 1.1 - 1.7***

1. Provide a copy of Program Application for ACF Accreditation as part of this self study.
2. Describe the institution, including accreditation and licensure status. If a recognized agency has denied accreditation or pre-accreditation status to the institution or place the program on public probationary status, or has revoked the accreditation or pre-accreditation status of the institution or program, provide an account of such action (s).

(Standards 1.1 – 1.3)

**History of Nashville State Community College (NSCC)**

In 1963, the Tennessee General Assembly passed House Bill No. 633 authorizing the statewide system of regional technical institutes and area vocational-technical schools.

Nashville State opened in 1970 with an enrollment of 398 students. By the Fall of 2000, that number had grown to 7,315; with an enrollment of over 14,000 students during the entire academic year. Nashville State's initial offering of five Associate's degree programs has grown to 49 degree programs and 12 certificate programs. In addition, Nashville State offers continuing education courses ranging from technical skills to management training and programs providing training in such areas as computer-aided drafting and office technology.

Nashville State shares a 109 acre campus with the Tennessee Technology Center at Nashville. The Nashville State facilities include 239,000 square feet of space for classrooms, labs, offices, student services, and a library. In addition, the Southeast Center, located on the East side of Nashville near the airport, opened fall 2005 in a building that formerly housed the Tennessee Preparatory School.

Since 1984, Nashville State has been governed by the Tennessee Board of Regents (TBR) of the State University and Community College System. By 2001, TBR began analyzing the lack of a comprehensive community college presence in Cheatham, Davidson, Dickson, Houston, Humphreys, Montgomery, and Stewart counties. After extensive study and consultation, TBR decided to pursue the objective of expanding the mission of Nashville State as a comprehensive community college in order to help Middle Tennesseans by preparing a skilled workforce; attracting high skill, high pay jobs; improving the per capita income rank of 8th among 11 peer cities; easing transfer to baccalaureate programs; and projecting a substantial income lifetime advantage of graduates with Associate's degrees.

In the spring of 2002, the decision was approved by the Tennessee General Assembly and the Tennessee State Governor to expand Nashville State to community college status effective on July 1, 2002.

Nashville State is authorized to offer the Associate of Applied Science (A.A.S.) degree, as well as technical and academic certificates. The Associate of Arts (A.A.) and

Associate of Science (A.S.) degrees are offered for students planning to transfer to universities.

### **Accreditation & Memberships**

Nashville State Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 South Lane, Decatur, Georgia 30033-4097; Telephone 404-679-4501 to award the Associate of Applied Science (A.A.S.) degree, the Associate of Arts (A.A.) degree, and the Associate of Science (A.S.) degree.

The Business Management, Computer Accounting, and the Office Administration programs have been given full accreditation by the Association of Collegiate Business Schools and Programs (ACBSP).

The following Engineering Technology Programs have been accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

- Architectural Engineering Technology
- Civil and Construction Engineering Technology
- Electrical Engineering Technology
- Electronic Engineering Technology

The Occupational Therapy Assistant Technology Program is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

The Surgical Technology Program has been reviewed by the Accreditation Review Committee on Surgical Technology (ARC-ST), and is accredited by the Committee on Accreditation of Allied Health Education Programs (CAAHEP).

Nashville State holds membership in additional professional organizations, including:

American Association of Community Colleges  
American Society for Engineering Education  
American Society for Training and Development  
Council for Higher Education Accreditation  
Middle Tennessee Society for Human Resource Management  
Nashville Area Chamber of Commerce  
Nashville Technology Council  
National Association of College & University Business Officers  
National Association of Student Financial Aid Administrators  
Servicemembers Opportunities Colleges  
Tennessee Alliance for Continuing Higher Education  
Tennessee College Association  
The College Board

(Standard 1.4)

A summary of the program coordinator's credentials are as follows:

- Total industry & culinary educator experience: 1979-2005.
- Total industry experience as working culinarian: 17 years.
- Industry experience as executive chef: 9 (of 17) years.
- A.C.F. Certified Executive Chef (expires 2007).
- Experience as culinary educator: 10 years.
- Master's in Business Administration (M.B.A.) Middle Tennessee State University, 1998.

(Standard 1.5)

## Program History

## Background and General History

The Tennessee Higher Education Committee approved a new Associate's degree program in Culinary Science July 29, 1996. The culinary program at Nashville State Tech was created in response to industry demand for a culinary program in the Middle Tennessee and Nashville metropolitan area. A group consisting of Nashville State Tech administrators, representatives of the Tennessee Restaurant Association, Nashville restaurant owners and local chefs formulated a set of standards and criteria which lead to a program proposal and subsequent creation of an Associate's of Science in Culinary Science for Nashville State Technical Institute.

The goal of the culinary program, as stated in the original proposal, is "to provide qualified entry-level culinary personnel for the food industry of Middle Tennessee"; and "to provide an accessible college-level culinary degree program for Middle Tennessee residents who wish to pursue a career in the food service industry."

The program underwent a name change from "Culinary Science" to "Culinary Arts" effective September 2, 2005.

On March 20, 2003, the Tennessee Board of Regents approved a one-year Technical Certificate in Culinary Science, now Culinary Arts, for NSCC.

In January 1997, the first group of culinary students (18) enrolled in the first two courses offered in the program: Hospitality and Sanitation. The program has been in continuous existence since that first term.

The total number of graduates for the last three academic years is as follows:

- 2005: 16
- 2004: 8
- 2003: 5

(Standard 1.6)

Program evidence of meeting required ACF knowledge and competencies is detailed in Standard 5.3.1.

(Standard 1.7)

Contact hour summary of the A.A.S. program and Technical Certificate in Culinary Arts is shown below.

	<u>A.A.S. Culinary Arts</u>	<u>Technical Certificate</u>
Academic contact hours	360	
Culinary Arts contact hours	720	405
Internship contact hours	<u>60</u>	<u>30</u>
Total	1140	435

List of exhibits for Standard 1.0

**Exhibit 1A** Program Application

**Exhibit 1B** Program Graduate contact sheet

**Exhibit 1C** Program contact hour summary

## 2.0 MISSION AND GOALS *Standards 2.1 - 2.3*

### 1. What are the mission and goals of the program(s)?

#### (Standard 2.1)

The vision and mission statements for the Culinary Arts program at NSCC are:

#### Vision Statement

To be a nationally recognized leader and provider of excellence in culinary education.

#### Mission Statement

The Culinary Arts program at Nashville State Community College will:

- Be Middle Tennessee's foremost provider of formally trained culinarians.
- Prepare individuals for an immediate positive contribution within the hospitality industry by providing a fundamentally sound, progressive, relevant, and enriched culinary education.

#### Program goals and objectives

Graduates of the program will possess the following skills and attributes:

1. Culinary skills defined as:
  - a. Competency in food production cooking methods including hot and cold foods, baking and pastry, international dishes and contemporary American cuisine.
  - b. A working knowledge of culinary theory and terminology, and the ability to apply such within a kitchen production facility.
  - c. Knowledge of nutrition principles, menu writing, cost and inventory control, and safety and sanitation principles.
  - d. Knowledge of supervisory techniques and tools which will aid our graduates in their career progression.
2. The ability to work effectively within a culturally diverse team environment within a variety of kitchen production facilities.
3. Basic word processing and spreadsheet software skills, and the ability to collect, organize, evaluate, and utilize information accessed via library and Internet research.
4. The ability to write clearly, speak effectively, read and listen actively and the ability to communicate with educationally and economically diverse associates.
5. The ability to think critically in evaluating information, and to use such information to solve problems and make better decisions.
6. A commitment to
  - a. the responsibility of culinary professionals to work towards the betterment of their community.
  - b. the consistent practice of the highest ethical behavior in their personal and professional lives.

2. How do the mission and goals of the program(s) fit with the institution of which it is a part?

(Standard 2.2)

Currently, all programs in the Business & Applied Arts Division are revising program goals so they correspond to the newly established goals of our division.

The vision and mission statements for the Business and Applied Arts Division (which houses the culinary program) at NSCC is as follows:

**Vision:** The Business & Applied Arts Division envisions a learning environment where students succeed in our programs, are prepared to further their education at other institutions, become productive individuals in the workplace, and develop a passion for learning.

**Mission:** To help our students become ethical and competent professionals in their chosen fields by providing a learner-centered environment.

The Business and Applied Arts Division provides programs of study consistent with students' goals which are intended to develop appropriate skills that our faculty and advisory committees have identified as critical to success. To accomplish this we focus on academic excellence, best practices in teaching and learning, technological competence, and the practical application of discipline-specific principles.

**Our Philosophy:** We recognize that students have the major responsibility for their own learning. We provide a resource-rich environment where students can honor this responsibility. Our goal is to assist students in developing

- The skills deemed essential for success in their chosen field
- Integrity and an ability to think and behave ethically
- Communication skills (reading, writing, speaking, listening)
- Computation skills (understanding and applying mathematical concepts and reasoning, analyzing and using numerical data)
- Community skills (citizenship, diversity/pluralism, local, community, global, environmental awareness)
- Critical thinking and problem solving skills (analysis, synthesis, evaluation, decision making, creative thinking)
- Information management skills (collecting, analyzing, and organizing information from a variety of sources)
- Interpersonal skills (teamwork, relationship management, conflict resolution, workplace skills)
- Personal skills (ability to understand and manage self, management of change, learning to learn, personal responsibility, aesthetic responsiveness, wellness)
- Technology skills (computer literacy, Internet skills, retrieving and managing information via technology)

3. How are the goals and objectives kept current with industry's requirements? Include in your answer the frequency and methods of their review.

As part of a continuous effort to ensure that technical programs stay current with industry requirements, all programs in the Business & Applied Arts Division participated in a Tennessee Board of Regents sponsored pilot called Academic Audit during 2004-2005. The purpose of the audit was to review the processes that faculty members use to improve the quality of their program. The Academic Audit asked program faculty to examine the following five focal areas of the educational process: learning objectives, curriculum and co-curriculum, teaching and learning methods, student learning assessment, and quality assurance. Ken Morlino served as Team Leader for the Culinary Arts program audit and met with program faculty regularly throughout the fall 2004 semester to prepare a self-study which contained the following:

- Current efforts used to improve student learning and the academic quality of the program.
- Strengths and weaknesses in each of the focal areas.
- Short-term and long-term initiatives to address areas that need improvement.
- Implementation plan for improvement initiatives.

In December 2004, a self-study was submitted to the Tennessee Board of Regents (TBR). This self-study was then given to auditors (faculty and administrators from other TBR institutions) who would be serving on the audit team for this program. On March 15, 2005, this team visited Nashville State to review the Culinary Arts program. The team spent the day meeting with students, faculty, and administrators. At the end of the day, the audit team gave an oral report, and a formal written report was sent to the dean at the end of the spring semester. This report rated the maturity level of the program in each of the five focal areas and provided recommendations for improvement. The recommendations for improvement as well as program initiatives outlined in the self-study by the culinary faculty members were used to prepare the 2005-2006 strategic plan. This plan consists of seven objectives, and progress on each objective will be reported to the TBR at the end of the 2005-2006 year. All programs in the audit pilot will be reporting progress on their strategic plans for the next three years to the TBR. Strategic plans are written in the spring for the upcoming academic year and are included in a faculty member's annual evaluation. Faculty evaluations are completed in the spring, and progress on the current year's strategic plan is a part of the evaluation.

A three-year professional development plan developed from the Academic Audit. All faculty members in the Business & Applied Arts Division are participating in this initiative and began meeting regularly during spring 2005. Each program's advisory committee is working closely with the program faculty as we proceed through the professional development plan. At the November Culinary Arts Advisory Committee meeting, program faculty and advisory committee members reviewed the program outcomes and made necessary revisions. This group also reviewed the competencies required for culinary production courses and discussed non-culinary or general education courses that students are required to take.

The professional development goals for spring 2005 were as follows:

- Development of a vision and mission statement for the division.
- Development of division outcomes.
- Review and revision of each program's vision and mission statement.

The professional development goals for fall 2005 were as follows:

- Review and revision of each program's program outcomes.
- Begin the review and revision of each course's learning outcomes in the program's curriculum.

The professional development goals for spring 2006 are as follows:

- Continue the review and revision of each course's learning outcomes.
- Work with general education faculty members to build a curriculum map that links all course outcomes with courses in which they are taught and ensures program outcomes support divisional and institutional outcomes.

4. Where are these goals and objectives of the program made evident to the students?

Communication of program goals to students is a commitment of the program and an ongoing process which we are working steadily to improve. During the summer semester 2005 the full-time faculty of the program organized a program specific orientation which was implemented Fall semester 2005. The orientation was presented to students in CUL 1040 Culinary I which is the first food production class in the program and student's entry to our production facility and culinary lab. The orientation covers the following:

1. Information regarding NSCC and college resources available to students.
2. Program vision, mission, goals and philosophy of the program and program degree options.
3. Information regarding the culinary program including advising sheets and a curriculum map which illustrates the sequence of culinary courses.
4. Information regarding kitchen lab protocols and student requirements for uniforms and knife kits.
5. Information on scholarships and program internship requirements.
6. Information on advising and the recommendation that all students in the program seek the advice of their advisor with all questions on the program and especially registration and course selection.

A copy of the Culinary Arts program orientation packet will be available in the visitation conference room during the audit visit in February 2006.

On the first day of class the instructor distributes to each student a course syllabus which includes specific course objectives and requirements for that course. All program syllabi detail course objectives, weekly class schedules, grading requirements, attendance policies, course materials and college-specific policies like ADA accommodations for students. All culinary lab course syllabi include program uniform requirements.



In addition to the program orientation and individual course requirement review, faculty and students benefit from close, regular contact as befits a small program like ours. Full-time faculty members are available on a daily basis (including weekends by email) for consults with students whereby discussions regarding program goals and objectives as they pertain to each individual student are discussed. Adjunct instructors communicate with students and provide their expertise, thoughts, and opinions relevant to student questions and issues.

(Standard 2.3)

Kitchen/lab facilities, program resources, and faculty experience and dedication to the program's mission are completely compatible and sufficient to meet program objectives. Each of these areas is discussed thoroughly in subsequent sections of this report.

This process of examination and program self-study working towards ACF accreditation as an Educational Institute and subsequent accreditation moves us closer to meeting our vision and mission objectives.

**3.0 ORGANIZATION AND ADMINISTRATION *Standards 3.1 - 3.5***

1. Provide the program(s) description as listed in documents available to the public.

(Standard 3.1)

List of exhibits for standard 3.1:

1. **Exhibit 3A-Program organizational chart**
2. **Exhibit 3B-Division & Institution organizational charts**
3. **Exhibit 3C-NSCC job descriptions for Dean, Program Coordinator, Instructor, and Secretary**
4. **Exhibit 3D-Program description and AAS degree requirements as published in current catalogue**
5. **Exhibit 3E-Technical Certificate requirements as published in current catalogue**
6. **Exhibit 3F-Culinary Arts Brochure**

2. List other hospitality or foodservice programs in the institution.

Within the Culinary Arts program, students have 3 options available to them:

1. A 2-year Associate's of Applied Science degree in Culinary Arts.
2. A 1-year Technical Certificate in Culinary Arts.
3. Through our partnership with Gaylord Opryland Hotel, students may apply for an ACF 3-year apprenticeship program. Gaylord manages this program and handles the application and management of this program. NSCC provides the educational component of the apprenticeship program, culminating in the A.A.S. degree in Culinary Arts.

There are no other hospitality or foodservice programs in the college.

3. Describe the administrative responsibilities and teaching responsibilities of the program coordinator. To whom does this person report on such matters as finance, policies, admission, and curriculum? Describe this person's qualifications. Describe his/her role in assessing, planning, evaluating and implementing changes to the program.

(Standard 3.2)

Program leaders at NSCC are designated as Coordinators who, by definition, are the primary administrators of a program. As detailed in the job description for this position, the Program Coordinator is responsible for the following major functions:

1. Chief advocate for the program.
2. Leader and facilitator of program faculty for the following:
  - a. Recruitment
  - b. Advising students
  - c. Curriculum and Instruction

- d. Scheduling
- e. Budgeting and Equipment needs
- f. Advisory committee activities

NSCC Program Coordinators function as both instructors and administrators of their program. Teaching loads for instructors at the college are 15 teaching load credits (TLC) per semester. The vast majority of courses at the college are 3 TLC so the typical instructor teaches 5 courses per semester. Program coordinators receive 3 TLC per semester for coordinator responsibilities. A typical semester teaching load for the culinary coordinator would be four (4) courses plus coordinator responsibilities.

The coordinator is responsible for all purchasing for culinary labs. To date, the program coordinator receives 3 credits release time for coordinator and purchasing duties. This translates into a 20% reduction in teaching load credits for the coordinator. As the program grows, purchasing requirements, program assessment, and adjunct instructor responsibilities and activities increase proportionally.

Regarding administration and coordinator duties, release time is dedicated to these areas in decreasing proportions:

1. Curriculum and program related activities:
  - a. Adjunct instructor activities: selection, review, and assistance provided to adjuncts for instructional activities.
  - b. Program course review.
  - c. Program related activities: Program Academic Audit and ACF Accreditation related work.
  - d. Program meetings and communications.
  - e. Textbook evaluations and orders.
  - f. Program assessments:
    - i. Course assessments
    - ii. Instructor assessments
    - iii. Employer and graduate assessments
2. Purchasing and Lab-related activities
  - a. Purchasing supplies for weekly lab sections (up to 8 lab sections per semester).
  - b. Organizing lab and reviewing lab equipment/supplies.
3. Recruitment and Advising of students and student activities.
4. Advisory Committee responsibilities.
5. Scheduling of courses for subsequent semesters.

The Program Coordinator reports directly to the Business & Applied Arts Division Dean Ms. Karen Stevenson. All program-related issues and communications are reported to and discussed with Dean Stevenson.

During the Spring term 2005 Chef Morlino was off-campus serving as a virtual instructor for NSCC. In his absence, Tom Loftis assumed coordinator responsibilities for this term. Morlino resumed his role as coordinator upon his return to campus August 2005.

Karen Stevenson, dean of the Business & Applied Arts Division, works closely with Ken Morlino, Culinary Arts program coordinator, and together they review proposed program changes. Ms. Stevenson is responsible for ensuring that the Culinary Arts program meets regional accreditation requirements as well as requirements of the Tennessee

Board of Regents. The development of the proposal for the Culinary Arts Technical Certificate was a joint effort by the program coordinator and Ms. Stevenson.

Ms. Stevenson has served as the dean of this division since January 2004 and prior to her current appointment, she held various positions including department chair of Business Technologies from 2001 to 2003, instructor and program coordinator for Office Administration, and director of K-12 programs including dual enrollment and the Middle College High School. She earned a Bachelor of Science degree in Comprehensive Business Education from Ohio State University and a Master of Arts degree from Ohio State in Educational Policy and Leadership.

4. Describe the advisory committee(s) for the program(s) and indicate:
  - a. frequency of meetings
  - b. functions and responsibilities
  - c. examples of major suggestions and results

(Standards 3.3 & 3.5)

Two advisory committee meetings are scheduled each year. During these meetings an assessment is made of the program, its mission, objectives, and the program's impact in the community. By definition, this committee is composed of public-spirited individuals who are willing to give of their time and knowledge for the improvement of the Culinary Arts program. The purpose of the Advisory Board is as follows:

1. Evaluate the mission of the program.
2. Examine space, facilities, and equipment used in the instructional program.
3. Make recommendations for revision of the curriculum for each program.
4. Request, urge, and make recommendations for improvement of the program.
5. Assist in placing student graduates.
6. Give aid in public relations.
7. Prepare an overall evaluation of the program and its relevance to the occupation.
8. Evaluate the impact of the program on the community.

The Advisory Board is used to ensure that desirable, relevant, and current practices of the occupation are being taught. The committee is (a) composed of at least six members external to the institution, (b) meets at least twice annually, and (c) keeps minutes of each meeting to document their activities and recommendations.

Here are two examples of suggestions and assistance provided by the culinary advisory committee that had a substantial impact on the program.

1. The greatest impact by our advisors was during the initial program meeting in February of 1997. At that meeting, advisors provided contact information and connections to equipment reps that allowed the school to purchase the majority of the equipment needed in the culinary lab at substantial savings. One advisor also donated the services of his kitchen designer which provided the initial set of drawings and design for the culinary lab.

2. A second example of impact is in the amount of scholarship money available to students and the criteria for awards of culinary scholarships. In 2002 an advisor pledged a defined portion of money generated from a benefit for his organization (Nashville's Table now Second Harvest) to the culinary program. Upon receipt of said funds, the committee decided that the most effective use of scholarship money is as a reward for students who are in their last term or have qualified for their last term as a culinary major. As such, culinary scholarships are available to students who have demonstrated consistently strong academic performance, who have been an asset and role model for the program, and who are within 45-credit hours of graduation.

**Exhibit 3G** lists the current members of the Culinary Arts Advisory Committee.

**Exhibit 3H** presents the agenda and minutes from the last 3 meetings of the committee.

5. Describe in detail funding for the program(s)
  - a. If you receive any outside funding, (i.e. government/private industry grants) at what point will the program be self-sufficient?
  - b. Will this program be able to continue after outside funding expires?
  - c. If the program operates any income producing business (catering cafeteria, restaurant, vending) describe how those funds relate to the program's operations and provides for capital expenditures.

(Standard 3.4)

Funding of all NSCC programs comes through the Tennessee Board of Regents derived from the state budget as approved by the state legislature. All program budgets are developed and requested each spring for the fiscal year cycle. The Division Dean is primarily responsible for the division and program budget with input from the program coordinator.

The program receives no outside funding, and operates within its established budget with the exception of following two revenue sources:

1. One of the culinary program's outside volunteer activities is participation in a yearly benefit for Second Harvest Food Bank (SHFB). This yearly Nashville event generates funds for SHFB, with 10% of proceeds dedicated to the Culinary Arts program. These funds are used for culinary arts scholarships solely.
2. Lesson plans in the following courses (CUL 1045 Culinary II, CUL 2050, Culinary III, and CUL 2030 Garde Manger) include buffets which are offered to faculty, staff, and students of the college for a nominal fee per person. Each of these courses presents approximately four (4) buffets per term, and each buffet is part of the lesson plan of the class/course and provides a learning experience for the students. In addition, we hold one to two pastry buffets as part of the learning experience in CUL 2020 which also generates a small amount of revenue. Each buffet generates approximately \$90 which is deposited into the general fund of the college.

Since its inception, the program has operated within the financial guidelines of its budget. In other words, the program has always operated in the black. This includes the costs of all food supplies, linen, small wares and paper products, printing and copy charges, mailings and all other incidental expenses.

While at times our budget has limited what we can purchase, we manage to stay within its limits as a result of the following:

1. Smart food purchasing. Purchase food supplies in small quantity and only in large quantity as required and when large quantity purchases make financial sense. While this has increased the amount of time the coordinator spends in purchasing food supplies, it benefits the program financially.
2. The program has an estimated budget of \$5 per student per culinary lab. This has enabled the program to offset more expensive labs (Garde Manger for example) with less expensive labs (Baking Skills).
3. Instructors and students use ingredients efficiently and in quantities that are appropriate to volume needed.
4. Equipment that is carefully maintained and treated with respect by faculty and students.

In addition, Dean Stevenson has been instrumental in securing additional funds for the program which led to the purchase of additional mixers, a new food processor, pots and other small wares for the program. A division shared laptop computer is available for culinary instructors for instruction-related activities such as presentations and web-searches.

**Exhibit 3I** presents a copy of the department budget as of June 30, 2005.

6. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACF Accrediting Commission Standards?

Strengths of the program as it relates to this section include:

- Communication, trust, dedication, and open atmosphere that exist between faculty members of the program towards their mission, the maintenance and delivery of a quality culinary learning experience for students enrolled in the program. In addition, all senior administrators provide an atmosphere of support, trust, and open communication that helps to ensure program success.
- The willingness by all those involved with the program at NSCC to do whatever they can to move the program forward, despite limitations of resources implied by a limited budget and time demands imposed by demands of the program and college.
- Committed advisory committee members dedicated to the success of the program.
- Consistent academic and financial support of this program by NSCC administrators.

Weaknesses of the program as it relates to this section include:

- Budget. Like most organizations in today's competitive market, we are asked to do more with less money in the budget as well as increasing demands and

program activities placed on faculty and administrators alike. This weakness is counteracted by the strengths identified in numbers 1 and 2 above.

- The amount of time required of advisors to effectively evaluate all aspects of the program is considerable. Between course curriculum, course goals and objectives, evaluation methods and internship papers, advisors have a tremendous amount of materials to review and approve each year. The amount of effort required for these activities cannot be accomplished within two scheduled meetings each year. We have struggled to accomplish such in advisory meetings. As identified in #1 above, advisors have demanding responsibilities in their own careers which might preclude more than 2 meetings per year for program review. As such, the program has begun to distribute materials to advisors via email for review in advance of scheduled meetings.

7. How do you plan to use the results of this section of the Self Study to maximize the strengths of the program and to minimize any identified weaknesses?

Program faculty, administrators and staff are committed to the growth, improvement, and overall mission of the culinary program. Key indicators of this commitment include both the ACF accreditation process and the program academic audit started in Fall 2004 which continues through 2007. Regardless of resources, improvements in all facets of the program can be accomplished given the desire of faculty to do so.

Program faculty will continue to work with those outside the program (chefs, restaurants, hotels, non-profit organizations alike) to find opportunities for our students and resources that may help the program.

Our work with our advisors will continue and will involve increasing email communication for review of program materials in order to facilitate the review process. Program staff must work to maximize the input from our advisors against the limited amount of time that advisors are able to donate. This would include email distribution of all materials that must be reviewed in advance of meetings in order to facilitate the discussion and decision process which occurs during meetings.

#### 4.0 FACULTY AND STAFF *Standards 4.1 - 4.7*

1. Discuss faculty background strengths including any professional certifications held. Relate their backgrounds to the courses for which they are responsible.

##### (Standard 4.1)

Program Coordinator Ken Morlino started the program at NSCC in November 1996 and is a tenured Associate Professor of Culinary Arts. Morlino started as a culinarian in 1979 and has been working as both chef, pastry chef, executive chef, culinarian or culinary instructor continuously since then. As such, he brings 25+ years of culinary, supervisory, and education experience to his current position. Educational qualifications include an MBA from Middle Tennessee State University (1998) and participation in a number of NSCC seminars on teaching, learning, and web-course development and distance learning. Professionally certified as an Executive Chef (CEC) by the ACF and his many years as a working chef in white table cloth restaurants provide him a solid background in culinary arts and food production. (Standard 4.1.2)

Morlino has created course content (lesson plans, course outlines) and serves as instructor for all courses in the program with the exception of one, Table Service. Morlino has facilitated two revisions of the curriculum (discussed in Standard 5.0) since he started with the initial curriculum in 1996. Morlino created the NSCC chef series which utilized area chefs who delivered a cooking seminar to a small audience on campus which was filmed and subsequently shown on local cable access television. The series ran from 1997-2001.

Morlino started his teaching career in the early 1980's by creating and delivering a series of adult education classes for the Portland, Maine, adult education program. He served just shy of 1-year as an instructor for the New England Culinary Institute at its Essex Junction, Vermont, facility. Morlino served as a guest instructor at the Viking Culinary Arts Center in Franklin, Tennessee, from 1998 through 2001 delivering a monthly Saturday hands-on class in a variety of cuisines and topics.

Morlino's strengths include a strong culinary foundation and the ability to translate and demonstrate these skills to students. Student experience and the overall quality of student learning are primary program objectives. Morlino has excellent verbal and written communication skills and presents clear objectives, standards, and requirements to students in a consistent manner. His teaching skills have improved considerably since starting the program in 1996. His desire to move the program forward with the goal of student engagement and learning and improved program quality is a primary asset.

##### Instructor Tom Loftis

Instructor Tom Loftis entered the program in August 2003 as a full-time instructor after serving as instructor for two semesters teaching our non-credit Community Education Basics of Cooking class. Chef Tom was selected from a pool of applicants in the Summer 2003 search and is a graduate of NSCC's Culinary program. In addition, he holds a Bachelor's degree from Belmont University, located here in Nashville. Chef Tom's primary responsibilities as instructor are working with our 1<sup>st</sup>-year students in hot food production. He is an excellent communicator and lecturer and his work on course



curriculum and program activities has been invaluable. Chef Tom's ability to assimilate course content and present such material to our students in a way that is understandable is a key strength. Chef Tom continues to teach more courses in the program and consistently receives excellent evaluations from his students.

#### Adjunct Instructor Mary Lynn Helm

Chef Helm is the chef-owner of Mary's Catering, a full-service catering firm located in Hartsville, Tennessee, which she started in 1975. Specializing in cakes and pastry, Mary's catering provides full off-site catering for any number of events in northeastern Middle Tennessee. As a graduate of the NSCC Culinary program, Mary is intimately acquainted with our program and standards and is completely dedicated to the educational growth of our students. Mary also has a BA degree from David Lipscomb University, Nashville, Tennessee. Chef Mary teaches both CUL 1020 Baking Skills and CUL 2020 Advanced Baking and Pastry and has done extensive work on curriculum development for both courses. She brings a wealth of knowledge in the areas of breads and pastry to our students and generously shares her knowledge with our students in a warm and humorous way. Chef Mary is completely comfortable in the classroom and is always prepared for her lectures and labs, establishes high expectations for our students and is a great asset to our program. Chef Mary loves to work with students in production lab which is evident in classroom observations of her teaching.

#### Adjunct Instructor Willie Jemison

Chef Willie brings approximately 20 years of cooking experience as well as his A.A.S. in Culinary Arts from NSCC to our program in addition to his valuable experience and work with the local chapter of the ACF. Chef Willie is the director of the Culinary Arts program at the Dede Wallace School where he works with young adults teaching culinary skills which provide his students with culinary ability, esteem, and sense of accomplishment. The program at Dede Wallace is part of Centerstone Community Mental Health Services. Chef Willie brings a sense of humor and experience to our students that is valued. Chef Willie holds many leadership roles in the local ACF chapter and attends the yearly ACF conference each July. While a natural in the kitchen, Chef Willie with the help of Morlino and Loftis, is working on improving his teaching and presentation skills and NSCC is committed to Chef Willie's success as an instructor and valued member of our program.

#### Adjunct Instructor Anne Zondlo

Chef Anne is a 2001 graduate of the Scottsdale (Arizona) Culinary Institute and also a 1995 graduate of West Virginia University. Chef Anne is the chef-owner of a personal chef service which she started in 2003 after approximately 7 years of industry experience as a professional cook and pastry chef. Chef Anne teaches both CUL 1020 Baking Skills and CUL 2020 Advanced Baking and Pastry. Anne's quiet manner and ability to communicate theory clearly is valued by our students who provide very high evaluation scores for Anne. Observations of Anne in the classroom show an instructor who works directly with her students, constantly going around the kitchen lab providing direction and a helping hand when needed. Chef Anne is a valuable member of our adjunct faculty.

### Adjunct Instructor Danny Ripley

Sanitation & Safety CUL 1015 is now taught by our newest instructor Danny Ripley. Danny is a thorough professional who brings 10-years of progressive experience as a food safety and sanitation inspector to our program. As an instructor, Danny is always prepared and has the ability to bring this subject to life in the classroom. His PowerPoint presentations bring an added element to his lectures and his ability to draw on real-life experiences to illustrate course theory greatly increases students' interest in this class. For Fall 2005, Danny agreed to teach both our lecture section as well as our web section of CUL 1015. As a web facilitator, Danny had to attend a 2-hour session for new WebCT instructors and has also met regularly with Morlino for additional instruction in web course delivery. Danny is scheduled to teach our Spring section of Sanitation and we are looking forward to his continued presence and strength as an instructor in our program. Our midterm instructor evaluations for Danny provided positive results indicating high student satisfaction with Danny's performance to date. Danny is a welcome addition to the culinary program at NSCC.

### Guest Lecturer Paul Burnash

Executive Pastry Chef Paul Burnash is both an advisor and a guest lecturer in our pastry class CUL 2020. Chef Burnash is an expert in all areas of pastry and provides chocolate and decorative sugar demonstrations for our students for each section of CUL 2020. Chef Paul is not currently on our roster as an adjunct instructor due to his demanding work load, but freely provides this service to our students.

### **Exhibit 4A** Personnel data sheets for full-time and adjunct faculty.

2. Describe faculty workload, including counseling, teaching, and extracurricular activities involving students. Indicate whether faculty contractual obligations or requirements are different from any other faculty within the institution.

#### (Standard 4.2)

The following web address will take the reader to NSCC's Human Resource page which articulates the college's non-discriminatory policies.

(Standard 4.2.1): <http://www.nsc.edu/hr/aa.html>

NSCC requires all full-time faculty to work 37.5 hours per week with 30 hours shown on door schedules. The 30-hours are divided amongst classroom and teaching hours, office hours, and open hours (defined as on-campus but not necessarily in one's office). The remaining 7.5 hours are expected to be fulfilled either on-campus or off-campus. Many NSCC faculty, including culinary faculty and especially when a web course is part of a teaching load, work weekend hours. A 40 plus hour week, especially for the program coordinator, is not uncommon but adequately balanced by the amount of time off we enjoy as employees of NSCC.

A teaching workload is defined as 15 TLC per semester and translates into a minimum of 15 classroom hours per week. Instructors in culinary often have more classroom/lab hours given the 5-hour 3-credit production classes CUL (1020, 1045, 2030, 2050, and 2055).

NSCC requires full-time faculty to post 10 office hours per week. Classroom hours and office hours are added together and subtracted from 30 and the difference is posted as open hours.

Advising culinary students is on an as-needed basis during the term and increases in frequency during pre-registration periods and is viewed by program faculty as a primary responsibility. Program faculty have open door policies and are always willing to assist students in any way possible. At the start of each term, each faculty member is responsible for 11 hours of advising and registration assignments during the week prior to the start of each term. No class hours are scheduled during these periods and both program faculty often serve more than their required 11 hours.

Culinary faculty typically participate in one to two extracurricular activities with students each term and these hours are outside of the normal work week. Culinary Arts faculty meet the same contractual obligations and requirements as all NSCC full-time faculty. All extra work and activities performed by culinary faculty are done willingly with the intent of improved student experience and program quality.

Adjunct work loads are hours required for classroom and individual prep time. Adjuncts participate in the yearly adjunct orientation and program term meeting (see # 6 below).

#### **Exhibit 4B** Teaching schedule for Spring 2006

3. Describe faculty/student ratios in both lecture and lab classes. Include a description of teaching assistants and their roles.

#### (Standard 4.3)

CUL courses that are strictly lecture-based include 1010 Hospitality & Supervisory Management, 1015 Sanitation & Safety, 1050 Nutrition & Menu Planning, and 2010 Purchasing & Cost Control. These courses are offered in the traditional classroom setting or online as a web course with a maximum of 25 students per section.

CUL courses that are lab-based include 1040 Culinary I, 1045 Culinary II, 2050 Culinary III, 2030 Garde Manger, 2035 Table Service, and 2055 International Cuisine. The faculty to student ratio is 1:12 for production classes.

The program does not utilize teaching assistants. In second year hot-food production classes, instructors assign one student per class meeting as sous-chef, who has assigned duties that include being in class 30 minutes prior to its scheduled start. These students help set up the lab for class including demo prep for the teaching chef.

Resource people (Standard 4.6) are utilized occasionally (see Curriculum 5.3) but they are not used as a substitute for adequate faculty staffing in our program.

4. Describe the program for professional development of faculty, including staff of off-site facilities. Distinguish between professional development that focuses on technical skills versus instructional skills. Be specific. Include the budget allocation, release time conditions, and how action plans are developed.

(Standard 4.5)

Full-time faculty is reviewed annually and such review examines 5 areas: Student Evaluations, Instructional Activities for Teaching Faculty, Academic and Career Advising, College and Community Service, and Professional Development. Each faculty member is required to submit a professional development plan for the coming year which is reviewed with the faculty member's respective dean.

The professional development program and its funding is awarded based on a prioritized list and needs assessment. Given budgetary restraints, professional development funds are limited and there is no specific allocation to any one program.

Regarding specific professional development of full-time faculty, Chef Morlino's two major professional development activities were his recertification as an ACF CEC in 2002 and his completion of his MBA in 1998. Morlino has attended a great number of college in-services especially in the area of technology and distance education. In spring of 2003 he completed the WebCT training for instructional technology, a 30-hour course in web development which was instrumental in his development of the program's inventory of web courses.

Chef Tom Loftis has been awarded professional development funding and is scheduled to attend the Notter School of Pastry Arts chocolate class in May 2006 and is also working on ACF certification as C.C.C.

**Exhibit 4C** shows the college's professional development funding priority list.

5. Describe faculty meetings and other situations where the faculty actively participate in policy formation, program planning and priority setting.

(Standard 4.4)

Full-time Culinary Arts faculty currently meet every other week (Fall term 2005 Mondays at 1 p.m.) to discuss matters of curriculum, adjunct performance, ACF accreditation process and Academic Audit (described in Standards 8.0). In addition, the Business & Applied Arts Division has meet frequently on Wednesday afternoons as part of the Academic Audit process during the Fall 2005 semester. Currently, we are beginning work on a full examination of program learning objectives. This meeting schedule has been in effect, for the most part, since Fall of 2004.

NSCC schedules program and division meetings prior to the start of each academic term. These meetings have included professional development activities, but are now mostly targeted to program activities such as curriculum, teaching, scheduling, planning and other program issues. In addition, the program coordinator schedules a meeting with all adjuncts at the beginning of each fall and spring term.

Program full-time faculty discuss program matters daily, both in person (their offices are across from one another) and by email. Program faculty communicate regularly with the division dean as well. Much of this communication pertains to day to day issues and not typically documented. However, major topics are discussed and brought to light and these become part of meeting discussions and planning.

**Exhibit 4D** Program meeting minutes

6. Describe how adjuncts, teaching assistants, part-time faculty are kept informed, are evaluated, participate in planning, etc.

Adjunct faculty members are informed by biannual meetings, usually held before the start of the fall and spring semesters. Program policy changes, syllabi requirements, and upcoming events are examples of topics discussed. Adjunct faculty members are evaluated by their students each semester. In addition, our Division Dean has instituted a mandatory classroom observation of each adjunct faculty member teaching in the program. This program was instituted Fall term 2005 and the culinary program has met this requirement. The results of this assessment are included in section 8.0 exhibit 8B.

Full-time and adjunct faculty communicate with the program coordinator weekly during the school term to discuss students, adjunct needs, curriculum, registrar related-questions and other issues as they arise.

NSCC has a very effective adjunct orientation program at the start of each fall term. Adjuncts are addressed by the division dean and provided a full orientation to policies and procedures of NSCC and the division. After meeting as a group, each program coordinator meets with their respective adjunct faculty to review program-related questions and issues.

7. Describe the secretarial and support services available to the program.

(Standard 4.7)

The Culinary Arts program has access to the services of two full-time secretaries who assist the coordinator with clerical work that include adjunct contracts, advisory committee mailings, typing, and incidental clerical work as needed. The division secretary also supplies the program with office supplies as needed and assists occasionally with the purchase of small wares and other supplies for the program.

NSCC has a full-time maintenance staff who are responsible for plumbing, electrical, and HVAC related issues. In addition, the maintenance staff provides tables and chairs as needed. Culinary arts students maintain the cleanliness of the lab as part of production responsibilities. The one exception to this is the biannual cleaning, waxing, and buffing of the kitchen floor.

NSCC has a full-time print shop that makes copies and related activities for instructors (full-time and adjunct), and the print shop is able to turn around work consistently fast.

NSCC provides audio-visual support with 24-hour advance notice. In addition, there is a full-time Instructional Services support person who assists with computer-related content issues and online content delivery. Computer Services provides support for all computer-related questions, issues, and difficulties.

Full-time faculty members have their own office with computer, printer and all needed software to complete job responsibilities. All faculty (full-time and adjunct) have a school email account.

8. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACF Accrediting Commission Standards?

Strengths of the program as it relates to this section include:

- Chefs Morlino and Loftis possess a wide range of culinary, business, life, and teaching experience and skills which they bring to this program. These skills combined with their dedication to the students, program, and college make them primary assets and a strength of the program.
- Finding dedicated and qualified adjunct instructors is a challenge for all community colleges and programs. While the quality of our adjuncts has fluctuated over the years, our current group of adjunct instructors is the strongest as a group and greatly increases the educational quality we are currently delivering to our students.
- With the initiative of the academic audit process and continuing with the ACF certification review, the program has made great advances in defining its mission, goals, and planning processes. As a result of our current meeting schedule, communication among faculty and staff is excellent as is our productivity in instructional activities.
- Institutional support for the program which includes administrative, technology, facility and maintenance and student services support is consistently strong and available when needed by program staff.

Weaknesses of the program as it relates to this section include:

- A dependable and highly experienced and qualified adjunct instructor for the courses CUL 1050 Nutrition & Menu Planning and CUL 2035 Table Service & Menu Planning.
- A consistent source of professional development funding for all instructors in the program which would provide more opportunities for technical courses and seminars provided by other teaching institutions.

9. How do you plan to use the results of this section of the Self Study to maximize the strengths of the program and to minimize any identified weaknesses?

Program faculty sees no environmental change which would preclude the continuance of program strengths. Faculty and administration are committed to the growth and success of this program.

Program faculty will continue to search for qualified adjunct instructors through their connections and involvement with the local ACF chapter, NSCC's Human Resource department, and industry contacts including the local society of nutritionists. Program faculty will work with the division dean to identify and fund appropriate professional development activities for full-time faculty. One option is to explore offering and in-service for culinary adjuncts that would address teaching methods, classroom activities and other strategies used to improve overall quality of delivery in the classroom and culinary lab.

**5.0 CURRICULUM Standards 5.1 - 5.12**

1. Summarize the manner in which the curriculum:
  - a. fulfills the stated objectives of the program
  - b. integrates the code of ethics of a national professional association in the program
  - c. provides opportunities for students to become familiar with the profession of culinary arts and the relationship of culinary arts to other professions.

(Standard 5.1)

2. Describe how the curriculum develops competence in communication, problem solving, leadership, and ability to interact with individuals from varying backgrounds.

(Standard 5.1.2)

The A.A.S. degree 60-credit hour requirement is comprised of 60% CUL program courses and 40% general academic and business related courses. Of the latter group, students are required to complete English Composition and Speech which provide the opportunity to improve written and oral communication skills. Humanities, Mathematics and Social Science electives seek to round out one's education and help develop critical thinking and problem solving skills. Two courses in Accounting Information Systems (Introduction to Microcomputing and Microcomputer Software for Business) are included to develop computer literacy and further develop problem solving and communication skills.

Within the CUL core of classes, here are a few examples of the opportunities that students have to practice and develop the following:

1. Communication skills.
  - a. Written and verbal reports in CUL 1010 Hospitality, CUL 1050 Nutrition & Menu Planning, CUL 2050 Culinary III and CUL 2055 International Cuisine.
  - b. In CUL 2055 International Cuisine, student teams research a specific cuisine, develop a menu representing that cuisine, prepare a report, and subsequently teach a class session on that cuisine including a demonstration, organization, and implementation of kitchen production of their cuisine.
  - c. Self-assessment skills. This program initiative is discussed in #9 below.
2. Problem solving skills.
  - a. Instructors use a number of case studies and situational examples in CUL 1010 that students evaluate and provide alternative solutions to cases presented.
  - b. The use of mystery basket competitions in CUL 2050 Culinary III.
  - c. Cost analysis and Income Statement analysis in CUL 2010 Purchasing and Cost Control.
3. Leadership skills.
  - a. All production classes (with the exception of the first production class CUL 1040) utilize a sous-chef who is a student assigned to that role for a production class. The sous-chef is responsible for station set up,

organizing scheduled buffets and ensuring that students are working in their assigned stations. Sous-chefs are also responsible for the proper storage of food products in all storage areas.

- b. In production courses CUL 2030 Garde Manger and CUL 2050 Culinary III students present their prepared menu to the class and lead their class in the production of a buffet which is served to customers. Each student is completely responsible for the execution of their menu and leading their group to a successful execution of such.

The Culinary Arts program is very diverse and such diversity mirrors gender, age, ethnicity, race, income, and work experience in the culinary industry. This diversity presents a wonderful opportunity for students to experience working with others in classroom teams and production labs. Culinary labs provide many opportunities for students to work with others unlike themselves as teams are often rotated to promote interaction between all members of a class.

3. Describe the program's use of community resources, including field trips and guest speakers. Be specific.

(Standard 5.1.3)

Since its inception in 1996 and the start of classes in 1997, the program has used a number of community resources, field trips, and guest speakers which includes:

1. Visits to Robert Orr Sysco food distributor in conjunction with food distribution systems discussed in 1010 Hospitality.
2. Visit to Gaylord Opryland, Loews Vanderbilt and Renaissance Nashville Hotels as part of 1010 Hospitality and 2010 Purchasing and Cost Control.
3. Guest speakers including Executive Chefs, Hotel General Managers, Food & Beverage Directors, Sanitation Professionals, and Representatives from McDonald's Corporation discussing chain and franchise operations.
4. Visits to O'Charley's Restaurant Corporation to view their meat cutting operation as part of 2010 Purchasing & Cost.
5. Visits to the local International Market and other markets as part of CUL 2055 International Cuisine.
6. Ice carving demonstration at the Renaissance Nashville Hotel for CUL 2030 Garde Manger.
7. Chocolate and sugar demonstrations by Executive Pastry Chef Paul Burnash for each CUL 2020 Advanced Baking & Pastry class.
8. Visits by local restaurant chefs to production classes to discuss industry trends, competition techniques and other relevant issues.
9. Visits by full-time instructors and classes to local food industry shows.

4. What is the rationale for the organization and sequencing of courses in the program(s)?

(Standard 5.2)

CUL courses are set so that program students enroll and complete first year courses in sequence prior to second year courses. Students must complete or co-register for CUL



1015 Sanitation & Safety prior to registering for CUL 1040 Culinary I. CUL 1040 is the first food lab in the program and introduces students to program lab protocols expected of our students. Failure to complete CUL 1015 with a grade of C and pass the ServSafe examination prevents a student from continuing on with further production courses. Withdrawing or the award of a WF (withdrawn failing, typically for non-attendance) by the instructor in CUL 1015 triggers a subsequent withdrawal from CUL 1040.

Students enroll in CUL 1045 Culinary II and CUL 1020 Baking Skills upon successful completion of CUL 1040. CUL 1045 builds on skills developed in CUL 1040, and CUL 1020 Baking Skills relies on a student's familiarity with lab protocols needed for successful delivery of the course. CUL 1010 Hospitality & Culinary Supervision is typically taken during a student's first term and CUL 1050 Nutrition & Menu Planning during the second term. Students have some degree of flexibility with these two courses.

Students are permitted to register for CUL 2210 Internship I after successful completion of CUL 1040 Culinary I, ensuring that these students have acquired a minimum skill level needed to function at a productive level in a working kitchen and represent our program positively.

The Technical Certificate in Culinary Arts as well as the A.A.S. degree follows the above pre-requisite schedule. The classes listed above with the addition of CUL 2010 Purchasing and CUL 2210 Internship I meet the requirements for the Technical Certificate. Second year sequencing for courses required of the AAS degree is detailed below.

During the second year, students register for CUL 2050 Culinary III upon successful completion of CUL 1045. CUL 2030 Garde Manger and CUL 2055 International Cuisine may be taken only upon successful completion of CUL 2050. CUL 2010 Purchasing & Cost may be taken during the first year, but it is recommended that students who do so have some degree of experience in culinary production and have strong computer skills as this course utilizes MS Excel. CUL 2035 Table Service & Beverage Management is typically taken (but not required) during a student's second semester during their second year.

Students are permitted to register for CUL 2220 Internship II only after successful completion of CUL 2210 Internship I. The majority of students in the program register for Internship II during or at the end of their second year.

The recommended sequence of CUL courses is published within the catalogue and program brochure.

5. Are there any areas of the "Required Knowledge and Competencies" which are not completely met by your program? \_\_\_\_\_ If yes, describe.

(Standard 5.3)

All areas of the ACF Required Knowledge and Competencies are met by the current required CUL courses for the A.A.S. degree in Culinary Arts.

**Exhibit 5A** identifies the location and correlation between the ACF Required Knowledge and Competencies and NSCC CUL courses and syllabi.

6. What are the general requirements for the certificate or degree from the institution offering the program?

(Standard 5.4)

**Exhibit 5B** details the general graduation requirements for an Associate's degree from NSCC.

- a. What are the specific requirements for graduation from the program?

**Exhibit 5C** presents the course requirements for the A.A.S. degree and Technical Certificate in Culinary Arts. The TBR mandates that all associate degree programs meet the 60 credit-hour maximum requirement. The 60 credit-hour curriculum required is the result of our last curriculum change designed by the Culinary Arts program, effective Fall 2003.

The culinary program's minimum passing grade for all CUL courses is a C (70). The program does not award grades of D to students enrolled in CUL courses. All courses within the culinary major must be successfully completed (grade of C or higher) prior to meeting the requirement for graduation.

- b. If program credit or hour requirements exceed those required by the state or institutional accrediting body, what is the rationale?

Program credit-hour requirement does not exceed those required by the TBR.

7. Describe how your courses correlate theory and actual practice in the lab.

(Standard 5.6)

There are 8 CUL courses that are lab-based and delivered exclusively in our on-campus culinary kitchen/lab/classroom. These 8 classes comprise 555 program contact hours. In each of these classes students practice concepts and techniques discussed and/or demonstrated by the instructor. In each of these classes, the ratio of lecture to production contact hours may be as low as 50:50 (CUL 1040) or as high as 25:75 (CUL 2050 Culinary III). Here are three examples of the correlation of theory with actual lab production by students:

1. We cover consommé in CUL 2050 Culinary III. Instructor lectures on consommé: its application in the kitchen, its ingredients, its method of preparation, and garnishing. Each student team (2 per team) prepares a consommé from scratch and each is evaluated (by instructor and students alike) on flavor and clarity.
2. Knife skills are introduced and practiced extensively in CUL 1040 Culinary I. Instructor discusses types of knives, knife handling and sharpening, established industry knife cuts and illustrates such cuts on the classroom white board. The instructor then demonstrates the above knife cuts. Students then set up their

- stations and individually practice, under the watchful eye of the instructor, knife cuts of dice, julienne, chiffonade, etc.
3. We introduce fabrication and cooking of proteins in CUL 1045. One of the early lesson plans in this course requires a discussion of the composition of whole chickens which is covered in lecture. Instructor demonstrates the fabrication of a whole chicken into its various parts discussing the various applications of each part. Students subsequently practice fabricating a chicken individually, and use the chicken in this and subsequent production labs.

In addition to weekly practice in the lab-portion of these labs, a number of these classes prepare product for buffets offered to faculty, staff, and students. Courses that prepare food for customers are CUL 1045, 2020, 2030, and 2050. These buffets provide students the experience of preparing food for sale in a time restricted environment. It also provides them immediate feedback on their execution as they witness the results of their work and customer reaction to their work.

Every academic year the program is involved in a number of benefits that provide volunteer opportunities for students to prepare food for the benefit and also set-up and work a booth depending on the benefit. Students are encouraged to volunteer for these activities which are overseen by program faculty. In addition, we provide the opportunity for 2<sup>nd</sup>-year students to take leadership positions for these events in working with 1<sup>st</sup>-year students and organizing production and booth activities.

All culinary labs are taught, supervised, and monitored by program faculty (Standard 5.8).

8. How does the program provide flexibility to adapt to individual differences among students (e.g., honors programs, remedial instruction, peer tutoring, etc.)?

(Standard 5.9)

The Honors Program at Nashville State provides opportunities for highly motivated, academically accomplished students to pursue courses in composition, psychology, sociology, ethics, speech, literature, and history. The goals of the honors program are to encourage intellectual growth, to promote new understanding, to enhance scholarship, and to instill a sense of academic and personal excellence.

The Honors Program is open to new and currently enrolled students. First-semester freshmen should have satisfactory scores on the ACT or SAT. Returning or continuing students should have completed 12 hours with a GPA of 3.0 or higher. All applicants must submit an application form, which includes a writing sample, and may be asked to participate in an interview with an honors committee representative. Transcripts of Honors Program students will indicate successful participation in the program. Students will also receive a certificate and may be eligible for other benefits.

NSCC provides a number of opportunities for entering students who require remedial instruction. The Tennessee Board of Regents, which governs all the State's community colleges and its universities except the UT system, requires that students first show that they have high school level skills before enrolling in college-level courses. Placement assessments are administered to entering students to determine whether they need

developmental courses. Depending on the student's placement tests scores, ACT scores, high school courses completed and/or any other relevant information, a student will be placed appropriately. After completing the final developmental studies course required by the placement assessment, students may proceed to college-level courses.

Developmental Studies courses cover basic skills in reading, writing, and math. Learning Strategies placement is required for students who are placed in two remedial and/or developmental courses. Any student who wishes to challenge his or her placement in any discipline should see the Registrar (D-7) to discuss options.

Once enrolled, the student must complete any developmental studies course with a "C" or better. Students should refer to course syllabi to review withdrawal policies from any developmental studies course.

In addition to the above, NSCC also offers these services to all students:

1. The Learning Center in the NSCC library offers all Nashville State students academic assistance in courses in which they are currently enrolled at this school.
2. Students who speak English as a second language may receive special assistance in the Learning Center and from full-time ESL specialists on staff. Special remedial courses provide non-native speakers with the language skills they need to be successful in college and the workplace.
3. Student Disability Services (SDS) provides assistance to students with documented physical, emotional, or learning disabilities. The SDS personnel assist eligible students with academic planning and registration and serve as a liaison between students and faculty.
4. New Student Orientation and Advising services are also offered regularly by NSCC's Student Services Department.

Culinary Arts instructors work individually with students who have difficulty with concepts presented in class on an as requested basis.

#### 9. Discuss instructional techniques and/or strategies used in the program.

Instructional techniques utilized in the Culinary Arts program include the use of lecture, discussions, demonstrations, menu projects, case study and situation analysis, lab production, buffet preparation and presentation, audio-visual aids such as PowerPoint presentations, computer assignments using MSWord and MExcel, oral presentations of subject matter by students, and written assignments in most CUL courses.

#### (Standard 5.10)

Addressing instructional strategy, it is a goal of the program to establish an environment that allows entering students to quickly immerse themselves in our program and progressively challenge our students to grow and improve all of their skills relevant to the education and experience we are providing. As a division, we recognize our responsibility in providing resources, support, clear instruction, clear objectives and course requirements. As a division, we also recognize each student's responsibility for their own learning and educational experience.

To meet the goal described above, as a program we:

1. Provide a program specific orientation to our students.
2. Provide detailed course syllabus for each course in our program that identifies objectives of the course, all requirements and grading criteria.
3. Detailed instructions and requirements for all projects and assignments.
4. Provide instruction and support for students leading to the successful completion of course requirements.
5. Progressively challenging projects in culinary lab courses. This is best illustrated by the following sequence:
  - a. CUL 1040 introduces students to cooking methods and recipes. Students prepare individual dishes.
  - b. CUL 1045 introduces students to the production of a full buffet: soup, entrees, starches and vegetables. Buffets are executed and served to customers.
  - c. CUL 2050 students are required to research and write an American cuisine bistro menu. Each student is assigned a production day whereby they lead a group of students in the production and service of their menu to customers.
  - d. CUL 2020 students prepare a dessert menu (2 items) of upscale restaurant quality desserts including garnishes. Students demonstrate proficiency of preparation of their menu in production lab.
  - e. CUL 2030 students prepare a theme buffet including researching menu items that fit the theme including hors d'oeuvre, entrée, cheese plate, and decorative buffet item. Each student is responsible for the decoration and presentation of their buffet table.
  - f. CUL 2055 students research an International cuisine and prepare a menu and recipes for each menu item. The student teams presents their menu to the class in lecture and demonstration. Student teams lead their fellow students in the production of their menu.

One common strategy practiced in our program is student responsibility with regards to attendance, completion of required assignments, grading, and uniform standards. Attendance requirements are consistently applied throughout the program and clearly indicated in course syllabi. Students are informed of assignment deadlines and any penalties incurred through failure to meet a deadline. Uniform standards are enforced via the production lab grade for each production class.

Online delivery of all lecture-based courses and the creation of web-hybrid courses for CUL 1040, 1045 and 1020 is a program initiative that is underway. Currently the following courses are available and offered via NSCC's online education program: CUL 1010 Hospitality & Culinary Supervision, CUL 1015 Sanitation & Safety, CUL 1050 Nutrition & Menu Planning, and CUL 2010 Purchasing & Cost Control.

The development of the above courses for online delivery has helped us standardize lesson plans for these courses and introduce the same assignments, activities, and assessment into the classroom that we use in our web courses. Besides creating opportunities for students to take classes on-line and the number of advantages that exist with this method of delivery, our web-based courses have strengthened the overall quality of instruction in the classroom version of these courses.

Student self-assessment of lab production work is a new strategy introduced this Fall 2005. While this assessment is a graded component of a student's overall daily lab grade, its primary purpose is a reflection exercise for the student. The assessment is designed to provide a regular opportunity for students to reflect and articulate in writing their experience in lab that day with an eye towards improving the item with subsequent production attempts.

**Exhibit 5D** presents the student self-assessment form filled out by students in culinary labs.

10. Discuss grading procedures in both lab and lecture courses. Include a description of how students are kept informed of their progress.

(Standard 5.5)

Lecture-based courses utilize the following grading criteria in varying proportions: exam testing, quizzes, projects and other reports, and discussion participation. Exams typically include some combination of objective questions (true-false, multiple choice) and short answer/essay questions.

Lab-based courses utilize the above assessment tools in addition to weekly lab evaluation scores and production testing. Weekly lab evaluation scores are based on the four primary areas of Sanitation, Organization, Technique and Execution, and Effort. Each of these areas is worth one point. In addition, a student is required to complete a self-assessment form for an additional point. Therefore, each student starts each production lab with a grade of 5 and will be awarded a grade of 5 provided that they meet minimum standards as described on the lab evaluation form. Students are provided a copy of the lab form at the start of each production class.

Starting Fall semester 2005, each instructor in each lab is required to review and discuss with each student their progress and production score at weeks 5 and 10 during the term. Instructors provide feedback on a student's performance to date and discuss any relevant issues or difficulties the student may have with suggestions for improvement if needed.

In production classes that utilize midterm production exams (CUL 1040, 1045, 2050) the instructor reviews production scores with each student individually.

**Exhibit 5E** shows the lab evaluation form used by instructors in CUL lab courses.

11. Discuss how high standards of professional practice are taught, emphasized and evaluated in the kitchen laboratories in regard to sanitation and safety. Include a description of the program's use of Material Safety Data Sheets (MSDS) and its compliance to state and federal regulations.

(Standard 5.7)

CUL 1015 Sanitation & Safety is a required class with most sections taught (with a few exceptions) by a health inspector employed by Nashville Metropolitan Government's Health Department Division of Food Safety. These inspectors bring to the classroom a

level of professionalism and provide knowledge of real-life issues and experiences for our students. This relationship has been a great asset to our program and we are fortunate and extremely pleased with the performance of our current sanitation instructor (See Standards 4.0).

We are constantly monitoring sanitation procedures while in lab. We utilize the National Restaurant Association's ServSafe Essentials program and upon completion of the Sanitation and Safety class, each student takes the certification exam. Culinary lab inspection is not required by the Metro Health Department since do not sell food to the general public. We have been inspected in the past and our current inspection is on file, posted in our culinary lab, and included as an exhibit.

With regard to practice in our culinary labs, the highest standards of professionalism, safety and sanitation are demanded at all times from our faculty and students. We emphasize professionalism from the first day of the first class to the last day of the last class. Examples include a professional dress requirement in all culinary labs; handling all foods, especially potentially hazardous foods, in a safe and sanitary way; as well as the prohibition of food and drink during production class. Teaching chefs are expected to monitor sanitation practices by students and correct as necessary and grade accordingly. In CUL 1040 Culinary I, students review specific sanitation principles as applied in lab and these principles are reinforced in continuing production classes.

MSDS sheets for chemicals used in the kitchen are kept in a binder located next to our chemicals stored in our middle storage room.

NSCC Culinary Arts program is in full compliance with all state and federal regulations.

12. Describe how audio-visuals and other resources are used to support the teaching program.

(Standard 5.11)

The strongest support resource for our program is our library which has an extensive selection of books, periodicals, and magazines dedicated to culinary arts and related topics. A list of library resources will be included in the visitation room materials. There is also a small, but growing library in the culinary lab.

NSCC has a number of open computer labs where students can complete homework assignments and perform Internet research. A number of courses require students to research topics; 2<sup>nd</sup>-year culinary production classes require students to do quite a bit of menu research and students are able to perform such research utilizing both the Internet and college library. Web-based courses within the program require extensive Internet research and utilize quite a number of outside reading sources that supplement text material.

On occasion we have used videos in the class to present topics and supplement instructor demos. Currently we use of videos the Chef Notter chocolate videos in our CUL 2020 Advanced Baking & Pastry course.

13. (If applicable) Describe how career related employment and/or experience (e.g. on-the-job training, extern-ships, fellowships, cooperative training) provide the opportunity to practice at the professional level and how the experience is monitored so as to provide a valuable part of the curriculum.

(Standard 5.12)

We recognize that there is no substitute for hands-on practice outside the classroom and lab. While students have many opportunities to improve their skills in labs and during projects completed outside of class hours, the two primary experiences that improve a student's skills toward the professional level are internship and work experience outside of class.

Students enrolled in the A.A.S. degree program are required to complete two 300-hour paid internships prior to graduation; technical certificate students must complete one 300-hour paid internship. Internship assignments must be completed in a food production facility and include kitchen prep work designed to increase a student's skill, efficiency, and speed. Internship assignments must be performed under the supervision of the kitchen chef or sous-chef. Internship I should focus on prep work, and Internship II should include regular line work (50% of total hours). Students are required to keep notes during their internship and prepare a formal logbook which is graded. Evaluations of the internship are completed by the supervising chef, student, and instructor assigned to internship for the term in question. Internship requirements are detailed in the syllabus for this course and include:

1. Course outline
2. Training agreement form
3. Employer evaluation form
4. Student evaluation form
5. Internship completion form

**Exhibit 5F** is the internship packet with forms given to students for both CUL 2210 and 2220.

All students in the program are encouraged to work in the industry as they complete the program and the vast majority of our students do so. Instructors discuss students' jobs with them and also assist students in job placement. Instructors personally know or are familiar with Nashville's working chefs so we use that knowledge to match students with positions and strengths based on the needs of each party.

14. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACF Accrediting Commission Standards?

Strengths of the program as it relates to this section include:

1. Our curriculum with its sequencing and pre-requisite structure results in a progressively challenging culinary education. Our insistence that students meet all prerequisites and complete sanitation prior to moving forward in the program illustrates our integrity and commitment to our students and program.
2. Program web-based courses provide an excellent opportunity for both independent learners and distance learners. This delivery method gives those students outside our service delivery area an option to take culinary classes and enroll in our program.



3. Fall 2005 implementation of our student self-assessment program. This exercise reinforces the concepts and techniques discussed and practiced in labs and provides students an opportunity to assess their work.
4. NSCC library resources provide a multiple selection of culinary-related books and magazines. The comprehensive list of culinary-related library holdings will be available to the ACF auditors in the document resource room.

Weaknesses of the program as it relates to this section include:

Lack of a Culinary Arts video library due to the high cost of such videos with respect to our limited operational budget.

15. How do you plan to use the results of this section of the Self Study to maximize the strengths of the program and to minimize any identified weaknesses?

Curriculum, course content, and instructional strategies are core strengths of the culinary program. While strong, program faculty is actively working to improve course content and the educational experience of our students. Examples include the introduction of a student assessment activity and pre-term adjunct meeting with instructors where all policies regarding student performance are reviewed. These reviews include grading especially with respect to lab grades, sanitation, uniform standards, and expected conduct in classrooms. Program faculty will continue to review and refine as needed and weaknesses identified. The program academic audit and ACF certification review are key components and sources of information which can be used to implement improvements. Program staff and faculty will research ways to find resources to start building an in-house culinary video library.

**6.9 FACILITIES *Standards 6.1 - 6.3***

1. Describe how the facilities support the educational needs of the program. Your description should include:
  - a. Equipment
  - b. classroom space
  - c. lab space
  - d. resources (including the library)
  - e. faculty offices
  - f. cafeteria/dining room
  - g. other

**a) Equipment (Standard 6.1)**

In 1997 our culinary lab was stocked with a full line of new, commercial gas and electric cooking equipment which has served the program well. Students and faculty members take pride in the care of cooking equipment in the NSCC culinary lab. In the years since we have purchased the following equipment for lab classes: small mixers, scales, and food processors. Our latest purchase is a stacked washer/dryer for the lab which eliminated the increasing expense of an outside linen service. In addition, a new laptop computer is available which provides another technology option regarding technology in the classroom and culinary lab.

**Exhibit 6A** is a list of the major equipment used in our program.

**b) Classroom space (Standard 6.1.1)**

Classroom space for lecture-based classes in the program is typically located in the Clement Building (as is our lab and program office space). There is sufficient classroom space to meet our needs and programs within our division cooperate in the use and availability of classrooms, eliminating scheduling conflicts. In the rare instance where an available classroom does not fully meet the needs of a specific class, the coordinator and division dean work to locate a more appropriate classroom and arrange a transfer to that room.

**c) Lab space (Standard 6.1)**

NSCC's primary classroom is the culinary lab room C-162 located in the Clement Building where the following lab-based courses are held: CUL 1020, 1040, 1045, 2020, 2030, 2035, 2050, and 2055. NSCC's culinary lab was professionally designed and converted from existing classrooms during Summer 1997.

This 1400 square foot space is a fully functioning commercial kitchen with a complete array of commercial gas and electric cooking equipment. The space is sufficient for a typical production class of 12 students with work tables arranged for convenient access to cooking equipment. The space is large enough for the lecture and lab components of the above courses.

The lab includes two attached storage areas: one is used for dry goods, chairs, paper products and decorations used for buffets. The second storage room is slightly smaller

and includes space for our freezer and secondary storage for cleaning supplies and miscellaneous equipment. Our walk-in refrigerator is adjacent to this storage room. The program utilizes its storage space efficiently and storage is currently sufficient for our needs. Were the program to grow significantly, additional storage might be needed.

The culinary lab is very organized, spacious, bright (well-lit), and provides flexibility for both small scale cooking and large scale cooking as needed. The lab is large enough to accommodate 20 people for cooking demonstrations as well as space for culinary lecture periods associated with each culinary lab.

One aspect of the culinary lab which needs to be addressed in the next few years is its tile (vinyl) floor surface. While perfectly safe and adequate for our needs, it is beginning to show the wear of 8 years of service. It is not a commercial quarry tile floor as found in most commercial kitchens as that expense could not be funded in the 1997 construction budget.

The culinary lab meets all federal, state, and local building and safety codes. The fire protection system is inspected yearly. The main gas line is tied into a safety valve which shuts down in the event of a trigger to the fire system. The building is wired for emergency lighting and security cameras. There is a gas detection device in the culinary lab which is tied into our security system.

**Exhibit 6B** is a floor diagram of C-162, NSCC's Culinary lab.

d) Resources (Standard 6.2)

As stated in Standard 5.0 #12, "The strongest support resource for our program is our library which has an extensive selection of books, periodicals, and magazines dedicated to culinary arts and related topics. A list of library resources will be included in the visitation room materials. There is also a small, but growing library in the culinary lab."

Full-time culinary instructors provide suggestions to our librarians for books to order which has helped improve the excellent choices made by our staff librarians.

Other resources that students can access include:

1. Open computer labs are available.
2. Learning Center provides tutoring in a variety of subjects.
3. Metro Nashville-Davidson County Library System has an excellent selection of cookbooks.

e) Faculty offices (Standard 6.1.2)

Each full-time Culinary Arts faculty member has his own office located in the Clement Building upstairs from the culinary lab. These offices are across the hall from each other, allowing frequent and open communication between faculty. Each office is equipped with a phone, personal computer, printer, and all needed software to complete job responsibilities. All faculty (full-time and adjunct) have a school email account. Office space is sufficient for full-time staff.

Program adjunct instructors do not have office space, but do have access to a personal computer and printer. Each adjunct has a mail box where they receive communications from the program coordinator, secretary, and dean. The culinary lab has a separate phone line and plenty of space should an adjunct need a quiet place to work.

Both division secretaries have their own office, which are adjacent to office of the Dean of Business & Applied Arts.

f) Cafeteria/dining room (Standard 6.1)

NSCC's Culinary Arts program does not support nor have a dedicated dining facility or provide support for any other commercial food service program. Program buffets are set-up in the front of our culinary lab which is an advantage (open kitchen and interaction with guests) but also limits our buffets to 16 people at a time.

2. Describe procedures for maintenance and replacement of equipment.

NSCC's maintenance staff provides all repair and preventative maintenance regarding electrical, plumbing, lighting, and HVAC. To date, there has not been a need to replace or provide major repair to any of the equipment in the culinary lab. The maintenance department has proven completely capable in serving the maintenance needs of our program.

NSCC Culinary has an ongoing relationship with Nashville Gas Company who have calibrated our ovens and done preventative maintenance on our gas equipment. We currently have no contractual agreements with any equipment supplier or maintenance company to repair or replace our existing equipment.

3. Describe how the facilities are maintained in a safe and sanitary manner.

NSCC Culinary Arts students are assigned responsibility for the cleanliness of the kitchen, overseen by program faculty. Each production class follows an established cleaning routine organized by tasks: pot sink, trash and floors, equipment, and work tables. Instructors set cleaning assignments in the early weeks of a semester course rotating students through all stations in an equitable manner. Cleaning methods are demonstrated in CUL 1040 Culinary I and students are expected to follow these methods in all production classes. This program results in the complete cleaning of the lab at the end of each production class.

Students are instructed in the safe handling of all foods and are expected to demonstrate sanitary practices in all aspects of lab production. At the conclusion of labs, student sous-chefs are responsible for proper and sanitary storage of all foods in the walk-in, dry goods, and freezer. Chef instructors oversee this process.

At the end of each term and during midterm, the program coordinator organizes a thorough break down and cleaning of the lab based on an organized list of classes. This is a thorough and detailed cleaning of all equipment and items in the kitchen.

At the end of each term the program coordinator requests a floor cleaning and buffing be performed by the maintenance department. This is completed during breaks when the lab is not in use.

Safety is a primary concern of the Culinary Arts program. Each student is responsible for their personal tool kit and knives which must be secured prior to cleaning of the kitchen. Students are forbidden to leave their knives in either of the sinks. Students are instructed in safe handling of knives. Students are expected to mop wet floors as needed and utilize wet floor signs. Students are instructed in the safe use of food processors and mixers.

**Exhibit 6C** (Standard 6.3) is the most recent sanitation inspection.

4. What are the major strengths and weaknesses of your program(s) as it /they relates to this section in comparison to the ACF Accrediting Commission Standards?

Strengths of the program as it relates to this section include:

Our culinary lab has proven to be an excellent resource and asset to the program. It has been more than sufficient for our teaching needs and flexible enough to service our buffet program and hold numerous cooking demonstrations over the years.

Weaknesses of the program as it relates to this section include:

Lack of a separate dining facility.

5. How do you plan to use the results of this section of the Self Study to maximize the strengths of the program and to minimize any identified weaknesses?

The culinary program's standards of sanitation, cleanliness, and supervision of student involvement in these areas ensure that our lab is maintained at its current level. The college's maintenance staff is available for repairs as needed, which to date have been limited to plumbing and a redo of the HVAC system in the Clement Building. Maintenance is also involved in regular floor cleaning and painting as needed. We maintain our equipment through careful operation, regular cleaning, and we have our gas equipment calibrated by Nashville Gas Company as needed.

Additional space for any program at NSCC, including the culinary program, will not be available anytime soon given the capital building budget of the TBR. The program will continue to utilize its existing space as efficiently as possible and serve its customers in the culinary lab.

*Required Exhibits: (1) List of major equipment used in the program; (2) Diagram/floor plan of kitchen and/or lab facilities; and (3) Most recent sanitation inspection.*

**7.0 STUDENT SERVICES Standards 7.1 - 7.9**

1. State the criteria and policies established for admission to the program.

NSCC Culinary Arts program subscribes to an open enrollment policy and encourages students who desire a formal Culinary Arts education apply for admission in accordance with provisions stated below and in **Exhibit 7A**.

Nashville State Community College provides opportunities for collegiate education to all qualified applicants without regard to their race, color, sex, religion, national origin, age, or disability. (Standard 7.1)

Information concerning admission to the college may be obtained from:

Admissions Office  
Nashville State Community College  
120 White Bridge Road  
Nashville, TN 37209  
Phone 615-353-3215  
Email: [recruiting@nsc.edu](mailto:recruiting@nsc.edu)

NSCC provides two major categories of admission: Degree Admission and Non-Degree Admission with several subcategories. Each category is designed for a particular purpose and for different populations. Applicants should review the various categories and select the admissions category that best suits their educational needs and qualifications.

In all cases, qualified students must:

1. Meet entry-level standards for the courses in which they enroll.
2. Be able to complete assignments.
3. Be able to read and write at the required level.

Future students are urged to submit their applications as early as possible to allow sufficient time for application processing and the timely distribution of registration information.

All admissions documents submitted by the applicant become the property of the college and cannot be forwarded or returned. All correspondence concerning your admissions file should be sent to the address above.

**Exhibit 7A** presents the specific admission requirements for Associate Degree and Technical Certificate students as presented in our college catalogue.

2. What is the program’s policy on accepting transfer credits?
  - a. Does your program give advanced standing or credit by exam? \_\_\_\_\_  
If so, based on what criteria?

Students transferring into the Culinary Arts program are required to meet established NSCC transfer student requirements which are published in the college catalogue.

**Exhibit 7B** presents these requirements (Standard 7.3).

The Culinary Arts program does not have an established procedure for awarding advanced standing or credit by exam. The program has accepted transfer credits and granted students credit for culinary courses completed at accredited colleges that sponsor formal Culinary Arts programs. The award of transfer credit is the responsibility of the program coordinator and reviewed on a case by case basis. The coordinator reviews a student’s transcript and speaks personally to the student about their previous experience and record. With respect to production classes, the award of transfer credit for these classes has been extremely infrequent and for consideration students must present course outlines that detail competencies in addition to their transcripts.

NSCC has an established Credit by Examination policy published in the course catalogue.

3. Discuss the attrition and retention of students for the last five years or since the inception of the program, whichever is less.
  - a. What are the trends?

Student enrollment and retention within the Culinary Arts program indicate a positive trend. Currently the program admits approximately 50 new students each fall into CUL I 1040, the first kitchen production class. This limit is based on demand, a staff of two full-time instructors, and the availability of qualified adjunct instructors. The chart below indicates that we retain on average 50% of those incoming students who subsequently enroll into CUL III 2050 the following fall semester.

Culinary I 1040		Culinary III 2050		
<u>Term</u>	<u># enrolled</u>	<u>Term</u>	<u># enrolled</u>	<u>%</u>
04F	46	05F	23	50.00%
03F	38	04F	23	60.53%
02F	38	03F	18	47.37%
01F	35	02F	12	34.29%
00F	21	01F	10	47.62%

An attrition rate of 50% of students from the first year to the second can be attributed to many factors including:

1. Student's awareness (or lack thereof) of the industry, its demands, and the nature of professional cooking.
2. High standards within the program including academic and program specific standards that are consistently applied and enforced.
3. Our open door policy and relatively inexpensive tuition costs invite any student who might have a desire to "try out" the culinary profession who subsequently decide it isn't for them.
4. Willingness of employers to hire and promote inexperienced culinary students and/or individuals with no formal culinary education experience.

Retention Statistics for the Last Two Years*		Students
Fall 2003	14 day enrollment	112
	Graduates	17
	Returned Fall 2004	35
	Not retained	60
Fall 2004	14 day enrollment	118
	Graduates	8
	Returned Fall 2005	56
	Not retained	54

\*Data provided by Department of Institutional Research.

b. What methods are utilized to increase retention?

Our focus on student retention centers on our commitment to our students regarding support (academic and counseling) by program faculty and open communication between faculty and students. The Culinary Arts program truly values and seeks feedback from its students on their satisfaction of our program and their learning experiences while enrolled in the program.

Methods utilized to increase retention include:

1. Program assessment vehicles used to indicate student satisfaction and learning. Assessment vehicles include course specific evaluations, program specific evaluations, NSCC instructor evaluations, and program Academic Audit. These assessment tools are discussed in Standard 8.0.
2. Production course evaluations of students by instructors are shared with students at weeks 5 and 10 of the semester. Instructors evaluate students individually to inform them of their progress, strengths, weaknesses, and suggestions for improvement as needed.
3. Program focus on improving the overall quality of learning experiences in all CUL program courses.



4. Program specific orientation implemented Fall 2005 for incoming students. Reference Standard 5.0 #9. Both instructors are seeing more students during the Fall 2005 pre-registration period (for next semester) as a result of the program orientation materials provided to incoming freshman.
5. Full-time program faculty members are responsible for advising culinary students and actively encourage all students to seek advice from faculty in areas of college, employment and career areas.
6. Student access to their grades, transcripts, evaluations are available to any culinary student and are easily accessed by meeting with their culinary advisor. Both full-time faculty members have access to student records which can be provided to students on demand (Standard 7.6).

4. Include all publications having to do with the program, including catalogues, brochures, advertisements, etc.

(Standard 7.5)

The college's website is located at [www.nsc.edu](http://www.nsc.edu). The website includes all information regarding the college printed in the college catalogue.

**Exhibit 7C** is our program brochure.

5. Describe the procedures of the program regarding student grievances.

The paragraph below is the approved NSCC grievance policy as published in the college Student Handbook. The Culinary Arts program follows established college policy regarding student grievances.

Student Grievance/Appeal Procedure (Standard 7.7)

All formal student grievances and appeals will be submitted on a Student Grievance/Appeal Form. These forms may be obtained from the Dean of Students in the Student Services Center, Office D-8. A grievance may result from any action Nashville State has taken against the student which:

1. Violates Nashville State or Tennessee Board of Regents policy, or involves an inconsistent application of these same policies;
2. Violates state or federal discrimination statutes in that the adverse action is based solely on race, sex, national origin, age, disability, or veteran status; or
3. Violates any constitutional right.

6. Describe the counseling and services available to students.

The following services are available for all NSCC students (Standard 7.8):

1. Career Employment Center. The Career Employment Center provides a full range of employment services and assists students, graduates and alumni with their employment needs.
2. Library and Testing Center. The Learning Center, located inside the Library, offers all NSCC students free, drop-in academic assistance with courses in which

- they are currently enrolled at the college. Services include access to computers for research, email, tutorials in course content, and software applications used in classes. In addition, tutors are available to help in many subjects, especially mathematics and writing. Free online tutoring is also available to students.
3. Computer Help Desk and Open Computer Labs. In the Clement Building, room C-308 is the computer lab conveniently located upstairs from the culinary lab.
  4. Student Disability Services. Student Disability Services provides assistance to students with documented physical, emotional, or learning disabilities. The SDS personnel assist eligible students with academic planning and registration and serve as a liaison between students and faculty. The SDS personnel also assist in testing and securing appropriate technology as needed for students.
  5. Safety and Security. The Security Department provides 24-hour 365-day service accessible by telephone at 353-3273 or in person (A-70A) during normal business hours. Security guards patrol the campus by car and by foot around the clock. The department is augmented by a closed-circuit television system, hand-held portable radios and cellular telephone.

7. Describe any scholarship programs available to students in this program(s).

**Exhibit 7D** lists the financial aid opportunities available to NSCC students.

There is a Culinary Arts scholarship available for program culinary students. Criteria for the scholarship was established by program faculty and advisors designed to award those students who have excelled in their culinary studies, have completed a community service activity requirement, and have completed 75% of coursework required for an A.A.S. degree in Culinary Arts.

**Exhibit 7E** presents the Culinary Arts scholarship criteria (Standard 7.9).

8. What are the major strengths and weaknesses of your program as it relates to this section in comparison to the ACF Accrediting Commission Standards?

Strengths of the program as it relates to this section include:

- NSCC institutional strengths including student centered focus, caring and committed faculty and staff, and support services available to all students.
- Program commitment to improving retention by the following methods: program specific orientation, regular production evaluation scores communicated to students, and program specific student satisfaction and course evaluations. Such evaluations are carefully examined for usable feedback from students which can then be implemented by program faculty.

Weaknesses of the program as it relates to this section include:

- Lack of funds for a 3<sup>rd</sup> full-time instructor and availability of qualified adjunct instructors limits the program's ability to accept more students. Regardless of the qualifications and dedication of adjuncts, they are not able to dedicate the same amount of time to our students that full-time faculty can.

9. How do you plan to use the results of this section of the Self Study to maximize the strengths of the program and to minimize any identified weaknesses?

NSCC has an open door enrollment policy providing all students equal access to our programs and opportunities. Students are admitted to the culinary program without any specific requirements that might include prior industry experience or admission interview process. Program faculty members discuss program and industry realities with all students who contact the program to inquire about enrolling in the program and potential careers as chefs. There are also many students who enroll in the program without making such inquiries which is the nature of an open door enrollment policy. Retention within culinary programs is an issue and ours is no exception to that reality. Program faculty work very hard to provide the best culinary educational experience possible and they provide frank explanations to students regarding the effort and intensity required of someone who wishes to become a professional chef.

Our retention program includes early assessments of both students and faculty, especially adjunct faculty. It includes regular communications with students, especially those that are struggling in courses. Our 12:1 student to instructor ratio in labs provides close contact between students and their instructor and increases an instructor's ability to work closely with all students and assess their strengths and weaknesses which are communicated to students.

Program faculty will continue to search all available avenues and resources for adjunct instructors who can be used to help grow our program and serve student needs in lieu of additional full-time faculty.

**8.0 PROGRAM ASSESSMENT Standards 8.1 - 8.5**

Describe the system used and provide dates, sample forms and results for assessment of:

- a. faculty
- b. curriculum
- c. program effectiveness

(Standards 8.1 & 8.2)

**Exhibit 8A** indicates program assessments schedule and sample assessment forms.

A. NSCC faculty is evaluated using the following:

1. Students complete a standardized evaluation form for all courses scheduled and delivered. This form is completed each term for each faculty member. Results of this form are tabulated to provide a course average which can be compared against the program, division, and school averages for all faculty. Results are indicated in Exhibit 8F.
2. NSCC Division Deans complete a yearly evaluation for each faculty member within their respective division. Faculty is evaluated on the following five areas: Student Evaluations, Instructional Activities for Teaching Faculty, Academic and Career Advising, College and Community Service, and Professional Development. This evaluation is completed in March and results of this evaluation are discussed between the dean and faculty member.
3. Starting Fall 2005, the program coordinator and second instructor are required to complete classroom visits of all adjunct instructors. The observation includes areas such as instructor preparation, interaction with students, and delivery of lecture material. The form is completed and the results are discussed with the adjunct instructor.

**Exhibit 8B** illustrates the results of the Fall 2005 adjunct observations.

4. A yearly Culinary Arts Student Satisfaction Survey is given in April to all students enrolled in the program at that time.
5. A Culinary Arts Employer Survey was implemented Fall 2005. An online program-specific form created for Culinary Arts that enables an employer to access a web page located on our server and complete an employer survey and immediately submit the form. The link for the survey ([http://ww2.nsc.edu/culinary\\_arts/](http://ww2.nsc.edu/culinary_arts/)) is attached to an email and sent electronically to each employer. For each graduate, a survey request will be sent to their employer during the fall semester for spring and summer graduates and spring semester for December graduates.

B. Curriculum assessment is executed using a number of methods. Methods include:

1. The first tool instituted by the program coordinator early in the program was course specific evaluations for each course delivered by the program. This evaluation is in addition to the NSCC end of term faculty and course evaluation. The program has offered students the opportunity to evaluate courses with respect to the amount of learning, strengths and weaknesses of the course, textbooks utilized, exams, and provide a space for general comments regarding the specific course. Starting Fall 2005, the program has instituted a mid-term evaluation as well in an attempt to identify any issues that need to be addressed or changed while the class is in session.
2. Ongoing discussions with industry professionals and our culinary advisory committee who have opinions on topics that should be addressed within our curriculum. In addition, our advisors review our list of specific course competencies and approved our current summary of course competencies.

**Exhibit 8C** presents the list of 1<sup>st</sup> and 2<sup>nd</sup> year competencies.

3. TBR mandates that all associate degree programs offered by Tennessee community colleges have maximum total credit hours of 60 and include a fixed list of academic (non-culinary) requirements. Our latest curriculum revision resulted in a decrease of 9 credit hours.

**Exhibit 8D** details our current curriculum, the curriculum prior to the TBR mandate, and the original program curriculum.

C. Program effectiveness is assessed by the following methods: program internship evaluations, program yearly student satisfaction surveys, employer surveys and job placement rates, retention and graduation rates, and the current academic audit.

1. Internship surveys indicate consistent satisfaction with our students especially their dedication and interest. Internship supervisors typically respond that the main area of needed improvement is speed, which typically results from day to day yearly experience and an area that the majority of culinary graduates need to improve.
2. The results of our yearly student satisfaction survey are indicated in section 3.
3. Our Career Development Center has a very low response rate across the board on employment surveys which they attribute to employer's reluctance to provide assessments with respect to employment liability. The culinary program has instituted its own employment survey, the results of which are indicated in section 3.
4. Our employment rate for graduates has typically been at or close to 100%. Employment rates for graduates from 1999 through 2004 are illustrated in section 3.
5. Retention and graduation statistics are illustrated in section 7 #3.

6. At the start of the Fall 2004 semester, the Culinary Arts program, along with all other programs in the Business & Applied Arts Division commenced a three-year project titled Academic Audit. This project was with the endorsement of the TBR and is our most recent effort to assess the effectiveness of our program. Academic Audit is a thorough assessment of a program and focuses on five key areas: Learning Objectives, Curriculum, Teaching, Student Learning, and Quality Assurance. The audit requires program faculty to examine, review, and honestly assess their own program and provide a rating and explanation for such rating for the five focal areas above. The audit report was prepared over the fall semester and discussed in meetings with program faculty, division dean and faculty within other division programs. During the spring term 2005, three auditors visited our school to review our program and assess the accuracy of our report. Auditors interviewed faculty, adjunct faculty, students, advisors, and division dean. Upon the conclusion of their visit, the auditors provided a brief verbal review with a formal report delivered to the program late Spring 2005. The audit report will be available to the ACF auditors in the resource room during the accreditation visit.

Results of the audit report are highlighted in section 2 below.

2. What were the results of the most recent overall evaluation of the program?
  - a. What changes were effected as a result?

The full Academic Audit report prepared by the Culinary Arts audit team will be available for review in the resource room. The audit team affirmed the program's self-assessment; we include a few of the audit team's commendations here:

- Advisory committee input is reviewed and considered by leaders of the program.
- Significant progress has been made to increase the collaboration among faculty for the improvement of course content and curriculum in general.
- The collaboration between the coordinator, the Advisory Committee, and the Dean on curriculum design is effective.
- Students were quick to praise faculty members and felt that they are given good support and proper instruction.
- The department has established an excellent way to offer students on-the-job experience through the two 300-hour internships.
- Students are provided the opportunity to participate in program evaluation and identify quality indicators.
- The low student/teacher ratio (12:1) offers much more hands-on experience and personal attention.
- The faculty members of the Culinary Arts program strive for coherence across all educational activities. Best practices include: (1) incremental learning to build on prior lessons, (2) repetition to allow for planned practice, (3) required engagement in teams, (4) development of personal responsibility, (5) development of time management as well as good organization and planning skills, and (6) development of students' ability to do critical thinking, self-evaluation, and problem solving.
- Although a general orientation for adjuncts is scheduled by the college, the program is developing a more formal process so that adjuncts can be

trained on an individual basis which allows more opportunity for adjuncts to give input on course revision and other curriculum decisions.

The following is a sample of the audit team's recommendations with subsequent program response or adjustment.

- Students asked for more Culinary Arts-focused lessons in math and computer courses through faculty collaborating with those departments and customizing practical application activities to be inserted for Culinary Arts students. Another option would be to team teach a unit or module. Program response: one future initiative of the Academic Audit is the collaboration between programs to provide customized activities for culinary students. This project will start at the completion of individual program reviews and work is expected on this activity Fall 2006.
- Focus on nutrition in the curriculum. Work with adjunct faculty teaching the nutrition course to establish both instructional and learning objectives that lead to desired outcome of student understanding of nutrition implications of menu planning and the impact and controversy of how food systems can positively influence the health of the nation. Program response: Coordinator Morlino developed a full-web course for CUL 1050 Nutrition & Menu Planning during the 2005 spring semester. This complete course is now used as the basis for our nutrition course. Two sections of nutrition were offered Fall 2005, one web and one classroom section. Course evaluation results for this course will be available for auditors during their visit February 2006.
- Faculty should increase efforts to stay in touch with colleagues to generate opportunities for students through networking. Program response: Faculty member Tom Loftis attends monthly ACF meetings regularly and is the program's representative to the local ACF chapter.
- Employers should be surveyed to identify the strengths and weaknesses of recent graduates and current students, on both a formal and informal basis. Listen to feedback and make changes in course content, teaching methods, and assessment as appropriate. Program faculty created and implemented a program specific employer evaluation tool. Results from the first use of this tool are available Fall 2005.
- Add five or more members to the Advisory Committee. The Committee should include potential employers, food manufacturers and/or suppliers, and food system operators in higher management levels from restaurants, hotels, hospitals, school systems, contract companies, resorts, etc., and from the local chapter of the American Culinary Federation. These individuals can identify ways to share marketing resources, brainstorm on fundraising to support the program, participate in review of the course content, curriculum, etc., on a regular basis (perhaps every 3 years), identify adjunct faculty, etc.

Program response: Membership on our advisory committee was increased by the following additions: one current student, two recent graduates, one local high school teacher (culinary), the president of the local ACF chapter, and the executive chef of Gaylord Opryland Hotel.

Actionable feedback from the latest Culinary Arts annual spring program evaluation completed by students (2005) indicated too many buffets in CUL 2050. For this course during the academic year 2004-05, six student project buffets were scheduled. Adjustments were made to decrease the amount of buffets by one-third (6 to 4) while still allowing each student to present their menu and lead a team of students in the production of selected items. This was accomplished by having three student-chefs per class as opposed to two for each buffet. The additional two weeks allowed for new lectures on lamb and veal and a second mystery basket competition. Feedback from students enrolled in CUL 2050 this fall greatly appreciated and valued these new lesson plans.

Actionable feedback from the Culinary Arts spring 2004 program evaluation indicated that an area of student concern was the teaching effectiveness (preparation, enthusiasm) of adjunct instructors was less favorable than the effectiveness of the program's two full-time faculty members. Identifying competent and dedicated adjunct instructors willing to devote the time to students is a challenge so this feedback was not a surprise. However, it did illuminate a weakness and as a result some of the adjuncts hired for the academic year 2003-04 were not provided a further opportunity to teach in our program. As a result of this feedback, we instituted a program meeting at the start of each semester with full-time and adjunct faculty members to review program expectations and requirements for all instructors.



3. Provide dates, sample forms, and results from the most recent: (Standard 8.3)

a. NSCC Culinary Arts Student Satisfaction Survey

**Exhibit 8E** presents summary sheets of our yearly program student satisfaction survey for the last three academic years.

Below you will find a summary from the survey detailing results of three questions taken from the survey regarding overall student satisfaction, course quality in preparation for employment, and opportunities for student evaluation of instruction.

<b>Student Satisfaction Report</b>	<u>2004-05</u>	<u>2003-04</u>	<u>2002-03</u>
Satisfied with educational experience: % of students responding "very satisfied" & "satisfied"	100%	98%	88%
Course quality in preparation for employment: % of students responding "excellent" & "good"	96%	93%	97%
Opportunities for student evaluation of instruction: % of students responding "excellent" & "good"	96%	88%	94%

b. Graduate surveys

Graduate surveys to date have been the initiative of the Student Services Center at NSCC and not an initiative of the Culinary Arts program.

c. Employer surveys

Below you will find a summary from the survey detailing responses taken from the Fall 2005 Culinary Arts Employer Survey.

**Culinary Arts Employer Survey**

	% responding good to excellent
Rate graduates on the following categories:	
1. Culinary knowledge: procedures, ingredients, recipes.	83.33%
2. Culinary skills: cooking methods, knife work, etc.	83.33%
3. Choose current performance level of graduate.	83.33%
4. Problem solving skills (ability to think "on one's feet").	83.33%

All surveys will be available in the visitation resource room during the accreditation site visit.

d. Job placement surveys

NSCC Career Employment Center surveys each of its graduates and asks graduates to complete an employment information form. The data below reflects those graduates reporting.

Employment Report for Culinary Arts\*

Year	Related Employment	Employment Not Related	Continuing Education	Total Graduates <sup>a</sup>	% Related Employment
2004	3	1	1	5	75%
2003	9			9	100%
2002	1			1	100%
2001	6			6	100%
2000	2			2	100%
1999	2			2	100%

\*Data supplied by the Career Employment Center, NSCC.

<sup>a</sup>Data collected by the survey and reported by NSCC graduates.

e. Student evaluations of courses and faculty

**Exhibit 8F** presents student evaluations of instructors for all CUL courses for the six terms ending spring term 2005. Data presents instructor, department, division, and institute averages.

Course specific evaluations (program evaluations) will be available for auditors in the resource room.

4. What are the major strengths and weaknesses of your program(s) as it relates to this section in comparison to the ACFEI Accrediting Commission Standards?

Strengths of the program as it relates to this section include:

- The program's focus on student evaluations and feedback beyond the required college instructors evaluation form completed by each student. Our program has instituted course specific evaluations, a yearly program student satisfaction survey, and instituted mid-semester course specific evaluations fall semester 2005. The culinary program actively seeks actionable student feedback and seriously considers all feedback provided by our students.
- Over the last three years, program faculty have worked hard to create a standardized curriculum and standardized lesson plans that all instructors can use to provide the same learning experience for our students. While an individual instructor can tailor curriculum and add to their course based on personal strengths and experiences, course standardization provides a baseline for each course that all instructors must meet.

Weaknesses of the program as it relates to this section include:

- Track record of employer surveys of our students. We recently instituted a process of program specific employer surveys which will increase the usable feedback and supplement the employer survey data we receive from our Career Employment Center. In addition, the data has been very generic and not especially helpful in providing specific information which may be utilized in program assessment.

5. How do you plan to use the results of this section of the Self Study to maximize the strengths of the program(s) and to minimize any identified weaknesses?

Since its inception, program assessment methods have grown and continue to evolve. This process will include a redesign of our student satisfaction survey to be used as our spring 2006 survey. The survey form will be redesigned with questions designed to prompt and provide more usable feedback from students. Survey redesign will be completed by the program coordinator, who will seek guidance on survey design from college and outside sources with the goal of a more effective assessment tool. We will continue to solicit feedback from our student customers which may be implemented for program improvement. Our program employer survey will supplement data received from the Career Employment Center.

Our revised employer survey link will facilitate the response rate from employers of our graduates. As this survey tool is used, it will become apparent what changes will be needed to prompt more specific information and data on our graduates which we can utilize in program assessment.

The academic audit process continues as we have rewritten our program goals to correlate with division and college goals for students and graduates. The next phase of the audit is a review of course specific goals which includes the examination of academic (non-culinary) course competencies which will be aligned with program goals. The audit has been extremely helpful in the assessment and improvement of culinary curriculum, teaching methods, student learning and program outcomes.

## SUMMARY

1. Summarize the major strengths and weaknesses of your program(s) in comparison to the ACF Accrediting Commission Standards identified through this Self-Study.

Major strengths of the program include:

- The dedication and motivation of all those involved with this program to its success and mission is discussed in standard 3.0.
- Full-time faculty bring a variety of professional skill, instructional experience and motivation towards student service and quality improvement, all of which are core assets of this program.
- The evolving curriculum and instructional strategies employed in both classroom and lab are core strengths. This includes but is not limited to the following areas: consistent course lesson plans, options for students including web delivery of lecture-based program and academic courses, lab assessments and work in lab-based courses including use of progressive projects. These areas are discussed in standard 5.0.
- The ability of the program faculty to provide a fundamentally sound culinary education in spite of a limited operating budget is a strength and is attributed to both faculty and division dean who work to optimize available resources.
- Culinary lab and all other resources available to our students are core strengths of the program. These are discussed in standard 6.0.
- NSCC institutional strengths include student support services, special needs, advising, financial aid and academic advising by program faculty. The range of services available for our students is a core strength of the college and program and is discussed in standard 7.0.
- The Culinary Arts program offers students many opportunities to provide feedback and implements viable feedback when all parties agree that implementation will improve a student's learning experience. Program faculty listens to students and promptly works to address issues as they are identified. Open communication among students, faculty, and administration is a core strength of the program.

Major weaknesses of the program include:

- Professional development opportunities for program faculty.
- A dependable source of qualified and motivated adjunct instructors available to meet teaching needs that support the mission and growth of the culinary program.

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

Strengths identified as a result of the self-study process and verified by the ACF auditors will be used as the foundation for the second phase of this program. Specifically, as less of our resources and time are devoted to developing standardized curriculum, we can use that time for professional development activities for all program faculty and improve our graduate assessment process. We will continue to build on strengths identified as instruction, student-centered focus, continual improvement, student retention, increasing student resources including

library materials and lab-equipment, and all evaluation and assessment methods. We will continue to listen to our customers, our students.

A primary task of the program at this point is professional development for full-time faculty and adjunct faculty. Program faculty must identify affordable activities which increase instructional and technical expertise and which can be funded and completed given the college's professional development priorities and limited budget. In addition, program faculty will work closely with the ACF and other area professionals in order to create a "bullpen" of adjunct instructors who are willing to work with us to grow our program.

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

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

This program review was primarily executed by program full-time faculty, Morlino and Loftis. Additional input was provided by adjunct faculty, program advisory committee members, and Academic Audit.

- b. Who compiled the document and identified strengths and weaknesses?

Program Coordinator Ken Morlino is the author of this document, with input from Division Dean Karen Stevenson and Instructor Tom Loftis.

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

Drafts of this report were reviewed by our VP of Academic Affairs Dr. Ellen Weed, Division Dean Karen Stevenson and Instructor Tom Loftis. In addition, electronic copies of the draft were sent to a select group of our advisors for their input as well.

4. What does accreditation by the Accrediting Commission of ACF mean to your program(s)?

ACFEI accreditation indicates that our program meets or exceeds the high standards set by the American Culinary Federation and ensures that our current students receive a fundamentally strong culinary education. It provides a standard for potential students with which they can use in their decision to choose a culinary school and indicates to potential students that our program will provide an education which provides skills necessary for success as a culinary professional. For our graduates, ACFEI accreditation can be both a measure of the quality of their education and a source of pride that they helped grow NSCC's culinary program to where it is now a nationally accredited program.

NSCC's vision is "to be a nationally recognized leader and provider of excellence in culinary education". ACFEI accreditation moves us one step closer to that goal in ensuring and measuring our progress against nationally recognized standards.

NSCC's mission is to "Prepare individuals for an immediate positive contribution within the hospitality industry by providing a fundamentally sound, progressive, relevant, and enriched culinary education". ACFEI accreditation ensures that our curriculum, faculty, facilities, student services, and program assessment are effective, synchronous, and integrated as we work towards the fulfillment of our mission.

At the program level, we view ACFEI accreditation as a validation of the growth of the program and our hard work dedicated to the best possible educational experience for all past, present, and future students. At the college level, accreditation of our programs is a measure of quality, performance and accountability that NSCC consistently demonstrates. Affiliation, recognition, and accreditation of NSCC's Culinary Arts program by the American Culinary Federation would be an honor.

On a personal note, growth and improvement of this program is a primary goal of the program coordinator. ACFEI accreditation has been a goal since the program's inception and has served as a distant light, growing brighter as the years have passed. We have used that light to guide our program in our work towards improvement. We are confident in the overall quality of the education and service we provide our students. ACFEI accreditation clearly indicates that we are exceeding our responsibility to provide industry with young culinarians who possess a skill set that will allow them to reach their potential as a culinarian and success in all of life's endeavors.

Ken Morlino  
November 21, 2005